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. All students enroll in the Core curriculum, designed with the expectation that in the first two years of study a student will complete core 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) for the first two years. Full-time registration allows for completion of the core 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 Housing and in co-curricular student life builds on students’ common experiences in learning and in exploring beyond the classroom. Further, the elements of the Core curriculum provide cross-disciplinary perspectives on enduring questions and create the habits of mind that prepare students for advanced studies.

General Information

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

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 programs on the basis of individual merit. The University, therefore, 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, or other protected classes under the law.

The University official responsible for coordinating compliance with the University of Chicago nondiscrimination policy is Aneesah Ali, Associate Provost, Affirmative Action Officer, and Title IX Coordinator for the University. She can be reached via email at aali@uchicago.edu and by telephone at 773.702.5671.

The Title IX Coordinator for Students is Belinda Cortez Vazquez, Associate Dean of Students in the University for Student Affairs. She can be reached via email at belinda@uchicago.edu and by telephone at 773.834.9710.

The content of this catalog is accurate as of April 1, 2014. It is subject to change.
Cover photo by Robert Kozloff.

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The University of Chicago College curriculum has three components: general education requirements, a major, and electives.

General education requirements, which are described below, consist of integrated, often interdisciplinary, sequences. They cannot be replaced by other courses (except in the sciences as indicated below) and they should be completed by the end of the second year. Please note that 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.

Majors are described in detail in the Programs of Study (p. 49) section of the catalog.

Electives provide scope to a student’s work in the College. Students choose electives to pursue interests, wherever they fall in the College catalog, that are not covered by their general education sequences or their major. Depending on other choices, electives comprise about one-third of the degree program.

Students choose courses across the curriculum in consultation with College advisers and faculty counselors. Credit for forty-two quarter courses is required for the undergraduate degree. Students may count each quarter course only once in the degree program of forty-two courses.

**GENERAL EDUCATION**

**Humanities, Civilization Studies, and the Arts (6 quarters)**

An essential component of general education is learning how to appreciate and analyze texts intellectually, historically, and aesthetically. Through this general education requirement, students at Chicago 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. Finally, students learn how to study texts and art forms within a specific cultural and chronological frame. Students may choose from many options to meet these requirements.

Students take a total of six quarters in humanities and civilization studies, selecting one of the following three options. The letters in parentheses refer to the sections below.

1. A three-quarter humanities sequence (A); a two-quarter civilization studies sequence (C); and one course in the dramatic, musical, and visual arts (B).
2. A three-quarter civilization studies sequence (C); a two-quarter humanities sequence (A); and one course in the dramatic, musical, and visual arts (B).
3. A two-quarter humanities sequence (A); a two-quarter civilization studies sequence (C); and two quarter courses in the dramatic, musical, and visual arts (B).
### A. Interpretation of Historical, Literary, and Philosophical Texts

All humanities courses that meet general education requirements engage students in the pleasure and challenge of humanistic works through the close reading of a broad range 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. In combination with these courses, students take HUMA 19100 Humanities Writing Seminars that introduce the analysis and practice of expert academic writing.

The humanities sequences give students the opportunity to focus on a range of issues and texts. All HUMA 10000-level sequences that meet general education requirements 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.

A three-quarter sequence in humanities is recommended for students who are preparing for medical school or for law school. Students who are unable to complete a three-quarter sequence in their first year should plan to take a writing-intensive English course when their schedule allows. This English course, however, cannot be applied to the general education humanities requirement.

NOTE: Students registered in any of the sequences below must attend the first and second class sessions or their registration will be dropped.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMA 11000-11100-11200</td>
<td>Readings in World Literature I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>HUMA 11500-11600-11700</td>
<td>Philosophical Perspectives I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>HUMA 12000-12100-12200</td>
<td>Greek Thought and Literature I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>HUMA 12300-12400-12500</td>
<td>Human Being and Citizen I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>HUMA 13500-13600-13700</td>
<td>Introduction to the Humanities I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>HUMA 14000-14100-14200</td>
<td>Reading Cultures: Collection, Travel, Exchange I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>HUMA 16000-16100-16200</td>
<td>Media Aesthetics: Image, Text, Sound I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>HUMA 17000-17100-17200</td>
<td>Language and the Human I-II-III</td>
<td>300</td>
</tr>
</tbody>
</table>

### B. Dramatic, Musical, and Visual Arts

These courses provide 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 objective is met either by the intensive study of selected masterpieces or by producing original works of art, drama, music, or performance.
The courses below are not 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 the courses on the list below can be used to satisfy the general education requirement in the dramatic, musical, or visual arts. **NOTE:** Substitutes will not be approved. Students with expertise in one particular area of the arts should pursue course work in a different area.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 10100</td>
<td>Introduction to Art</td>
<td>100</td>
</tr>
<tr>
<td>ARTH 14000 to 16999. Art Surveys</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 17000 to 18999. Art in Context</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTV 10100</td>
<td>Visual Language: On Images</td>
<td>100</td>
</tr>
<tr>
<td>ARTV 10200</td>
<td>Visual Language: On Objects</td>
<td>100</td>
</tr>
<tr>
<td>ARTV 10300</td>
<td>Visual Language: On Time and Space</td>
<td>100</td>
</tr>
<tr>
<td>CRWR 12100 to 12199. Introduction to Genres or Reading As a Writer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSI 10100</td>
<td>Introduction to Western Art Music</td>
<td>100</td>
</tr>
<tr>
<td>MUSI 10200</td>
<td>Introduction to World Music</td>
<td>100</td>
</tr>
<tr>
<td>MUSI 10300</td>
<td>Introduction to Music: Materials and Design</td>
<td>100</td>
</tr>
<tr>
<td>MUSI 10400</td>
<td>Introduction to Music: Analysis and Criticism</td>
<td>100</td>
</tr>
<tr>
<td>TAPS 10100</td>
<td>Drama: Embodiment and Transformation</td>
<td>100</td>
</tr>
<tr>
<td>TAPS 10200</td>
<td>Acting Fundamentals</td>
<td>100</td>
</tr>
<tr>
<td>TAPS 10300 to 10699. Text and Performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAPS 10700</td>
<td>Introduction to Stage Design</td>
<td>100</td>
</tr>
<tr>
<td>TAPS 28400</td>
<td>History and Theory of Drama I</td>
<td>100</td>
</tr>
<tr>
<td>TAPS 28401</td>
<td>History and Theory of Drama II</td>
<td>100</td>
</tr>
</tbody>
</table>

**C. Civilization Studies**

Each sequence provides an in-depth examination of the development and accomplishments of one of the world’s great civilizations through direct encounters with some of its most significant documents and monuments. Students who have completed (or plan to complete) three quarters of a humanities sequence and one quarter of the dramatic, musical, or visual arts and therefore need only two quarters of civilization studies, may take any of the three-quarter sequences as a two-quarter sequence. **NOTE:** Not all of the sequences that follow are offered every year; consult departmental course listings.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRES 24001-24002-24003</td>
<td>Colonizations I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>EALC 10800-10900-11000-1</td>
<td>Introduction to the Civilizations of East Asia I-II-III-IV</td>
<td>400</td>
</tr>
<tr>
<td>GNSE 15002-15003</td>
<td>Gender and Sexuality in World Civilizations I-II</td>
<td>200</td>
</tr>
<tr>
<td>HIPS 17300-17400-17402-1</td>
<td>Science, Culture, and Society in Western Civilization I-II-III-IV</td>
<td>600</td>
</tr>
<tr>
<td>HIST 10101-10102</td>
<td>Introduction to African Civilization I-II</td>
<td>200</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
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<td>---------</td>
</tr>
<tr>
<td>HIST 13001-13002-13003</td>
<td>History of European Civilization I-II-III +</td>
<td>300</td>
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<tr>
<td>HIST 13100-13200-13300</td>
<td>History of Western Civilization I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>HIST 13500-13600-13700</td>
<td>America in World Civilization I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>HIST 13900-14000</td>
<td>Introduction to Russian Civilization I-II</td>
<td>200</td>
</tr>
<tr>
<td>HIST 16700-16800-16900</td>
<td>Ancient Mediterranean World I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>JWSC 20001-20002-20003</td>
<td>Jewish History and Society I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>JWSC 20004-20005-20006</td>
<td>Jewish Thought and Literature I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>LACS 16100-16200-16300</td>
<td>Introduction to Latin American Civilization I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>MUSI 12100-12200</td>
<td>Music in Western Civilization I-II</td>
<td>200</td>
</tr>
<tr>
<td>NEHC 20001-20002-20003</td>
<td>Ancient Near Eastern History and Society I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>NEHC 20004-20005-20006</td>
<td>Ancient Near Eastern Thought and Literature I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>NEHC 20011-20012-20013</td>
<td>Ancient Empires I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>NEHC 20416-20417-20418</td>
<td>Semitic Languages Cultures and Civilizations I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>NEHC 20501-20502-20503</td>
<td>Islamic History and Society I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>NEHC 20601-20602-20603</td>
<td>Islamic Thought and Literature I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>SALC 20100-20200</td>
<td>Introduction to the Civilizations of South Asia I-II</td>
<td>200</td>
</tr>
</tbody>
</table>

+ This notation indicates sequences with optional courses, and/or those providing students a choice of courses that fulfill the sequence. Review the description for more detail about sequence options and requirements.

Students may also complete their civilization studies requirement by participating in one of the College's study abroad programs listed below. For more information about these programs, see the Study Abroad (p. 1229) section of this catalog or visit study-abroad.uchicago.edu. Eligible Study Abroad programs include:

- Rome: Antiquity to Baroque I-II-III
- Western Mediterranean Civilization I-II-III
- African Civilizations in Paris I-II-III
  Offered alternate years
- Paris Program: Colonizations I-II-III
  Offered alternate years
South Asian Civilizations in India I-II-III
China in East Asian Civilization I-II-III
Latin American Civilization in Oaxaca I-II-III
Vienna in Western Civilization I-II-III
European Civilization in Paris I-II-III
Civilisation Européenne I-II-III
Greek Antiquity and Its Legacy I-II-III
Jerusalem in Middle Eastern Civilizations I-II-III
Middle Eastern Civilizations, Cairo I-II-III
Middle Eastern Civilizations in Istanbul I-II-III
La Civilization en el Mediterraneo Occidental I-II-III

Natural and Mathematical Sciences (6 quarters)

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.

The physical sciences sequences are intended to be taught with a high level of intellectual rigor but at a level accessible to students without prior exposure to the physical sciences or mathematics beyond algebra and geometry. A given course should meet at least some of the following goals:

1. To instill the confidence to be a life-long learner in areas involving numbers, scientific concepts, and technology;
2. To develop an ability to evaluate strengths and weaknesses of arguments based on the use of data, technical claims, and scientific theories;
3. To gain an understanding of the intellectual beauty of the subject, that is, understanding why some people devote their life to the field;
4. In some courses, to master at least one area in real depth.

Mathematical sciences courses may investigate a number of different lines of inquiry, including formal reasoning through use of precise artificial languages, methods for learning about the world using imperfect or incomplete data, and developing approaches to quantifying and characterizing natural processes.

Students take six quarter courses in the following areas: at least two quarters of physical sciences (see sections A and C); at least two in the biological sciences (see sections B and C); and at least one in the mathematical sciences (see section D).

Students may meet the natural sciences requirement with a two- or three-quarter sequence in the physical sciences and a two- or three-quarter sequence in the biological sciences, or with a four-quarter natural science sequence that integrates the physical and biological sciences requirements. Students meet the mathematical sciences requirement with one or two quarters of computer science, mathematics, or statistics. Students should choose among the following options based on their major and/or preparation for the health professions. General education courses in
the sciences are sometimes available abroad. See study-abroad.uchicago.edu for details.

A. Physical Sciences Sequences

1. The following introductory sequences intended for physical and biological sciences majors may be used to satisfy the general education requirement in the physical sciences:

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Course Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 10100 &amp; CHEM 10200</td>
<td>Introductory General Chemistry I and Introductory General Chemistry II</td>
<td>200</td>
</tr>
<tr>
<td>CHEM 11100-11200</td>
<td>Comprehensive General Chemistry I-II</td>
<td>200</td>
</tr>
<tr>
<td>CHEM 12100-12200</td>
<td>Honors General Chemistry I-II</td>
<td>200</td>
</tr>
<tr>
<td>GEOS 13100 &amp; GEOS 13200</td>
<td>Physical Geology and Earth History</td>
<td>200</td>
</tr>
<tr>
<td>PHYS 12100-12200</td>
<td>General Physics I-II</td>
<td>200</td>
</tr>
<tr>
<td>PHYS 13100-13200</td>
<td>Mechanics; Electricity and Magnetism</td>
<td>200</td>
</tr>
<tr>
<td>PHYS 14100-14200</td>
<td>Honors Mechanics; Honors Electricity and Magnetism</td>
<td>200</td>
</tr>
</tbody>
</table>

* For information, see the Chemistry (p. 184), Placement Tests (p. 38), and Advanced Placement Credit (p. 38) sections elsewhere in this catalog.

+ This notation indicates sequences with optional courses, and/or those providing students a choice of courses that fulfill the sequence. Review the description for more detail about sequence options and requirements.

2. Students may also use the following sequences to satisfy the general education requirement in the physical sciences. Enrollment in sequences with an asterisk (*) is limited to first- and second-year students and entering transfer students. In addition to the sequences identified below, any combination of two courses selected from PHSC 10900 (p. 7) Ice-Age Earth, PHSC 11000 (p. 7) Environmental History of the Earth, PHSC 13400 (p. 7) Global Warming: Understanding the Forecast, PHSC 13500 (p. 7) Chemistry and the Atmosphere, and PHSC 13600 (p. 7) Natural Hazards will satisfy the physical sciences requirement, where registration is restricted to first- and second-year students and entering transfer students.

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Course Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHSC 10900 &amp; PHSC 11000</td>
<td>Ice-Age Earth and Environmental History of the Earth</td>
<td>200</td>
</tr>
<tr>
<td>PHSC 10900 &amp; PHSC 13400</td>
<td>Ice-Age Earth and Global Warming: Understanding the Forecast</td>
<td>200</td>
</tr>
<tr>
<td>PHSC 11100 &amp; PHSC 11200</td>
<td>Foundations of Modern Physics I and Foundations of Modern Physics II</td>
<td>200</td>
</tr>
<tr>
<td>PHSC 11100 &amp; PHSC 11300</td>
<td>Foundations of Modern Physics I and Everyday Physics</td>
<td>200</td>
</tr>
<tr>
<td>PHSC 11400-11500</td>
<td>Development of Life on Earth; Extraterrestrial Life</td>
<td>200</td>
</tr>
<tr>
<td>PHSC 11900-12000</td>
<td>Stellar Astronomy and Astrophysics; The Origin of the Universe and How We Know</td>
<td>200</td>
</tr>
</tbody>
</table>
3. A student who is not intending to major in the sciences and wants to satisfy the physical sciences requirement by taking three physical sciences courses can use the following combinations:

- PHSC 11100 and either 11200 or 11300, plus any one of PHSC 10900, 11000, 13400, 13500, or 13600
- PHSC 11900-12000, plus any one of PHSC 10900, 11000, 12800, 13400, 13500, or 13600
- PHSC 11902 may be used as an alternative to PHSC 11900 in the combinations above.
- Any three of PHSC 10900, 11000, 13400, 13500, 13600
- Students who complete any 10000-level two-course sequences in the physical sciences can use any of the following as a third course to satisfy the requirement: PHSC 18100 (p. 7) The Milky Way, PHSC 18200 (p. 7) The Origin and Evolution of the Universe, or PHSC 18300 (p. 7) Searching Between the Stars. If a student wishes to satisfy the physical sciences requirement using only two courses, then PHSC 18100, 18200, or 18300 are not acceptable as one or both of these. Similarly, GEOS 13300 may be used as a third course to satisfy the requirement (but not as part of a two-course sequence), although it may not be used in conjunction with PHSC 13500.

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

B. Biological Sciences Sequences

Detailed course and sequence descriptions may be found in the Biological Sciences (p. 112) section of Programs of Study. The requirement should be completed by the end of the second year.

Students choose one of the following options to meet the general education requirement for the biological sciences:

1. For nonmajors: A two-quarter general education sequence. Students may choose to take BIOS 10130 (p. 7) Core Biology as their first course. For their second quarter, students choose from a menu of topics courses (BIOS 11000–19999) that are comprehensive reviews of specialized topics in the biological sciences. Nonmajors are encouraged to enroll in additional biological sciences courses that cover topics of interest to them.
Multiple sections of BIOS 10130 (p. 7) Core Biology are taught throughout the year. Sections are taught from a different perspective based upon the specialty of the instructor. The student should register for the section that best suits his or her interests based upon the descriptions in the Biological Sciences (p. 112) section.

2. For nonmajors preparing for the health professions: A Fundamentals Sequence described in the Biological Sciences (p. 112) section.

3. For students majoring in the Biological Sciences: BIOS 20150 (p. 112) A Serious Introduction to Biology for Majors: From LUCA to the University of Chicago and BIOS 20151 (p. 112) Introduction to Quantitative Modeling in Biology (Basic) or BIOS 20152 (p. 112) Introduction to Quantitative Modeling in Biology (Advanced).

C. Natural Sciences Sequence

NTSC 10100-10200-10300-10400 (p. 7) Evolution of the Natural World I-II-III; Environmental Ecology is a four-quarter sequence that students in the humanities and social sciences can choose to meet the general education requirements in the physical and biological sciences. (These requirements can be met separately, of course.) This sequence is open only to first- and second-year students and to entering transfer students, with preference given to first-year students. Courses must be taken in sequence. If this sequence is chosen, students must also register for two appropriate courses in the mathematical sciences.

D. Mathematical Sciences Courses and Sequences

These courses develop the powers of formal reasoning through use of precise artificial languages found in mathematics, computer science, statistics, or formal logic. They present broadly applicable techniques for formulating, analyzing, and solving problems, and for evaluating proposed solutions.

Only courses beyond the level of precalculus may be used to meet the mathematical sciences requirement. Students must first register for MATH 10500 Fundamental Mathematics I, or place into MATH 13100 (p. 7) Elementary Functions and Calculus I, MATH 15100 (p. 7) Calculus I, MATH 16100 (p. 7) Honors Calculus I, or MATH 11200 (p. 7) Studies in Mathematics I, before taking any of the courses below.

Students must meet this 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSC 10200</td>
<td>Introduction to Programming for the World Wide Web II</td>
<td>100</td>
</tr>
<tr>
<td>CMSC 10500-10600</td>
<td>Fundamentals of Computer Programming I-II</td>
<td>200</td>
</tr>
<tr>
<td>CMSC 11000-11100</td>
<td>Multimedia Programming as an Interdisciplinary Art I-II</td>
<td>200</td>
</tr>
<tr>
<td>CMSC 12100-12200</td>
<td>Computer Science with Applications I-II</td>
<td>200</td>
</tr>
<tr>
<td>CMSC 15100-15200</td>
<td>Introduction to Computer Science I-II</td>
<td>200</td>
</tr>
<tr>
<td>CMSC 16100-16200</td>
<td>Honors Introduction to Computer Science I-II</td>
<td>200</td>
</tr>
<tr>
<td>MATH 11200-11300</td>
<td>Studies in Mathematics I-II</td>
<td>200</td>
</tr>
</tbody>
</table>
MATH 13100-13200  Elementary Functions and Calculus I-II  200
MATH 15100-15200  Calculus I-II  200
MATH 16100-16200  Honors Calculus I-II  200
STAT 20000  Elementary Statistics  100

Statistics AP credit (score of 4 or 5)
Calculus BC AP credit (score of 5); or placement into MATH 15300 through placement test
Calculus BC AP credit (score of 4); or placement into MATH 15200 through placement test*
Calculus AB AP credit (score of 5); or placement into MATH 15200 through placement test*

* MATH 13100 (p. 7) Elementary Functions and Calculus I, MATH 15100 (p. 7) Calculus I, and MATH 16100 (p. 7) Honors Calculus I may be used to meet the mathematical sciences requirement only if MATH 13200 (p. 7) Elementary Functions and Calculus II, MATH 15200 (p. 7) Calculus II, or MATH 16200 (p. 7) Honors Calculus II is also taken. Statistics AP credit may not be used in combination with a calculus course, with STAT 20000 (p. 7) Elementary Statistics, or with STAT 22000 (p. 7) Statistical Methods and Applications.

Social Sciences (3 quarters)

These sequences cultivate an understanding of fundamental concepts, theories, and philosophies in the social sciences and demonstrate how the social sciences formulate basic questions and inquire about the nature of social life through acts of imagination as well as through systematic analysis. All of the sequences present some of the main ideas, theories, and inquiries of the social sciences and show how they enhance our understanding of central issues facing the world. Classical social-scientific texts and methodologies are given close attention in discussion and lecture settings. Courses must be taken in sequence.

NOTE: Students registered in any of the sequences below must attend the first and second class sessions or their registration will be dropped.

"Power, Identity, and Resistance" concentrates on various aspects of power, from the roles of markets and states to the social structures that determine individual, class, and gender inequalities.

"Self, Culture, and Society" studies problems basic to social, cultural, and historical existence. The sequence starts with the conceptual foundations of political economy as well as theories of capitalism and modern society. Students then consider the relation of culture, society, and lived experience. Finally, students consider the social and cultural constitution of the person, with examination of race, gender, and sexuality.

"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 course's objective is to convey both the promise and the pitfalls of social science and a sense of its uses and abuses.

"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.

"Classics of Social and Political Thought" reads classic texts from Plato and Aristotle to Nietzsche and Weber 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOSC 11100-11200-11300</td>
<td>Power, Identity, and Resistance I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>SOSC 12100-12200-12300</td>
<td>Self, Culture, and Society I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>SOSC 13100-13200-13300</td>
<td>Social Science Inquiry I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>SOSC 14100-14200-14300</td>
<td>Mind I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>SOSC 15100-15200-15300</td>
<td>Classics of Social and Political Thought I-II-III</td>
<td>300</td>
</tr>
</tbody>
</table>

Major Programs
(9 to 19 quarter courses)

Majors complement the breadth of the 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. 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 range from nine to thirteen courses, and in special cases up to nineteen courses.

The number of courses required for a major determines the number of electives; together they total twenty-seven courses. Programs that specify thirteen courses require fourteen electives; programs that specify twelve courses require fifteen electives, and so on.

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 declare a major by meeting with their College adviser and with the director of undergraduate
The following major programs are available:

**In the Biological Sciences Collegiate Division (BSCD)**

- Biological Sciences
- Biological Sciences with Specialization in Cancer Biology
- Biological Sciences with Specialization in Cellular and Molecular Biology
- Biological Sciences with Specialization in Ecology and Evolution
- Biological Sciences with Specialization in Endocrinology
- Biological Sciences with Specialization in Genetics
- Biological Sciences with Specialization in Immunology
- Biological Sciences with Specialization in Microbiology
- Biological Sciences with Specialization in Neuroscience

**In the Humanities Collegiate Division (HCD)**

- Art History
- Cinema and Media Studies
- Classical Studies
- Comparative Literature
- East Asian Languages and Civilizations
- English Language and Literature
- Gender and Sexuality Studies
- Germanic Studies
- Interdisciplinary Studies in the Humanities
- Jewish Studies
- Linguistics
- Medieval Studies
- Music
- Near Eastern Languages and Civilizations
- Philosophy
  - Philosophy
  - Philosophy and Allied Fields
- Romance Languages and Literatures
- Slavic Languages and Literatures
- South Asian Languages and Civilizations
- Theater and Performance Studies
- Visual Arts
The Curriculum

In the New Collegiate Division (NCD)
Fundamentals: Issues and Texts
Law, Letters, and Society
Religious Studies
Tutorial Studies

In the Physical Sciences Collegiate Division (PSCD)
Biological Chemistry
Chemistry
Computational and Applied Mathematics
Computer Science
Environmental Science
Geophysical Sciences
Mathematics
  Applied Mathematics
  Mathematics
  Mathematics with Specialization in Economics
Physics
  Physics
  Physics with Specialization in Astrophysics
Statistics

In the Social Sciences Collegiate Division (SSCD)
Anthropology
Comparative Human Development
Comparative Race and Ethnic Studies
Economics
Environmental Studies
Geographical Studies
History
History, Philosophy, and Social Studies of Science and Medicine
International Studies
Latin American Studies
Political Science
Psychology
Public Policy Studies
Russian Studies
Sociology
MINOR PROGRAMS

Some majors offer minors to students in other fields of study. For requirements, see descriptions elsewhere in this catalog of programs listed below. A minor requires five to seven courses. 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. Courses taken to complete a minor are counted toward electives. Students declare a minor by meeting with their College adviser and with the director of undergraduate studies in the department. 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.

Minor programs are offered in the following areas:

Art History
Biological Sciences
  Biological Sciences
  Computational Neuroscience
Cinema and Media Studies
Classical Studies
Comparative Race and Ethnic Studies
Computer Science
East Asian Languages and Civilizations
English and Creative Writing
Environmental Studies
Gender and Sexuality Studies
Germanic Studies
History
History, Philosophy, and Social Studies of Science and Medicine
Human Rights
Jewish Studies
Latin American Studies
Linguistics
Mathematics
Medieval Studies
Molecular Engineering
Music
Near Eastern Languages and Civilizations
Norwegian Studies
Philosophy
Physics
Religious Studies
Romance Languages and Literatures
Slavic Languages and Literatures
South Asian Languages and Civilizations
Statistics
Theater and Performance Studies
Visual Arts

**ELECTIVES**

*(8 to 18 quarter courses)*

Elective courses may be taken in any subject matter or discipline, including the same discipline as the student’s major. They provide each student 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 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.

Language credit, whether it is earned by course registration or petition, is usually counted toward electives, unless a major requires or permits language courses or credit as part of the major. Courses taken to complete a minor are counted toward electives.

Up to six credits earned by examination (Advanced Placement and International Baccalaureate Programme tests taken in high school, and placement tests taken during Orientation) may be used as electives. For more information, see the Examination Credit and Transfer Credit (p. 38) section elsewhere in this catalog.

**OTHER COLLEGE REQUIREMENTS**

**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 reading, writing, and (where appropriate) listening and speaking skills 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 timeschedules.uchicago.edu.
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;
- completing (with a quality grade) a first-year language sequence or higher-level course offered at the University of Chicago;
- receiving a score of 3 or higher on an AP examination in French, German, Italian, Latin, or Spanish; or receiving a score of 4 or higher on an AP examination in Japanese. (To meet the language competence requirement using IB test scores, students should consult with their advisers or with the assessment director regarding individual languages.);
- placing into the second year or higher in a foreign language offered at the University of Chicago, then participating in one of the College’s Civilization Studies Abroad programs (visit study-abroad.uchicago.edu for more information) where that language is spoken, and completing (with a quality grade) the language course offered in the program; or
- participating in a College-approved one-quarter foreign language study abroad program and completing all required courses with a quality grade (visit study-abroad.uchicago.edu for more information).

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 to Catherine Baumann (C 502, 702.8008, ccbauman@uchicago.edu). Supporting documentation must also be provided.

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 1999 and 2010, refer to the appropriate archived editions of Courses & Programs of Study (collegecatalog.uchicago.edu/archives).

NOTE: Students are strongly urged to complete the language competence requirement in their first two years in the College.

After meeting the language competence requirement, students may work toward an Advanced Foreign Language Proficiency Certificate. For more information, visit college.uchicago.edu/academics-advising/academic-opportunities/advanced-language-proficiency.

**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 course descriptions and further information on the physical education program, visit athletics.uchicago.edu.
Physical education courses are not included among the forty-two academic courses counted toward a degree, and they are not counted toward the number of courses that determine full- or part-time status.
The College

Degree Program Worksheet

Download a pdf of the Degree Program Worksheet. (http://catalog.uchicago.edu/thecollege/degreeprogramworksheet/Degree_Program_Worksheet_2013.pdf)
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—whether a traditional academic discipline, an interdisciplinary program, or, in unusual cases, a program of the student’s own design undertaken in conjunction with a tutor. 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.
ACADEMIC REGULATIONS AND PROCEDURES

For a general overview, students are urged to read Policies and Regulations in the quarterly time schedules at timeschedules.uchicago.edu. Because students are held responsible for this information, they are encouraged to discuss any questions they have with their College advisers. The following pages describe some of the College’s regulations and procedures.

• Grading and Academic Status (p. 26)
• Taking Courses (p. 30)
• Earning a Degree (p. 32)
• Registration (p. 34)
• Academic Advising (p. 35)
• Academic Integrity (p. 37)
Academic Warning and Probation

In each quarter of registration, students must complete on time 75 percent of the courses for which they register (i.e., at least three courses) with a minimum GPA of 1.75. (This means that students with part-time status must complete on time all of the courses for which they register with the minimum GPA). A student who fails to meet this requirement is placed on academic warning for the following quarter. An academic warning is an informal sanction without a notation on the transcript. Students on academic warning are expected to complete 75 percent of the courses in the next quarter of registration with a minimum GPA of 1.75; courses must be completed on time. At the end of that quarter, students either will be returned to good standing or they will be placed on academic probation and an official sanction will be noted on the transcript. At the end of the following quarter, students are either taken off probation or asked to leave the College for a period of time, usually at least one year.

If a student has been taken off probation and—in the subsequent quarter—fails to meet the minimum course completion rate and GPA threshold to remain in good standing, the Dean of Students may decide to place the student directly back on academic probation.

Special rules apply to first-year students. First-year students who complete either no courses or only one course in any quarter are placed directly on probation.

NOTE: Students on financial aid who fail to meet completion rate and GPA requirements and/or fail to complete nine courses each year 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.

Dean’s List

Full-time, degree-seeking students whose grade point averages are 3.25 or above for an academic year (in which they have completed a minimum of nine courses with at least seven quality grades) are placed on the Dean’s List for that year and their official transcripts are marked accordingly. Please note that for the purposes of the Dean’s List the point equivalency of an outstanding I or Q is zero. A determination is made each year on the basis of grades available in the registrar’s office on July 1. The GPA is not recomputed either for Summer Quarter grades or for grades received to replace Q or I marks. For course work that does not contribute to the GPA, see note below under “Grades.”

Grades

The following grades are awarded in undergraduate courses:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>GPA Weight</th>
<th>Passing</th>
<th>Confer Credit</th>
<th>Quality Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Grade</td>
<td>GPA</td>
<td>T</td>
<td>E</td>
<td>C</td>
</tr>
<tr>
<td>-------</td>
<td>-----</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>D+</td>
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<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>P</td>
<td>See Below</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>I</td>
<td>See Note Below</td>
<td>See Note Below</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q</td>
<td>See Note Below</td>
<td>See Note Below</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>See Note Below</td>
<td>See Note Below</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The grades A through F are known as quality grades and carry a specific weight in calculating official grade point averages (GPA). 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.

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.

The I (Incomplete) grade is intended for a student who has not completed the requirements of a course before the end of the quarter but who has (I) made satisfactory arrangements with the instructor to complete the remaining work,
(2) completed the majority of the requirements of the course with work that is of a passing quality, and (3) participated actively in the course. The student is also responsible for completing and submitting an official Incomplete Form, which must be obtained from the student’s College adviser. 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. 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. When the work is completed, the grade for the course is entered on the transcript following the I, which remains on the academic record. 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 a grade is indicated on the Incomplete Form.

The Q grade stands for "Query." It is entered on the student's grade report by the registrar when the instructor has failed to submit a final grade for a student or has entered an I for the student without also submitting an Incomplete Form. Students with a Q on their grade reports should consult the instructor immediately about the reason for the Q. Students must have the Q replaced with a grade or with an official Incomplete Form before Friday of the fourth week of the succeeding quarter, or the Q will be converted to a W.

A grade submitted by an instructor to replace a Q will be entered on the academic record following an I unless the instructor states that the student’s work was completed on time. The Q 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.

The W (or WF or WP) grade means that the student has decided after the third week of the quarter not to complete the work of the course. Students who wish to exercise this option must request a W before the date of the final examination or the due date of the final paper. A request for a withdrawal made before the deadline cannot be denied except in cases of academic dishonesty. The instructor and/or the department have the option to issue a W, a WF, or a WP. No credit is conferred for any of these marks. A W may not subsequently be changed to any other mark.

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.

NOTE: Only grades for University of Chicago courses are calculated into a student’s GPA. Grades from advanced standing (transfer courses) 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.
Taking Courses

Class Attendance

Attendance at the first class is required in many courses to confirm enrollment. The academic calendar can be found at uchicago.edu/academics/calendar.

Course Load

Students register for three or four courses per quarter. Most courses bear 100 units of credit. Over the typical four-year program (twelve quarters), a student normally registers for at least six four-course quarters and as many as six three-course quarters. Although students may progress at varying rates toward the degree, no student may register for more than fifteen quarters without the permission of the dean of students in the College.

A student is considered full time whether registered for three or four courses; the tuition is the same in either case. Students must formally petition the dean of students in the College for permission to take a fifth course. The petition will be considered in the third week of the quarter, at which time, if it is approved, the student will be registered and billed for the fifth course. NOTE: The charge for the fifth course is the difference between the cost of two and three courses.

Students who wish to register for fewer than three courses must make that request to their College adviser before the end of the first week of the quarter. Because such students have part-time status, their financial aid will be reevaluated and they must request permission if they wish to remain in University of Chicago housing. Part-time students must complete on time all of the courses for which they register with a minimum GPA of 1.75 in order to remain in good academic standing.

Examination Schedule

Students should verify that travel arrangements do not conflict with their final examinations. For the College examination schedule, visit registrar.uchicago.edu/final-exams.

Leaves of Absence and Withdrawals

Students planning a leave should consult with their College adviser and also arrange for an interview with one of the College deans 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/tuition-refund-schedule.

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.

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 the College website at college.uchicago.edu/policies-regulations/leaves-restrictions-warnings/leave-absence.

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.

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 three courses 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 (2) the student’s major mandates a higher grade than was previously received.
EARNING A DEGREE

HONORS

Students should see program descriptions for requirements for honors that are specific to their major. Students are awarded general honors at the time of graduation if their overall GPA is 3.25 or above. For the purposes of assessing eligibility for honors, major GPA and overall GPA are calculated based on courses taken in all quarters except for the quarter in which the student plans to graduate. For information on course work that does not contribute to the GPA, see the Grades section of Grading and Academic Status (p. 26) in this catalog.

PETITIONS

Any student who wishes to appeal for special consideration under a College regulation or an interpretation thereof may file a petition with the dean of students in the College.

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 minimum number of electives
4. The language competency requirement
5. Course credit for a minimum of forty-two quarter courses (4200 Units): This number may be reached in part by examination or advanced standing (transfer credit) where appropriate.
6. An overall GPA of 1.75 and a GPA of 2.0 in the major
7. A residency requirement: A student must be in residence at the University of Chicago campus for at least six quarters, full or part time, and must successfully complete a minimum of eighteen courses while in residence. NOTE: Certain College-sponsored study abroad programs (chiefly the civilization studies programs) may be used to meet this residency and course requirement.
8. Completion of a degree application prior to the quarter in which the degree is to be received
9. Payment of all outstanding bills and return of all equipment and library books

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.
Registration

Preregistration

At the end of each quarter, students in residence preregister for the following quarter. Prior to Autumn Quarter, students must confirm that they will be a registered student in Autumn Quarter.

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. For details, visit college.uchicago.edu/academics-advising/course-selection-registration/add--drop.

Registration for Professional School Courses

If certain requirements are met, advanced undergraduates may register for up to six courses in the following professional schools at the University of Chicago: the University of Chicago Booth School of Business, the Law School, the School of Social Service Administration, or the Irving B. Harris Graduate School of Public Policy Studies. Approval of a petition to the dean of students in the College must be received prior to the quarter of planned registration. 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 credits required in an undergraduate degree program.

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.
ACADEMIC ADVISING

OFFICE OF THE DEAN OF STUDENTS IN THE COLLEGE

Upon matriculation, every student is assigned to a professional academic adviser on the staff of the dean of students. Students typically work with the same adviser throughout their four years in the College. 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.

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. Information about study abroad, fellowships and scholarships, and careers (health professions, law, business) is provided by advisers with expertise in those areas.

A list of the staff members of the dean of students in the College is available at college.uchicago.edu/about-college/college-directory.

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/about-college/collegiate-divisions.

THE MAJOR PROGRAMS

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. 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. Contact information is available at the beginning of each program of study description in this catalog.

THE 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.
The College

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/policies-regulations/academic-integrity-student-conduct.
Examination Credit and Transfer 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, distributed among general education requirements, major program requirements, and electives, as described in the section on the curriculum at the front of this publication. 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 advanced standing, which is credit transferred from another institution. The limits and conditions placed on credit earned in these various ways are explained in the following section. A student must be in residence at the University of Chicago for at least six quarters, full or part time, and must successfully complete a minimum of eighteen courses 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 and may be used to award academic credit where appropriate. 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.

Biological Sciences Placement Test
Information will be sent to incoming students the summer before they arrive on campus.

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 19800 Introduction to 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.

Placement tests are not available in languages not taught at the University of Chicago. For additional information, visit college.uchicago.edu/newstudents/examination-credit-and-transfer-credit/placement-tests.

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. Students will be given instructions in early July on how to access more information. Scores on the mathematics placement test, combined with a student’s high school record, determine the appropriate beginning mathematics course for each student: a precalculus course (MATH 10500 Fundamental Mathematics I) or one of three other courses (MATH 11200 Studies in Mathematics I, MATH 13100 Elementary Functions and Calculus I, or MATH 15100 Calculus I). Students wishing to begin in mathematics courses beyond MATH 15100 Calculus I must take the calculus accreditation examination, given on campus during Orientation Week.

Scores on the mathematics placement test are used to determine placement into CHEM 10100 Introductory General Chemistry I, CHEM 11100 Comprehensive General Chemistry I, CHEM 12100 Honors General Chemistry I, PHYS 13100 Mechanics, and 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.

**Calculus Accreditation Examination**

Well-prepared students are invited to take the calculus accreditation exam in order to have the option of beginning in a mathematics course beyond the first quarter of calculus. On the basis of this exam, students may be invited to begin MATH 16100 Honors Calculus I or MATH 20700 Honors Analysis in Rn I, or to earn credit for up to three quarters of calculus.

During Orientation Week, the College administers the calculus accreditation examination. On the basis of this exam, a student may receive credit for up to three quarters of calculus (MATH 15100-15200-15300 Calculus I-II-III). Students earning one quarter of credit on this exam may begin MATH 15200 Calculus II; students earning two quarters of credit may begin with MATH 15300 Calculus III; and students earning three quarters of credit may begin with MATH 19900 Introduction to Analysis and Linear Algebra, MATH 19520 Mathematical Methods for Social Sciences, MATH 19620 Linear Algebra, or MATH 20000 Mathematical Methods for Physical Sciences I. Strong students, especially those planning to continue with higher level mathematics or other disciplines requiring advanced mathematics, are urged to take this accreditation exam. 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.

Students may also earn up to two quarters of credit for calculus on the basis of AP scores. Students with a grade of 5 on the BC Calculus AP exam receive credit for MATH 15100 Calculus I and MATH 15200 Calculus II, and may begin taking MATH 15300 Calculus III. Students with a grade of 4 on the BC Calculus AP exam or a grade of 5 on the AB Calculus AP exam receive credit for MATH 15100 Calculus I and may begin taking MATH 15200 Calculus II.

The calculus accreditation exam is given only during Orientation Week and may be taken only once by incoming students (first-years or transfers).

**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 11100-11200-11300 Comprehensive General Chemistry I-II-III. 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 Dragisich, Department of
Chemistry, 702.3071. Only incoming students (i.e., first-year and transfer students) are eligible to take these examinations.

Physical Sciences Accreditation Examination

For students whose probable major is in the Humanities, Social Sciences, or New Collegiate divisions, a good performance on this examination will confer two quarters of credit for the general education requirement in the physical sciences. Students with good high school preparation in both chemistry and physics are strongly encouraged to take this examination, which is offered during Orientation only to entering students.

The physical sciences accreditation examination does not give credit for chemistry or physics. Students planning to major in the biological or physical sciences or prepare for the health professions must fulfill their general education requirement in the physical sciences by passing or placing out of a three-quarter sequence of 10000-level courses in either chemistry or physics. (Students who register for chemistry or physics forgo credit earned on the physical sciences accreditation examination.) Students who are exceptionally well prepared in chemistry and/or physics should consider taking the chemistry and/or physics accreditation examination(s).

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 12100-12200-12300 General Physics I-II-III but whose planned major requires PHYS 13100-13200-13300 Mechanics; Electricity and Magnetism; Waves, Optics, and Heat 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
Examination Credit and Transfer Credit

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.

For further information on AP credit and how it relates to the Chicago degree program, a student should consult his or her College adviser. NOTE: Credit for no more than six electives may be gained by examination.

Although students may use AP placement to satisfy the language competence requirement, language AP scores do not confer credit.

The following chart shows how AP credit may be applied to the forty-two credits required for graduation.

<table>
<thead>
<tr>
<th>AP Exam</th>
<th>Score</th>
<th>Credit Awarded 2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>4</td>
<td>1 quarter general education (BIOS 10130)</td>
</tr>
<tr>
<td>Biology</td>
<td>5</td>
<td>1 quarter general education (BIOS 10130)+</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>5</td>
<td>MATH 15100 †</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>4</td>
<td>MATH 15100 †</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>5</td>
<td>MATH 15100-15200 †</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td>2 quarters 10000-level PHSC*</td>
</tr>
<tr>
<td>Chemistry</td>
<td>5</td>
<td>CHEM 11100-11200-11300</td>
</tr>
<tr>
<td>Computer Science AB</td>
<td>4 or 5</td>
<td>2 quarters general elective credit</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>4 or 5</td>
<td>2 quarters general elective credit</td>
</tr>
<tr>
<td>Economics: Micro and Macro</td>
<td>4 or 5</td>
<td>2 quarters general elective credit</td>
</tr>
<tr>
<td>French Language and Literature</td>
<td>3, 4, or 5</td>
<td>Satisfies the Language Competency Requirement</td>
</tr>
<tr>
<td>German Language</td>
<td>3, 4, or 5</td>
<td>Satisfies the Language Competency Requirement</td>
</tr>
<tr>
<td>Government and Politics: Comparative and U.S.</td>
<td>4 or 5</td>
<td>3 quarters elective credit</td>
</tr>
<tr>
<td>History: European</td>
<td>5</td>
<td>1 quarter general elective credit</td>
</tr>
<tr>
<td>History: U.S.</td>
<td>5</td>
<td>1 quarter general elective credit</td>
</tr>
<tr>
<td>History: World</td>
<td>5</td>
<td>1 quarter general elective credit</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
<td>Notes</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>---------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Italian Language and Culture</td>
<td>3, 4, or 5</td>
<td>Satisfies the Language Competency Requirement</td>
</tr>
<tr>
<td>Japanese Language and Culture</td>
<td>4 or 5</td>
<td>Satisfies the Language Competency Requirement</td>
</tr>
<tr>
<td>Latin Literature or Vergil</td>
<td>3, 4, or 5</td>
<td>Satisfies the Language Competency Requirement</td>
</tr>
<tr>
<td>Physics B</td>
<td>4 or 5</td>
<td>2 quarters 10000-level PHSC*</td>
</tr>
<tr>
<td>Physics C: Mechanics and E&amp;M</td>
<td>3</td>
<td>2 quarters 10000-level PHSC*</td>
</tr>
<tr>
<td>Physics C: Mechanics only</td>
<td>4 or 5</td>
<td>PHYS 12100 ‡</td>
</tr>
<tr>
<td>Physics C: E&amp;M only</td>
<td>4 or 5</td>
<td>PHYS 12200 ‡</td>
</tr>
<tr>
<td>Physics C: Mechanics and E&amp;M</td>
<td>4 or 5</td>
<td>PHYS 12100-12200-12300 ‡</td>
</tr>
<tr>
<td>Spanish Language and Literature</td>
<td>3, 4, or 5</td>
<td>Satisfies the Language Competency Requirement</td>
</tr>
<tr>
<td>Statistics</td>
<td>4 or 5</td>
<td>STAT 22000++</td>
</tr>
<tr>
<td>Other§</td>
<td>4 or 5</td>
<td>3 quarters elective credit</td>
</tr>
</tbody>
</table>

Credit for no more than six general electives may be gained by any combination of AP, placement, accreditation, IB, or other examinations.

AP Physics or Calculus: Students who register for physics or calculus forgo AP credit.

AP Computer Science: Students who register for CMSC 10500 Fundamentals of Computer Programming I, CMSC 10600 Fundamentals of Computer Programming II, CMSC 15100 Introduction to Computer Science I, and CMSC 15200 Introduction to Computer Science II forgo AP credit. Students who enroll in CMSC 12100 Computer Science with Applications I, CMSC 12200 Computer Science with Applications II, CMSC 16100 Honors Introduction to Computer Science I, and CMSC 16200 Honors Introduction to Computer Science II may retain elective credit.

AP Chemistry: Students with a score of 5 may accept credit for CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III, or they can register for CHEM 12100-12200-12300 Honors General Chemistry I-II-III in Autumn/Winter/Spring Quarters. Students who complete one to three quarters of Comprehensive General Chemistry or Honors General Chemistry forgo AP credit for all quarters completed at the University of Chicago.

‡ A student who wishes to receive credit for MATH 15300 Calculus III or to register either for MATH 16100-16200-16300 Honors Calculus I-II-III or for PHYS 14100-14200-14300 Honors Mechanics; Honors Electricity and Magnetism; Honors Waves, Optics, and Heat, or both, is required to take the calculus accreditation examination during Orientation.
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 12100-12200-12300 General Physics I-II-III. Note that a major in physics or chemistry requires PHYS 13100-13200-13300 Mechanics; Electricity and Magnetism; Waves, Optics, and Heat or PHYS 14100-14200-14300 Honors Mechanics; Honors Electricity and Magnetism; Honors Waves, Optics, and Heat.

A biological sciences major requires a “Fundamentals” sequence in general education or an “AP 5” sequence in the major. Students with an AP 5 who complete the three-quarter “AP 5” sequence are awarded a second AP credit to meet the general education requirement.

Students forgo credit when they register for the same subject in which they have AP credit for 10000-level PHSC.

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.

No credit is given for Environmental Science, Human Geography, or Psychology.

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 6 or 7 on Higher-Level IB Examinations (HL). The Language Competency Requirement may be satisfied with grades of 5, 6 or 7 on Higher-Level IB Examinations (HL) in languages other than English.

<table>
<thead>
<tr>
<th>IB Examination</th>
<th>Score</th>
<th>Credit Awarded 2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>6 or 7 Higher Level</td>
<td>1 quarter biological sciences general education (BIOS 10130)</td>
</tr>
<tr>
<td>English</td>
<td>6 or 7 Higher Level</td>
<td>3 quarters general elective credit</td>
</tr>
<tr>
<td>Languages other than English</td>
<td>5, 6, or 7 Higher Level</td>
<td>Satisfies the Language Competency Requirement</td>
</tr>
<tr>
<td>Physics</td>
<td>6 or 7 Higher Level</td>
<td>1 quarter 10000-level PHSC*</td>
</tr>
</tbody>
</table>

Credit for no more than six general electives may be gained by any combination of AP, placement, accreditation, IB, or other examinations.
Students with a grade of 6 or 7 on the Higher-Level IB Physics Examination will receive one quarter of 10000-level PHSC credit and may complete the general education requirement in the physical sciences with PHSC 10900 Ice-Age Earth, PHSC 11000 Environmental History of the Earth, PHSC 13400 Global Warming: Understanding the Forecast, PHSC 13500 Chemistry and the Atmosphere, or PHSC 13600 Natural Hazards. NOTE: Students who register for physics forgo both IB and AP credit for 10000-level PHSC.

**BRITISH A-LEVELS AND OTHER EXAMINATIONS**

Credit for A-level work in calculus, physics, and chemistry may be awarded through satisfactory performance on the College's placement or accreditation examinations taken at the time of matriculation. Credit for A-level work in biology may be awarded by petition to the Senior Advisor 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**

Courses Taken While in a Degree Program Elsewhere

Students transferring from other institutions must be in residence at the University of Chicago campus for at least six quarters, full or part time, and must successfully complete a minimum of eighteen courses while in residence. NOTE: Certain College-sponsored study abroad programs (chiefly the civilization studies abroad programs) may be used to meet this residency and course requirement.

Generally, the College grants transfer credit for liberal arts courses carrying at least three semester hours or four quarter hours of credit and passed with a grade of C or better (in some cases, a grade of B or better is required) from an accredited institution. Transfer credit is not awarded for foreign language courses. Instead, transfer students are encouraged to take the appropriate language placement test(s) upon completing courses at the 20200 level or higher at Chicago. Students may petition for placement credit for the language courses between 20100 and the course completed.

Transfer credit, referred to as advanced standing, is listed on the student’s University of Chicago transcript only as number of credits approved for transfer. Courses and grades are not listed, nor do transferred courses contribute to the student’s University of Chicago grade point average for the purpose of computing an overall GPA, Dean’s List, departmental honors, or general honors. Credit for courses in precalculus and calculus must be validated by College placement examinations. Depending on the student’s major and on the level of work to be evaluated, credit for some courses in chemistry, physics, and biology may also be subject to examination.

Professional or technical courses (e.g., journalism, business, law, musical performance, speech, nursing) do not transfer; only courses similar to those taught in the College may transfer. The College grants credit for some CEEB
Advanced Placement examinations with scores of 4 or 5, but not for CLEP, USAFI, or correspondence course work.

Most transfer students can complete their studies with no more than one extra quarter beyond the usual four college years, although this may depend on how course work elsewhere relates to the structure of a Chicago degree program. College housing and financial aid are available to all transfer students. After matriculation in the College, transfer students may not earn additional credits from schools other than the University of Chicago, except for study abroad programs sponsored by the University of Chicago. However, these courses will not count toward the requirement to be in residence at the University of Chicago campus for at least six quarters, full or part time, and to successfully complete a minimum of eighteen courses while in residence. NOTE: Certain College-sponsored study abroad programs (chiefly the civilization studies programs) may be used to meet this residency and course requirement.

More than half of the requirements for a major must be met by registering for courses bearing University of Chicago course numbers.

Courses Taken Elsewhere While in a Degree Program at the University of Chicago

Students who wish to take courses at other institutions after they enter the College should read carefully the following regulations for transfer credit and discuss their plans in advance with their College advisers.

Before registering for course work elsewhere, students must submit to the Office of the Dean of Students a petition requesting tentative pre-approval for transfer credit to be applied toward graduation requirements. The petition should include course descriptions and/or syllabi, units of credit, and the name of the institution where courses will be taken. Students who wish to apply transfer credit to requirements in their major or minor must have the approval of their program chair.

Upon completion of the course work, students should have an official transcript sent to their College adviser. Transfer credit is listed on the student’s Chicago transcript only as number of credits approved for transfer.

To be eligible for transfer credit, a course:
• must be taken for a quality grade and the grade received must be a C or higher; and
• must confer at least three semester hours or four quarter hours of credit, although contact hours (normally a minimum of 30) may be used for institutions without standard credit models.

No course is eligible for transfer credit if it:
• is taken at an institution that does not grant bachelor’s degrees or is unaccredited;
• duplicates college-level course work for which credit has already been granted or appears anywhere in the student’s high school record;
• is eligible for placement-test credit (e.g., calculus or precalculus);
• is a foreign language course (literature or advanced courses taught in a foreign language may qualify for transfer credit);
• is a distance learning, independent study, or tutorial course; or
• is a professional or technical course or is otherwise unlike liberal arts courses that are offered by the College (e.g., accounting, business administration, communications, engineering, English composition, leadership, music performance, nursing, public speaking, rhetoric, first-year writing).

Students who wish to take science courses that are eligible for transfer credit must comply with the preceding regulations and also must follow the guidelines below:
• The grade must be a B or higher if the student is majoring in science.
• General education courses must have a laboratory component.
• To receive credit in physics at the 12000-, 13000-, or 14000-level, the course must be calculus based.
• To receive credit for chemistry, the course must be taken at an institution that is accredited by the American Chemical Society. Students majoring in chemistry may not receive transfer credit for organic chemistry, although they may take an accreditation test that confers credit.

Students who wish to take transfer courses that are eligible to be counted toward the general education Civilization Studies requirement must comply with the preceding regulations and are expected to follow the guidelines below:
• The course curriculum should fulfill the spirit of the Civilization Studies requirement as described in the Curriculum (p. 7) section of this catalog.
• Courses taught by faculty whose primary academic affiliation is with the host institution are preferred.

College Courses Taken during High School

Because it is not uncommon for students to graduate from the University of Chicago with more than the required forty-two credits, students should wait to begin the petition process until they determine (in their second year or later) that they will need the credit. However, students may petition earlier if previous course work may serve as a prerequisite for a Chicago course.

Students who wish to receive credit for college courses taken during high school must submit a petition to the Dean of Students. Credit is evaluated on an individual basis. To be considered for credit, petitions must comply with both the preceding regulations and the following guidelines:
• Course work may not have been counted toward high school graduation requirements.
• Credit for science and calculus courses is awarded only by satisfactory performance on the appropriate placement or accreditation examinations taken at the time of matriculation.
• Credit for college-level courses completed prior to matriculation at the University of Chicago, including courses taken at the University of Chicago itself, may be used only as general elective credit. Credit will not be awarded for general education requirements or for foreign language courses.
• Course work must have been completed in a cohort containing undergraduate students, not in a program open only to high school students.

College Courses Taken in the Summer Prior to Matriculation in the College

Admitted students are not allowed to register for University of Chicago courses in the summer prior to matriculation in the College. Before they begin their coursework, it is important that admitted students learn about curricular issues, academic expectations, placement test results, and course selection alongside their classmates during the First-Year Orientation. Admitted students may take college-level courses at another institution. In order to receive credit for those courses, they must petition the Dean of Students complying with the regulations and guidelines outlined above. As the general education curriculum is designed to provide a common vocabulary of ideas and skills for all students in the College, credit will not be awarded for general education requirements.
The programs of study, known as majors, 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. Higher numbered courses within these categories do not indicate increasing levels of difficulty. Undergraduates registered for 30000-level courses will be held to graduate-level requirements. College students use the undergraduate number to register for courses that are cross listed with graduate divisions or professional schools. 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.

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. 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 17600 Basic Geometry, for example, a student must first have completed MATH 16300 Honors Calculus III or MATH 19900 Introduction to Analysis and Linear Algebra. 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.

For More Information

For further specifics on quarterly course offerings, consult the time schedules (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

PROGRAM OF STUDY

Anthropology encompasses a variety of historical and comparative approaches to human cultural and physical variety, ranging from the study of human evolution and prehistory to the study of cultures as systems of meaningful symbols. Anthropology involves, at one extreme, natural science such as anatomy, ecology, genetics, and geology; at the other, various social sciences and humanities ranging from psychology, sociology, and linguistics to philosophy, history, and comparative religion. 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, business, law, medicine, social services, and other fields.

For more information, see the department website (http://anthropology.uchicago.edu).

PROGRAM REQUIREMENTS

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. The BA program in anthropology consists of thirteen courses, of which at least eleven are typically chosen from those listed or cross-listed as Department of Anthropology courses. A minimum of three must be chosen from the introductory group (ANTH 211xx, 212xx, 213xx, 214xx, 216xx), plus eight others. The additional two related courses may be courses offered by other departments. Approval must be obtained from the Director of Undergraduate Studies in Anthropology (preferably before the end of the second week of the quarter in which the student is enrolled in the nondepartmental course), by providing a completed General Petition Form and syllabus for the course(s).

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. For a broad view of the human career and condition, one should include courses in archaeological, linguistic, physical, and sociocultural anthropology.

Courses numbered ANTH 211xx through 216xx do not presume any previous study of anthropology and may be taken in any order. However, students are strongly urged to take one of the following social sciences general education sequences before taking more advanced courses in sociocultural anthropology:

One of the following sequences:

<table>
<thead>
<tr>
<th>SOSC</th>
<th>Power, Identity, and Resistance I-II-III</th>
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<tbody>
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<td>11100-11200-11300</td>
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</table>
ANTH 211xx, 212xx, 213xx, 214xx, and 216xx are introductions to some of the substantive, methodological, and theoretical issues of sociocultural, archaeological, linguistic, and physical anthropology. Particularly recommended for a firm foundation in the discipline are at least one Reading Ethnographies (ANTH 216xx) course and ANTH 21420 The Practice of Anthropology: Ethnographic Methods. Students with a program of study that emphasizes sociocultural anthropology also are encouraged to take one or more of the non-Western civilization sequences: African, South Asian, and Latin American. These sequences typically feature anthropological approaches and content. With prior approval, other civilization sequences can be taken for anthropology credit (up to the two-course limit for nondepartmental courses) in accordance with the individual student’s needs or interests.

The Director of Undergraduate Studies may refer students who wish to emphasize archaeological, linguistic, sociocultural, or physical anthropology to faculty in these fields for assistance in the development of their individual programs.

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), as well as by attending field schools or courses offered by other universities (up to the two-course limit for nondepartmental courses). A maximum of two research credits (ANTH 29700 Readings in Anthropology, ANTH 29900 Preparation of Bachelor’s Essay) will count as additional anthropology courses beyond the required three introductory courses.

**Summary of Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
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<tbody>
<tr>
<td>3 courses from: ANTH 211xx, 212xx, 213xx, 214xx, 216xx</td>
<td>300</td>
</tr>
<tr>
<td>8 additional anthropology courses (or courses cross-listed with anthropology)</td>
<td>800</td>
</tr>
<tr>
<td>2 anthropology courses or related courses (with approval of the Director of Undergraduate Studies)</td>
<td>200</td>
</tr>
<tr>
<td>Total Units</td>
<td>1300</td>
</tr>
</tbody>
</table>

**Grades**

Courses counted toward the thirteen required for the major must be taken for quality grades.

**Honors**

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. Registration in ANTH 29900 Preparation of Bachelor’s Essay may be devoted to the preparation of the senior honors essay. For award of honors, the essay must receive a grade of A
or A- from the faculty supervisor and from the second reader who were approved by the Director of Undergraduate Studies. 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 among anthropology faculty listed below. The second reader may be any credentialed scholar/scientist 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 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 20100. The Inka and Aztec States. 100 Units.
This course is an intensive examination of the origins, structure, and meaning of two native states of the ancient Americas: the Inka and the Aztec. Lectures are framed around an examination of theories of state genesis, function, and transformation, with special reference to the economic, institutional, and symbolic bases of indigenous state development. This course is broadly comparative in perspective and considers the structural significance of institutional features that are either common to or unique expressions of these two Native American states.
Instructor(s): A. Kolata Terms Offered: Not offered 2014-15; will be offered 2015-16 Equivalent Course(s): ANTH 40100,LACS 20100,LACS 40305

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): MAPS 36900,ANTH 30405,CHDV 30405,HMRT 25210,HMRT 35210,SOSC 36900
ANTH 20535. The Social Life of Clean Energy. 100 Units.
This course in political and environmental anthropology focuses on how renewable energy forms (like solar, wind, biofuel, and geothermal) have become increasingly important sites of political activity, commercial opportunity and social imagination across the world. Against the backdrop of an enduring geopolitics and geoeconomics of petroleum, coal, and nuclear power, of transnational activist and governmental discourse on sustainability, and of local concerns about resource entitlement and cultural sovereignty, we examine how clean energy forms are being imagined, developed, institutionalized, and contested in a variety of places across the world. In each case, we explore the unique social life of an emergent technology and source of power.
Instructor(s): C. Howe Terms Offered: Summer

ANTH 20701-20702. Introduction to African Civilization I-II.
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 two-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. Case studies include the empires of Ghana, Mali, and Great Zimbabwe. The course also treats the diffusion of Islam, the origins and effects of European contact, and the trans-Atlantic slave trade.
Instructor(s): E. Osborn Terms Offered: Winter
Equivalent Course(s): HIST 10101,CRES 20701

ANTH 20702. Introduction to African Civilization II. 100 Units.
Part two takes a more anthropological focus, concentrating on Eastern and Southern Africa, including Madagascar. We explore various aspects of colonial and postcolonial society. Topics covered include the institution of colonial rule, ethnicity and interethnic violence, ritual and the body, love, marriage, money, youth and popular culture.
Instructor(s): J. Cole Terms Offered: Spring
Equivalent Course(s): HIST 10102,CHDV 21401,CRES 20802

ANTH 20702. Introduction to African Civilization II. 100 Units.
Part two takes a more anthropological focus, concentrating on Eastern and Southern Africa, including Madagascar. We explore various aspects of colonial and postcolonial society. Topics covered include the institution of colonial rule, ethnicity and interethnic violence, ritual and the body, love, marriage, money, youth and popular culture.
Instructor(s): J. Cole Terms Offered: Spring
Equivalent Course(s): HIST 10102,CHDV 21401,CRES 20802
ANTH 21015. Media, Culture, and Society. 100 Units.
This course is a theoretical and ethnographic overview of past, current, and future directions of anthropological research on the mass media. We study issues as diverse as projects of media representation and cultural conservation among indigenous peoples, the relationship of mass media to nationalism across the world, the social life of journalism and news making in an era of new technologies and ownership consolidation, and current debates over the role of mass media.
Instructor(s): D. Boyer Terms Offered: Summer

ANTH 21102. Classical Readings in Anthropology: History and Theory of Human Evolution. 100 Units.
This course is a seminar on racial, sexual, and class bias in the classic theoretic writings, autobiographies, and biographies of Darwin, Huxley, Haeckel, Keith, Osborn, Jones, Gregory, Morton, Broom, Black, Dart, Weidenreich, Robinson, Leakey, LeGros-Clark, Schultz, Straus, Hooton, Washburn, Coon, Dobzhansky, Simpson, and Gould.
Instructor(s): R. Tuttle Terms Offered: Not offered 2014-15; will be offered 2015-16
Equivalent Course(s): ANTH 38400, EVOL 38400, HIPS 23600

ANTH 21107. Classical Readings in Anthropology: 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): Staff Terms Offered: TBA
Equivalent Course(s): ANTH 30000

ANTH 21201. Intensive Study of a Culture: 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
Equivalent Course(s): CRES 21201
ANTH 21217. Intensive Study of a Culture: The Luo of Kenya. 100 Units.
This course is an overview of the history and contemporary culture of the Luo, a Nilotic-speaking people living on the shores of Lake Victoria. We examine the migration of the Luo into the region, the history of their encounter with British colonialism, and their evolving situation within the postcolonial Kenyan state. We also use the wide variety of studies of the Luo to illuminate transformations in the nature of ethnographic research and representations.
Instructor(s): M. Dietler Terms Offered: Not offered 2014-15; will be offered 2015-16
Equivalent Course(s): AFAM 21217

ANTH 21225. Intensive Study of a Culture: Louisiana. 100 Units.
Louisiana is home to Cajun music, Creole food, and the Yat dialect, as well as some of the most impressive prehistoric mound sites in North America. This course offers an archaeological, historical, and ethnographic introduction to Louisiana’s complex culture. We focus on the ways in which race, ethnicity, and identity are constructed within and about Louisiana.
Instructor(s): S. Dawdy Terms Offered: Not offered 2014-15; will be offered 2015-16

ANTH 21230. Intensive Study of a Culture: Lowland Maya History and Ethnography. 100 Units.
The survey encompasses the dynamics of first contact; long-term cultural accommodations achieved during colonial rule; disruptions introduced by state and market forces during the early postcolonial period; the status of indigenous communities in the twentieth century; and new social, economic, and political challenges being faced by the contemporary peoples of the area. We stress a variety of traditional theoretical concerns of the broader Mesoamerican region stressed (e.g., the validity of reconstructive ethnography; theories of agrarian community structure; religious revitalization movements; the constitution of such identity categories as indigenous, Mayan, and Yucatecan). In this respect, the course can serve as a general introduction to the anthropology of the region. The relevance of these area patterns for general anthropological debates about the nature of culture, history, identity, and social change are considered.
Instructor(s): J. Lucy Terms Offered: Autumn
Note(s): This Course will not be offered 2014-15
Equivalent Course(s): LACS 20400, ANTH 30705, CHDV 20400, CHDV 30401, CRES 20400, LACS 30401
ANTH 21251. Intensive Study of a Culture: Modern China. 100 Units.
Contemporary China is often spoken of as undergoing deep and rapid social change. Certainly globalizing forces have been especially evident in all parts of China over the last couple of decades. At the same time, like the rest of East Asia and the Pacific Rim, China has developed distinctive social, cultural, and political forms, many of which circulate nationally and transnationally. This course comes to terms with both the processes of change that have characterized the last few decades and with a few recent social and cultural phenomena of interest. Because the scholarly literature lags behind the pace of transformation in China, we draw on a wide variety of materials: ethnography, memoir, fiction, films, essays, historical studies, short stories, websites. Emphasis in class discussions is on grasping how contemporary Chinese realities are experienced from viewpoints within China—this is the sense in which the course is intensive study of a "culture." Readings and materials are divided into several major units concerned with historical memory, rural China, urban life, labor migration, and popular culture. Students undertake, as a term project, their own investigation of some aspect of contemporary cultural change in China.
Instructor(s): J. Farquhar Terms Offered: Not offered 2014-15; will be offered 2015-16 Equivalent Course(s): ANTH 32200

ANTH 21254. Intensive Study of a Culture: Pirates. 100 Units.
Many questions regarding pirates, smugglers, and privateers go to the heart of major anthropological problems (e.g., the nature of informal economies, the relationship between criminality and the state, transnationalism, the evolution of capitalism, intellectual property and globalization, political revolutions, counterculture, and the cultural role of heroic [or anti-heroic] narratives). Each week we tackle one of these topics, paring a classic anthropological work with specific examples from the historical, archaeological, and/or ethnographic literature. We compare pirate practices in the early modern Caribbean to examples spanning from ancient ship raiders in the Mediterranean to contemporary software “piracy.”
Instructor(s): S. Dawdy Terms Offered: Not offered 2014-15; will be offered 2015-16 Equivalent Course(s): LACS 21254

ANTH 21255. Intensive Study of a Culture: The Senegambia. 100 Units.
This course is an overview of history, culture, and society in the Senegambia, a territory situated between the Senegal and Gambia Rivers, and roughly corresponding to the political boundaries of modern-day Senegal. We examine the region in broad historical perspective. We begin with oral accounts of migration and state formation. We then track the gradual entanglement of local societies with global political economic forces during the Atlantic era. We also discuss the legitimate trade, French colonialism, and road to political independence. The focus of the last portion of the course is on cultural, artistic, and political experiences in the postcolonial state of Senegal.
Instructor(s): F. Richard Terms Offered: Not offered 2014-15; will be offered 2015-16 Equivalent Course(s): AFAM 21255
ANTH 21264. Intensive Study of a Culture: Political Struggles of Highland Asia. 100 Units.

As Edmund Leach noted in a later edition of *The Political Systems of Highland Burma*, massive changes largely occasioned by outside forces reshaped political relations in the later twentieth century. And not just in Highland Burma. This course compares political trajectories of societies across the arc of the Himalayan Highlands, from Burma to Afghanistan. From World War II, through decolonization and the cold war, and via many and disparate counterinsurgency campaigns, conflict and violence has marked the region, big states and small, old states and new. This course compares the recent political regimes, struggles and fortunes of Burma, Northeast India, Nepal, Tibet, and Afghanistan.

Instructor(s): J. Kelly Terms Offered: Not offered 2014-15; will be offered 2015-16
Equivalent Course(s): CRES 21264

ANTH 21265. Intensive Study of a Culture, Celts: Ancient, Modern, and Postmodern. 100 Units.

Celts and things Celtic have long occupied a prominent and protean place in the popular imagination, and "the Celts" has been an amazingly versatile concept in the politics of identity and collective memory in recent history. This course is an anthropological exploration of this phenomenon that examines: (1) the use of the ancient past in the construction of modern nationalist mythologies of Celtic identity (e.g., in France and Ireland) and regional movements of resistance to nationalist and colonialist project (e.g., in Brittany, Ireland, Scotland, Wales, Galicia, Asturias); (2) the construction of transnational ethno-nostalgic forms of Celtic identity in modern diasporic communities (Irish, Scottish, etc.); and (3) various recent spiritualist visions of Celticity that decouple the concept from ethnic understandings (e.g., in the New Age and Neo-Pagan movements). All of these are treated in the context of what is known archaeologically about the ancient peoples of Europe who serve as a symbolic reservoir for modern Celtic identities. The course explores these competing Celtic imaginaries in the spaces and media where they are constructed and performed, ranging from museums and monuments, to neo-druid organizations, Celtic cyberspace, Celtic festivals, Celtic theme parks, Celtic music, Celtic commodities, etc.

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

ANTH 21303. Making the Natural World: Foundations of Human Ecology. 100 Units.

This course considers the conceptual underpinnings of contemporary Western notions of ecology, environment, and balance, but it also examines several specific historical trajectories of anthropogenic landscape change. We approach these issues from the vantage of several different disciplinary traditions, including environmental history, philosophy, ecological anthropology, and paleoecology.

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

Note(s): ENST 21201 and 21301 are required of students who are majoring in Environmental Studies and may be taken in any order.

Equivalent Course(s): ENST 21301
ANTH 21305. Modern Readings in Anthropology: Explorations in Oral Narrative (The Folktale) 100 Units.
This course studies the role of storytelling and narrativity in society and culture. Among these are a comparison of folktale traditions, the shift from oral to literate traditions and the impact of writing, the principal schools of analysis of narrative structure and function, and the place of narrative in the disciplines (i.e., law, psychoanalysis, politics, history, philosophy, anthropology).
Instructor(s): J. Fernandez Terms Offered: Spring (Tentative)
Equivalent Course(s): ANTH 45300, HCUL 45300

ANTH 21322. Modern Readings in Anthropology: Archaeology and History of Food. 100 Units.
Instructor(s): K. Morrison Terms Offered: Spring
Equivalent Course(s): ANTH 46510

ANTH 21401. The Practice of Anthropology: Logic and Practice of Archaeology. 100 Units.
This course offers an overview of the concepts and practice of anthropological archaeology. We discuss the varied goals of archaeological research and consider the range of ways in which archaeologists build inferences about the past from the material record. Throughout the quarter, the more general discussion of research logic and practice is situated in the context of detailed consideration of current archaeological projects from different parts of the world.
Instructor(s): M. Lycett Terms Offered: Not offered 2014-15; will be offered 2015-16

ANTH 21406. The Practice of Anthropology: 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: Not offered 2014-15; will be offered 2015-16
Equivalent Course(s): ANTH 38300, HIPS 21100

ANTH 21420. The Practice of Anthropology: Ethnographic Methods. 100 Units.
This course introduces theory and practice, as well as situates ethnography within social science research more generally. Students are exposed to a wide range of investigative and analytical techniques used in ethnographic research and to multiple forms of interpretation and representation of ethnographic data. Students are required to apply the methods discussed in class through field assignments and through a final ethnographic project that is developed in consultation with the instructor. This course is particularly useful for students who intend to write a senior thesis the following year. Field trips to sites in Chicago required.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): Preference given to third-year anthropology majors, others by consent only
ANTH 21610. Linguistic Ethnographies. 100 Units.
Instructor(s): S. Gal Terms Offered: Winter

ANTH 21725. Mass Mediated Society and Japan. 100 Units.
This course explores the emergence of mass mediated society in twentieth century industrial modernity through the sociocultural lens of Japan. Specifically, we will be looking at the evolution of new social forms, identities, subjectivities, and experience engendered through mass mediating technologies. At the same time, we will consider the various forms of discourse that arise in relation to these phenomena. Although our attention will be on the experience and effects of mass mediated society in Japan, readings will not be Japan exclusive. They will draw from a wide range of disciplines, combining critical theory with ethnographic, and historical texts. We will also consider examples from popular culture. No previous knowledge of Japan or Japanese language is required.
Instructor(s): M. Fisch Terms Offered: TBD

ANTH 22000. The Anthropology of Development. 100 Units.
This course applies anthropological understanding to development programs in "underdeveloped" and "developing" societies. Topics include the history of development; different perspectives on development within the world system; the role of principal development agencies and their use of anthropological knowledge; the problems of ethnographic field inquiry in the context of development programs; the social organization and politics of underdevelopment; the culture construction of "well-being;" economic, social, and political critiques of development; population, consumption, and the environment; and the future of development.
Instructor(s): A. Kolata Terms Offered: Not offered 2014-15; will be offered 2015-16
Equivalent Course(s): ANTH 35500, ENST 22000

ANTH 22105. The Anthropology of Science. 100 Units.
Reading key works in the philosophy of science, as well as ethnographic studies of scientific practices and objects, this course introduces contemporary science studies. We interrogate how technoscientific "facts" are produced, discussing the transformations in social order produced by new scientific knowledge. Possible topics include the human genome project, biodiversity, and the digital revolution.
Instructor(s): J. Masco Terms Offered: Not offered 2014-15; will be offered 2015-16
Equivalent Course(s): ANTH 32300, HIPS 21301

ANTH 22123. Science Studies III: Information Age. 100 Units.
This seminar explores the sociocultural effects of the digital revolution in information technologies. Interrogating the technoscientific as well as sociocultural logics behind new virtual media, we discuss how new forms of subjectivity (collective and individualized), new forms of governmentality, and new political commitments are being produced via information technologies and supercomputing.
Instructor(s): J. Masco Terms Offered: Not offered 2014-15; will be offered 2015-16
ANTH 22125. Introduction to Science Studies. 100 Units.
Science is a dense site of practices, norms, and values that shapes what it means to be human in the contemporary era. Interwoven with the character of scientific knowledge is the character of the ideas that can be thought and not thought, the diseases that will be treated and not treated, the lives that can be lived and not lived. Yet, science, objectivity, and knowledge have proved resistant to critical analysis. This course is an introduction to thinkers who have withstand this resistance and explores questions about the nature, culture, and politics of scientific knowledge and its production.
Instructor(s): K. Sunder Rajan Terms Offered: Not offered 2014-15; will be offered 2015-16

ANTH 22130. Anthropology of the Machine. 100 Units.
This course examines the machine as a social problematic, asking what is the machine and what is its relationship with technology, science, nature, bodies, and culture. Moving between the tangible and the abstract, we explore the machine as material instantiation, historical paradigm, metaphor, limit, method, and ideal. The course will follow a lecture/seminar format, and students will develop an anthropology of the machine as part of the course requirements.
Instructor(s): M. Fisch Terms Offered: Not offered 2014-15; will be offered 2015-16

ANTH 22150. Mediating the Social. 100 Units.
Instructor(s): M. Fisch Terms Offered: Spring

ANTH 22205. Slavery and Unfree Labor. 100 Units.
This course offers a concise overview of institutions of dependency, servitude, and coerced labor in Europe and Africa, from Roman times to the onset of the Atlantic slave trade, and compares their further development (or decline) in the context of the emergence of New World plantation economies based on racial slavery. We discuss the role of several forms of unfreedom and coerced labor in the making of the "modern world" and reflect on the manner in which ideologies and practices associated with the idea of a free labor market supersede, or merely mask, relations of exploitation and restricted choice.
Instructor(s): S. Palmié Terms Offered: Not offered 2014-15; will be offered 2015-16
Equivalent Course(s): ANTH 31700,CRES 22205,LACS 22205,LACS 31700

ANTH 22400. Big Science and the Birth of the National Security State. 100 Units.
This course examines the mutual creation of big science and the American national security state during the Manhattan Project. It presents the atomic bomb project as the center of a new orchestration of scientific, industrial, military, and political institutions in everyday American life. Exploring the linkages between military technoscience, nation-building, and concepts of security and international order, we interrogate one of the foundation structures of the modern world system.
Instructor(s): J. Masco Terms Offered: Not offered 2014-15; will be offered 2015-16
Equivalent Course(s): ANTH 34900,HIPS 21200
ANTH 22530. Ethnographic Film. 100 Units.
This seminar explores ethnographic film as a genre for representing "reality," anthropological knowledge, and cultural lives. We examine how ethnographic film emerged in a particular intellectual and political economic context, as well as how subsequent conceptual and formal innovations have shaped the genre. We also consider social responses to ethnographic film in terms of (1) the contexts for producing and circulating these works, (2) the ethical and political concerns raised by cross-cultural representation, and (3) the development of indigenous media and other practices in conversation with ethnographic film. Throughout the course, we situate ethnographic film within the larger project for representing "culture," addressing the status of ethnographic film in relation to other documentary practices (e.g., written ethnography, museum exhibitions, documentary film).
Instructor(s): J. Chu Terms Offered: Not offered 2014-15; will be offered 2015-16 Equivalent Course(s): ANTH 32530

ANTH 22535. Engaging Media: Thinking about Media and Their Audiences. 100 Units.
In the first part of the course we look at how post–World War II mass communications and “classical” film theory theorized communication and spectatorship; in particular, we trace the dialogue between these liberatory models and the totalitarianism and propaganda (i.e., top-down models of control) of the times. We then look at theories of mass media reception and spectatorship that put ideology at the center of their analysis, interrogating theories of the “receiver” of media messages as cultural dope (Frankfurt school Marxism), psychoanalytic and (post-)Marxist theories of spectatorship (“Screen” theory), feminist critiques of film spectatorship, and reactions to the above in cognitivist film studies. We then turn to British Cultural Studies’ theories of media, focusing on how such work attempts to reconcile models of reception as ideologically unproblematic and as determined by the ideological structures of production and reception. Particular focus is given to the theoretical arguments regarding ideology and media, the notion of “code,” and the differences and similarities in the model of communication with the sociology of mass communication. In the second half of the course we look at anthropological approaches to media and how anthropologists have taken up the issue of media reception. Why have anthropologists largely ignored media and reception studies until recently? What kinds of contributions can anthropology make to the theorization and methodological approach to reception? By critically looking at ethnographies of reception, we problematize the concept of reception proper, looking at more holistic ways of dealing with the issue of the mediation of social life. In the final part of the course we re-evaluate what we mean by “mass media” and “reception.” First we look media (con)texts that blur the duality of production/reception. We then consider new forms of media and to what extent “reception” as a category even makes sense in attempting to understand how engagement with such new media functions.
Instructor(s): C. Nakassis Terms Offered: TBD Equivalent Course(s): ANTH 32535
ANTH 22606. Indigeneities. 100 Units.
Depending on how you look at it, questions of indigeneity—the who, how, what, and why of peoples that either identify, or are identified, as “native”—are questions that at once transcend, entail, and/or are produced by Euro-American scholarly, political, and legal inquiry. Whether assailed as the product of colonial orientalism or celebrated as the ur-subjectivity of those who resist it (or something in between), the claims of, to, and about indigeneity continue to excite and demand attention scholarly and political. Indeed some argue that politics of indigeneity have gained unique traction in recent decades, as indigenous actors, scholars, and their advocates have pressed for changes to legal, political, and cultural/scientific regimes that have indigenous affairs as their chief objects of inquiry. One need only consider the 2007 passage of the UN Declaration of the Rights of Indigenous Peoples, the legal decisions acknowledging the force of native title in the Supreme Courts of Australia and Canada, and even the changes in various regimes of research concerning the social scientific study of native peoples and/or the representation of their material culture, all of which happened less than 20 years ago. Despite these long-standing interests and recent social, political and economic gains, indigenous communities remain among the most vulnerable in the world. These trenchant inequalities beg the question, how does the condition of indigeneity relate to the various social forces shaping the world today and to the lived experiences of those who claim to be, or get named as, indigenous. It is towards an exploration of this question that this course is dedicated. Among the lines of inquiry that we will pursue in the course are: (1) tracing the genealogies of indigeneity as a notion, both in Euro-American human sciences and in other epistemological traditions; (2) considering the role that notions of indigeneity play in contemporary national and international political regimes; (3) exploring how indigeneity is claimed or disclaimed, by different peoples around the world, and why; and (4) considering the ways in which notions of indigeneity are being figured in new regimes of possession and commodification, including intellectual property, genetics and genome mapping, and the role of indigenous knowledge in resource extraction and bioprospecting. In pursuing these questions this course will endeavor to tease out the manifold relationships that the rising politics of indigeneity at the dawn of the 21st century has to other global political economic phenomena. Simultaneously, the course will also attend to the ways in which different peoples, caught up in different sociopolitical milieu, orient to the notion of indigeneity as it articulates with their lived experiences with matters of autochthony (the state of being “from here”), allochthony (being “from elsewhere”), and the consequences of those distinctions to their everyday lives.
Instructor(s): J. Richland Terms Offered: TBD
Equivalent Course(s): ANTH 33106
ANTH 22609. Indigenous Methodologies. 100 Units.
The 1969 publication of Vine Deloria Jr.'s *Custer Died for your Sins* forever changed the landscape for academic research with indigenous communities in North America, if not the world. Declaring, “Indians have been cursed above all other peoples in history. Indians have anthropologists.” (Deloria 1988[1969]: 78), Deloria’s broadside was aimed at a social science academy whose research methods, ethics, and findings he felt offered little concrete benefit to the indigenous peoples whose lives they studied. Whether accurate or not, the critique sent ripples not only through the academy, but through policy circles and the native communities themselves, inaugurating a period of remarkable refiguring of the legal, scholarly, and interpersonal landscapes against which social science research on indigenous peoples is constituted. This refiguring has emerged in a variety of modes and with different effects and outcomes. In this course, students will be introduced to the evolving ethics, methods, policies, and epistemologies shaping social science research with indigenous communities in North America. In addition, in the second half of the quarter, students will get firsthand experience working on issues of relevance to social science research with indigenous communities under the supervision of Prof. Richland and leadership at two institutions in Chicago — the Title VII American Indian Education Program and the North American Anthropology Division of the Field Museum. In this part of the course, students will be paired up and work on independent projects that are designed to address the needs and interests of these organizations and the indigenous peoples with which they work, and then to initiate their own academic inquiry alongside those projects. These projects will provide you with an opportunity to understand and implement the theories, ethics, and methods learned in class, revealing the rewards and challenges of conducting research programs that engage leading theories and debates in the academy while also making real contributions to the indigenous communities with which students are working.
Instructor(s): J. Richland Terms Offered: Not offered 2014-15; will be offered 2015-16
Equivalent Course(s): ANTH 33107

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: Not offered 2014-15; will be offered 2015-16
Equivalent Course(s): ANTH 41810
ANTH 22715. Weber, Bakhtin, Benjamin. 100 Units.
Ideal types? The iron cage? Captured speech? No alibis? Dialectical Images? Charismatic authority? Heteroglossia? Modes of Domination? Seizing the flash? Finished, monological utterances? Conditions of possibility? Strait gates through time? Weber, Bakhtin, and Benjamin provide insights and analytical tools of unsurpassed power. Scholars who use them best have faced and made key decisions about social ontology and social science epistemology, decisions that follow from specific, radical propositions about society and social science made by these theorists and others they engage, starting at least from Immanuel Kant. This course is designed for any student who wants to more clearly understand the arguments of Weber, Bakhtin, and Benjamin, and to understand more broadly the remarkable trajectories of German social theory after Kant. It is designed especially for anyone hoping to use some of their conceptions well in new research. (Yes, Bakhtin is Russian, and cultural theory in Russia and the U.S. too will come up.) Fair warning: this course focuses on four roads out of Kant’s liberal apriorism (including culture theory from Herder to Boas and Benedict, as well as Benjamin and the dialectical tradition, Bakhtin’s dialogism, and Weber’s historical realism). We will spend less time on good examples of current use of Weber’s, Bakhtin’s, and Benjamin’s ideas than on the writings of Weber, Bakhtin, and Benjamin themselves, and their predecessors and interlocutors (including Herder, Hegel, Clausewitz, Marx, Ihering, and Simmel). The premise of the course is that you will do more in your own research with a roadmap than with templates.
Instructor(s): J. Kelly Terms Offered: Not offered 2014-15; will be offered 2015-16
Equivalent Course(s): ANTH 43720

ANTH 22910. Performance and Politics in India. 100 Units.
This seminar considers and pushes beyond such recent instances as the alleged complicity between the televised “Ramayana” and the rise of a violently intolerant Hindu nationalism. We consider the potentials and entailments of various forms of mediation and performance for political action on the subcontinent, from “classical” textual sources, through “folk” traditions and “progressive” dramatic practice, to contemporary skirmishes over “obscenity” in commercial films.
Instructor(s): W. T. S. Mazzarella Terms Offered: Not offered 2014-15; will be offered 2015-16
Equivalent Course(s): SALC 22900

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.
Instructor(s): R. Granados-Salinas, R. Gutiérrez Terms Offered: Autumn
Equivalent Course(s): LACS 16100, CRES 16101, HIST 16101, HIST 36101, LACS 34600, SOSC 26100

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): M. Tenorio Terms Offered: Winter
Equivalent Course(s): LACS 16200, CRES 16102, HIST 16102, HIST 36102, LACS 34700, 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): D. Borges Terms Offered: Spring
Equivalent Course(s): LACS 16300, CRES 16103, HIST 16103, HIST 36103, LACS 34800, SOSC 26300

ANTH 23102-23103. Introduction to Latin American Civilization II-III.

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): M. Tenorio Terms Offered: Winter
Equivalent Course(s): LACS 16200, CRES 16102, HIST 16102, HIST 36102, LACS 34700, 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): D. Borges Terms Offered: Spring
Equivalent Course(s): LACS 16300, CRES 16103, HIST 16103, HIST 36103, LACS 34800, SOSC 26300

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): D. Borges Terms Offered: Spring
Equivalent Course(s): LACS 16300, CRES 16103, HIST 16103, HIST 36103, LACS 34800, SOSC 26300
ANTH 23600. Medicine and Society in Twentieth-Century China. 100 Units.
This course is a survey of historical and anthropological approaches to medical knowledge and practice in twentieth-century China. Materials cover early modernizing debates, medicine and the state, Maoist public health, traditional Chinese medicine, and health and medicine in popular culture.
Instructor(s): J. Farquhar Terms Offered: Not offered 2014-15; will be offered 2015-16
Equivalent Course(s): ANTH 33610, HIPS 22601

ANTH 23620. Medicine and Anthropology. 100 Units.
The rise of modern biological medicine into global dominance dates from the 18th century, with the field developing in tandem with technological industrialization, scientific objectivism, and secular modernism in writing and social theory. The things we now have before us in the medical field—doctors, patients, drugs, symptoms, diseases, pacemakers, antiseptic wipes, psychologies, therapeutic protocols, health insurance, white coats, immunizations, folk remedies, and much more—are many of the things that ground all of our ethics and our politics in contemporary North America. In order to better understand how medicine affects wider worlds of experience and action, this course gathers a number of historical and ethnographic studies of medical knowledge and practice for careful study. In a series of readings and discussions we will consider the social and political economic shaping of illness and suffering and the “culture-bound” character of diseases; we will examine medical and healing systems—well beyond biomedicine—as social institutions and as sources of epistemological authority; and we will read about the knowledge politics of medical experts and their clients and patients. Topics covered will also include the problem of belief; local theories of disease causation and healing efficacy; the placebo effect and contextual healing; theories of embodiment; medicalization; modernity and the distribution of risk; the meanings and effects of medical technologies; and the relatively recent global health movement.
Instructor(s): J. Farquhar Terms Offered: Not offered 2014-15; will be offered 2015-16
Equivalent Course(s): ANTH 33620

ANTH 23630. China Theorizes the World. 100 Units.
Instructor(s): J. Chu Terms Offered: Winter
Equivalent Course(s): ANTH 43105

ANTH 23715. Self-Determination: Theory and Reality. 100 Units.
From the Versailles Conference (1919) through the Bandung Conference (1955) and beyond, global politics has been reorganized by efforts to implement and sustain political sovereignty on the basis of national self-determination. This course examines the theories informing this American-led plan and its real consequences, with attention to India, Algeria, Indo-China, New Zealand, Fiji, and Hawaii. Dilemmas in decolonization, partitions, the consequences of the cold war, and the theory and practice of counterinsurgency are discussed together with unintended consequences of the plan in practice, especially the rise of political armies, NGOs, and diaspora.
Instructor(s): J. Kelly Terms Offered: Not offered 2014-15; will be offered 2015-16
Equivalent Course(s): ANTH 43715
ANTH 23805. Nature/Culture. 100 Units.
Exploring the critical intersection between science studies and political ecology, this course interrogates the contemporary politics of "nature." Focusing on recent ethnographies that complicated our understandings of the environment, the seminar examines how conceptual boundaries (e.g., nature, science, culture, global/local) are established or transgressed within specific ecological orders.
Instructor(s): J. Masco
Terms Offered: Spring
Equivalent Course(s): ANTH 43805, CHSS 32805, HIPS 26203

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.
Themes of slavery, colonization, and the making of the Atlantic world are covered in the first quarter.
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, HIST 18301, SOSC 24001

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, HIST 18302, SOSC 24002

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): CRES 24003, HIST 18303, SALC 20702, SOSC 24003

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, HIST 18302, SOSC 24002
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): CRES 24003,HIST 18303,SALC 20702,SOSC 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): SALC 20100,HIST 10800,SASC 20000,SOSC 23000

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): D. Chakrabarty Terms Offered: Spring
Equivalent Course(s): SALC 20200,HIST 10900,SASC 20100,SOSC 23100

ANTH 24315. Culture, Mental Health, and Psychiatry. 100 Units.
This course examines mental health and illness as a set of subjective experience, social processes and objects of knowledge and intervention. On a conceptual level, the course will invite students to think through the complex relationships between categories of knowledge and clinical technologies (in this case, mainly psychiatric ones) and the subjectivities of persons living with mental illness. Put in slightly different terms, we will look at the multiple links between psychiatrists’ professional accounts of mental illness and patients’ experiences of it. Readings will be drawn primarily from medical and psychological anthropology, cultural psychiatry, and science studies, but will include some "primary texts” from the memoiristic and psychiatric literatures.
Instructor(s): E. Raikhel Terms Offered: Winter
Equivalent Course(s): CHDV 23301,ANTH 35115,CHDV 33301,HIPS 27302
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): Third- or fourth-year standing. Instructor consent required.
Equivalent Course(s): CHDV 21000, AMER 33000, ANTH 35110, CHDV 31000, GNSE 21001, GNSE 31000, PSYC 23000, PSYC 33000

ANTH 24511-24512. 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 24511. Anthropology of Museums I. 100 Units.
Instructor(s): M. Fred Terms Offered: Winter
Prerequisite(s): Advanced standing and consent of instructor
Equivalent Course(s): ANTH 34502, CHDV 38101, CRES 34501, MAPS 34500, SOSC 34500

ANTH 24512. Anthropology of Museums II. 100 Units.
Instructor(s): M. Fred Terms Offered: Spring
Prerequisite(s): Advanced standing or consent of instructor
Equivalent Course(s): CRES 34502, SOSC 34600

ANTH 24512. Anthropology of Museums II. 100 Units.
Instructor(s): M. Fred Terms Offered: Spring
Prerequisite(s): Advanced standing or consent of instructor
Equivalent Course(s): CRES 34502, SOSC 34600

ANTH 24705. Jurisdiction: Language and the Law. 100 Units.
Instructor(s): J. Richland Terms Offered: TBD
Equivalent Course(s): ANTH 34705
ANTH 24800. Uncanny Modernities. 100 Units.
This seminar examines the concept of the "uncanny" as an ethnographic topic. Pursuing the linkages between perception, trauma, and historical memory, this course asks if the modern state form necessarily produces the uncanny as a social effect. We explore this theme through works of Freud, Lacan, Derrida, Benjamin, and Foucault, as well as recent ethnographies that privilege the uncanny in their social analysis.
Instructor(s): J. Masco Terms Offered: Not offered 2014-15; will be offered 2015-16 Equivalent Course(s): ANTH 54800

ANTH 25116. Magic Matters. 100 Units.
The course explores the lively presence of magic in the contemporary, presumably disenchanted world. It approaches the problem of magic historically — examining how magic became an object of social scientific inquiry — and anthropologically, attending to the magic in practice on the margins of the industrial, rational, cosmopolitan, and technological societies and economies. Furthermore, this course reads classic and contemporary ethnographies of magic together with studies of science and technology to critically examine questions of agency, practice, experience, experiment, and efficacy. The course reads widely across sites, disciplines, and theories, attending to eventful objects and alien agents, stepping into post-socialist, post-colonial, and post-secular magic markets and medical clinics, and reading for the political energies of the emergent communities that effectively mix science, magic, and technology.
Instructor(s): L. Jasarevic Terms Offered: Winter Equivalent Course(s): CHDV 25116, INST 27701

ANTH 25200. Approaches to Gender in Anthropology. 100 Units.
This course examines gender as a cultural category in anthropological theory, as well as in everyday life. After reviewing the historical sources of the current concern with women, gender, and sexuality in anthropology and the other social sciences, we critically explore some key controversies (e.g., the relationship between production and reproduction in different sociocultural orders; the links between "public" and "private" in current theories of politics; and the construction of sexualities, nationalities, and citizenship in a globalizing world).
Instructor(s): S. Gal Terms Offered: Not offered 2014-15; will be offered 2015-16 Equivalent Course(s): ANTH 43800, GNDR 25201, GNDR 43800

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): J. Farquhar Terms Offered: Autumn Equivalent Course(s): ANTH 35305
ANTH 25310. Drinking Alcohol: Social Problems 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? chemical definition, cultural forms, production processes, biological effects; The early history of alcohol: archaeological studies; Histories of drinking in ancient, medieval, and modern times; Alcohol and the political economy: trade, politics, regulation, resistance; Alcohol as a cultural artifact: the social roles of drinking; Styles of drinking and intoxication; Alcohol, addiction, and social problems: the interplay of biology, culture, and society; Alcohol and religion: integration vs. prohibition; Alcohol and health benefits: ancient beliefs and modern scientific research; Comparative case studies of drinking: ethnographic examples, historical examples, contemporary America (including student drinking).

Instructor(s): M. Dietler, W. Green

Terms Offered: Not offered in 2014-2015; will be offered in 2015-16.

Prerequisite(s): Third- or fourth-year standing. This course does not meet requirements for the biological sciences major.

Equivalent Course(s): BPRO 22800, BIOS 02280
ANTH 25325. History and Culture of Baseball. 100 Units.
Study of the history and culture of baseball can raise in a new light a wide range of basic questions in social theory. The world of sports is one of the paradoxical parts of cultural history, intensely intellectually scrutinized and elaborately “covered” by media, yet largely absent from scholarly curricula. Perhaps more than any other sport, baseball has even drawn a wide range of scholars to publish popular books about it, yet has produced few professional scholars whose careers are shaped by study of it. In this course, we will examine studies that connect the cultural history of baseball to race, nation, and decolonization, to commodity fetishism and the development of capitalist institutions, to globalization and production of locality. We will compare studies of baseball from a range of disciplinary perspectives (economics, evolutionary biology, political science, history, and anthropology) and will give special attention to the culture and history of baseball in Chicago. We hope and expect that this course will be a meeting ground for people who know a lot about baseball and want to learn more about cultural anthropology, and people who are well read in anthropology or social theory who want to know more about baseball. The course will draw heavily on the rich library of books and articles about baseball, scholarly and otherwise, and will also invite students to pursue their own research topics in baseball culture and history.
Instructor(s): J. Kelly Terms Offered: TBD
Equivalent Course(s): ANTH 35325

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 25410. Anthropology of Everyday Life. 100 Units.
In an effort to clarify the field of everyday life ethnography and stimulate critical reflection on the everyday lives we all lead, this course draws on three bodies of literature: (1) classic anthropological approaches to studying social life (e.g., behaviorism and utilitarianism, the sacred/profane distinction, phenomenology, habitus and practice); (2) twentieth-century cultural Marxist critical theory; and (3) recent studies of popular culture. This course includes a workshop component to accommodate student projects.
Instructor(s): J. Farquhar Terms Offered: Not offered 2014-15; will be offered 2015-16

ANTH 25500. Cultural Politics of Contemporary India. 100 Units.
Structured as a close-reading seminar, this class offers an anthropological immersion in the cultural politics of urban India today. A guiding thread in the readings is the question of the ideologies and somatics of shifting "middle class" formations; and their articulation through violence, gender, consumerism, religion, and technoscience.
Instructor(s): W. Mazzarella Terms Offered: Not offered 2014-15; will be offered 2015-16
Equivalent Course(s): ANTH 42600, SALC 20900, SALC 30900

ANTH 25510. Afterlives of Gandhi. 100 Units.
This course deals with transnational textual, political, and theoretical transmissions of the Gandhi idea in the first half of the twentieth century.
Instructor(s): L. Gandhi, W. Mazzarella Terms Offered: Not offered 2012-13; will be offered 2013-14
Prerequisite(s): undefined
Note(s): undefined
Equivalent Course(s): ENGL 24308

ANTH 25900. South Asian Archaeology. 100 Units.
South Asia has a rich historical record, from the very beginnings of our species to the present, and yet the earlier part of this record is surprisingly little-known outside specialist circles. This course provides a broad overview of South Asian archaeology and early history, from the beginnings of agricultural production to the expansion of states and empires in the early days of textual records. We cover critical anthropological processes such as the origins and expansion of agriculture, the development of one of the world’s first urban societies—the Harappan or Indus civilization—the growth and institutionalization of social inequalities, and changing contexts of social and religious life. While the course actually extends a bit beyond the time of the Buddha, its major focus is on the periods up to and including the Early Historic. No prior experience of either South Asia or archaeology is assumed; Indeed, we will think quite a bit about the nature of evidence and about how we know about the more distant past.
Instructor(s): K. Morrison Terms Offered: Not offered 2014-15; will be offered 2015-16
Equivalent Course(s):
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): K. Arik Terms Offered: Spring
Prerequisite(s): Knowledge of Arabic and/or Islamic studies helpful but not required
Equivalent Course(s): NEHC 20765, EEUR 23400, EEUR 33400, MUSI 23503, MUSI 33503

ANTH 26020. Archaeology of Modernity. 100 Units.
This course covers the development, themes, practices, and problems of the archaeology of the modern era (post 1450 AD), or what in North America is better known as the subfield of "historical archaeology." Texts and discussions address topics such as the archaeology of colonialism, capitalism, industrialization, and mass consumption. Case studies from plantation archaeology, urban archaeology, and international contexts anchor the discussion, as does a consideration of interdisciplinary methods using texts, artifacts, and oral history. Our goal is to understand the historical trajectory of this peculiar archaeological practice, as well as its contemporary horizon. The overarching question framing the course is: what is modernity and what can archaeology contribute to our understanding of it?
Instructor(s): S. Dawdy Terms Offered: Not offered 2014-15; will be offered 2015-16
Equivalent Course(s): ANTH 46020
ANTH 26315. Turning South: The Politics and Practice of Latin American Historical Archaeology. 100 Units.

How has the study of past material cultures contributed to our comprehension of the Iberian colonial experience in the New World? How has an archaeology of the recent past been presented to the public and made socially relevant in contemporary Latin American nations? This course invites students to address these questions in the light of current Latin American thought, and to gain innovative perspectives on the different processes through which archaeological knowledge participates in the formation and transformation of cultural, social, and racial identities in present-day Latin America. Exploring a wide array of scholarly literature, principally produced in countries such as Argentina, Brazil, Colombia, and Mexico, this course will provide a detailed insight into the achievements, limitations, possibilities, and future challenges of Latin American historical archaeology. During the semester, students will be familiarized with some of the main topics that have been approached in Latin America through a strategic interplay of material data and written texts. These topics range from the study of cultural contact in early colonial settlements to the development of forensic archaeology as a therapeutic instrument facilitating the remembrance of a traumatic past. Class discussions will also delve into rich archaeological evidence testifying to the development of specific social spaces and categories, such as maroons, colonial borderlands, or gentrified households in republican urban centers. The careful analysis of each one of these highly varied topics, as described in local archaeological literature, shall eventually contribute to a better understanding of the way in which the politics of cultural heritage can be played out in different areas of Latin America.

Instructor(s): F. Gaitan-Ammann
Equivalent Course(s): ANTH 36315, LACS 26315, LACS 36315

ANTH 26320. Artifacts of the Spanish Colonies. 100 Units.

German stoneware bottles, Venetian glass beads, Chinese porcelain, Chilean redwares . . . all these are examples of traveling artifacts that, as early as the 16th century, took an active part in the Spanish colonization of the New World. On Spanish colonial sites, these evidences of long-distance exchange often merged with local material cultures, entering processes of hybridization and creolization that can be observed in the archaeological record. This course proposes an archaeologically based approach to typical assemblages of Spanish colonial artifacts in the Americas and the Caribbean, and describes the main issues related to their identification, interpretation, conservation, and display.

Instructor(s): F. Gaitan-Ammann
Terms Offered: TBD
Equivalent Course(s): ANTH 36320, LACS 26320, LACS 36320
ANTH 26325. Archaeologies of Slavery in the New World. 100 Units.
In the last few decades, the archaeology of slavery has passed from being a virtually non-existing field of inquiry to being recognized as one of the most dynamic and fastest growing areas in archaeological research. In particular, at least since the late 1960s, the study of enslaved African American communities in what came to be the United States has become one of the most visible and socially relevant avenues of research in contemporary historical archaeology. Following this essentially North American impulse, archaeologies of slavery in modern times have started to emerge throughout the Atlantic world and Latin America, inspiring richly textured narratives through which many Afro-descendant communities have had the possibility to build intimate and empowering connections with their own past. This course will look into both classic and current literature on the anthropology of slavery in order to set the basis for a critical understanding of the development of the archaeology of slavery in the New World. Students are invited to discover a wide array of case studies describing different aspects of social life in slave societies, from an initial focus on the living conditions on plantation sites to later interests in the processes of consolidation of Afro-descendant identities in Latin America. Moving beyond stereotypical discussions of dominance and resistance, this course will motivate students to read between the lines of archaeological praxis, identifying both the achievements and the current challenges faced by those investigating the problem of slavery in the recent past. Ultimately, the goal of this course is to highlight the role of archaeology as a potent instrument of remembrance of traumatic pasts: How, by whom, and for whom is the painful experience of enslavement remembered in the present?
Instructor(s): F. Gaitan-Ammann Terms Offered: TBD
Equivalent Course(s): ANTH 36325,CRES 26325,LACS 26325,LACS 36325

ANTH 26505. Non-Industrial Agriculture. 100 Units.
Agriculture is, fundamentally, a human manipulation of the environment, a deliberately maintained successional state designed to serve human needs and desires. In this course, we use the history of non-industrial agriculture to think through some contemporary concerns about environmental change and the sources of our food—including topics such as genetically modified plants, fertilizers, sustainability, and invasive species. Beginning with the origins of agriculture in the early Holocene, we examine several forms of so-called "traditional" agriculture in the tropics and elsewhere, from swidden to intensive cropping. While the course is framed in terms of contemporary concerns, our focus is primarily historical and ethnographic, focusing on the experiences of agriculturalists over the last ten thousand years, including non-industrial farmers today. Students will be expected to produce and present a research paper.
Instructor(s): K. Morrison Terms Offered: Winter
Equivalent Course(s): ANTH 46505,ENST 26505
ANTH 26710-26711. Ancient Landscapes I-II.  
The landscape of the Near East contains a detailed and subtle record of environmental, social, and economic processes that have obtained over thousands of years. Landscape analysis is therefore proving to be fundamental to an understanding of the processes that underpinned the development of ancient Near Eastern society. This class provides an overview of the ancient cultural landscapes of this heartland of early civilization from the early stages of complex societies in the fifth and sixth millennia B.C. to the close of the Early Islamic period around the tenth century A.D.

ANTH 26710. Ancient Landscapes I. 100 Units.  
Instructor(s): S. Branting  
Terms Offered: Autumn

ANTH 26711. Ancient Landscapes II. 100 Units.  
Instructor(s): S. Branting  
Terms Offered: Winter  
Prerequisite(s): NEAA 20061  
Equivalent Course(s): NEAA 20062, GEOG 25800

ANTH 26715. The Rise of the State in the 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, 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  
Prerequisite(s): Any course in archaeology or permission of instructor  
Equivalent Course(s): NEAA 20030

ANTH 26830. Archaeology of Religious Experience. 100 Units.  
This seminar provides a critical exploration of archaeological approaches to past religious life. Drawing on a variety of case studies spanning a broad temporal and geographic spectrum, we examine/interrogate how object worlds can help to expand our understanding of religion in prehistoric and historic societies. Firmly grounded in contemporary anthropological thinking, this course explores theoretical and methodological possibilities, challenges, and limitations arising from archaeological studies of religious experience.  
Instructor(s): F. Richard  
Terms Offered: Not offered 2014-15; will be offered 2015-16
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): A. Yao Terms Offered: Not offered 2014-15; will be offered 2015-16
Prerequisite(s): Advanced standing and consent of instructor

ANTH 27130. America: Society, Polity, and Speech Community. 100 Units.
We explore the place of languages and of discourses about languages in the history and present condition of how American mass society stands in relation to the political structures of the North American (nation-) states and to American speech communities. We address plurilingualisms of several different origins (i.e., indigenous, immigrant) that have been incorporated into the contemporary American speech community, the social stratification of English in a regime of standardization that draws speakers up into a system of linguistic "register," and how language itself has become an issue-focus of American political struggles in the past and contemporaneously.
Instructor(s): M. Silverstein Terms Offered: Not offered 2014-15; will be offered 2015-16
Equivalent Course(s): LING 27130

ANTH 27135. Theories and Practices of Communicating Politically. 100 Units.
A linguistic anthropological consideration of how communication mediates political processes, with the ultimate goal of focusing reflexively on those of mass participatory democracies. Readings will range over primary materials as well as theorists of the so-called public sphere (Habermas, Warner, Fraser); ethnographic accounts of the texture of political processes (Brenneis, Caton); and rhetorical, literary, and pragmatic analyses of Western, especially Anglo-American, moments of political communication (Gustfson, Looby, Campbell and Jamieson). Of two class meetings per week, generally one will be devoted to the instructor's exposition, the second to student presentations and discussion in seminar format. Among other things, a course research paper will be required.
Instructor(s): M. Silverstein Terms Offered: Autumn
ANTH 27300. Language Voice and Gender. 100 Units.
This course explores how we “voice” ourselves as “gendered” persons by, in
essence, performing gender in discursive interaction, that is, in language-mediated
and semiosis-saturated interpersonal events. The several analytic orders and
interacting semiotic planes of framing gender will be emphasized, as also the
inherently “dialectic” character of social categories of identity such as gender,
which exist emergently as “culture” between essential[ized] individual “nature”
and interested intuitions we have and formulate about the micro- and macrosocial
orders in which we participate. No prior linguistics or sociocultural anthropology
is presupposed, but serious attention to conceptual and theoretical issues in the
sociocultural analysis of language in relation to identity will be nurtured in the
course of the discussion. We start with a review of some key ideas that have
shaped the recent study of language and gender, then cycle back to consider
several problematic areas, and finally look at some discursively rich ethnographic
treatments of gendering.
Instructor(s): M. Silverstein Terms Offered: Not offered 2014-15; will be offered
2015-16

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.
Note(s): Not offered 2014-15
Equivalent Course(s): LING 29405, CHDV 20405
ANTH 27400. Language/Power/Identity in South East Europe. 100 Units.
This course familiarizes students with the linguistic histories and structures that have served as bases for the formation of modern Balkan ethnic identities and that are being manipulated to shape current and future events. The course is informed by the instructor’s thirty years of linguistic research in the Balkans as well as his experience as an adviser for the United Nations Protection Forces in Former Yugoslavia and as a consultant to the Council on Foreign Relations, the International Crisis Group, and other organizations. Course content may vary in response to ongoing current events.
Instructor(s): V. Friedman Terms Offered: Winter
Equivalent Course(s): SLAV 23000, ANTH 37400, HUMA 27400, LING 27200, LING 37200, SLAV 33000

ANTH 27505. Professional Persuasions: The Rhetoric of Expertise in Modern Life. 100 Units.
This course dissects the linguistic forms and semiotics processes by which experts (often called professionals) persuade their clients, competitors, and the public to trust them and rely on their forms of knowledge. We consider the discursive aspects of professional training (e.g., lawyers, economists, accountants) and take a close look at how professions (e.g., social work, psychology, medicine) stage interactions with clients. We examine a central feature of modern life—the reliance on experts—by analyzing the rhetoric and linguistic form of expert knowledge.
Instructor(s): S. Gal Terms Offered: Not offered 2014-15; will be offered 2015-16
Equivalent Course(s): LING 27220

ANTH 27510. Language and Temporality: Ethnographies of Time. 100 Units.
How does language create our sense of time, and our conviction that there is/are pasts, presents, and futures? How are quite different forms of time (in conjunction with space) constructed by language ideologies and enacted in familiar and exotic interactional events? National time and memory, narrative time, historical time, romantic time, diaristic time, diasporic time, global time, institutional time, and many others—have all been proposed and discussed in recent ethnographies. They all require mediation by linguistic or broadly semiotic form and action. The class will start with some theoretical discussion of semiotic tools for analyzing temporality and then read a series of recent ethnographies that take up these issues in depth.
Instructor(s): S. Gal Terms Offered: Not offered 2014-15; will be offered 2015-16

ANTH 27605. Language, Culture, and Thought. 100 Units.
Survey of research on the interrelation of language, culture, and thought from the evolutionary, developmental, historical, and culture-comparative perspectives with special emphasis on the mediating methodological implications for the social sciences.
Instructor(s): J. Lucy Terms Offered: Spring
Note(s): Not offered 2014-15
Equivalent Course(s): CHDV 21901, ANTH 37605, CHDV 31901, PSYC 21950, PSYC 31900, LING 27700, LING 37700
ANTH 27700. Romani Language and Linguistics. 100 Units.
This is a beginning course on the language of the Roms (Gypsies) that is based on the Arli dialect currently in official use in the Republic of Macedonia, with attention also given to dialects of Europe and the United States. An introduction to Romani linguistic history is followed by an outline of Romani grammar based on Macedonian Arli, which serves as the basis of comparison with other dialects. We then read authentic texts and discuss questions of grammar, standardization, and Romani language in society.
Instructor(s): V. Friedman Terms Offered: Winter
Equivalent Course(s): LGLN 27800, ANTH 47900, EEUR 21000, EEUR 31000, LGLN 37800

ANTH 28010. Introduction to Biological Anthropology. 100 Units.
This course provides a general evolutionary framework for the 360 living and 470 fossil primate species. Applications of chromosomal studies (karyology) and biomolecular comparisons (molecular phylogenetics) are also covered. Other topics include principles of classification, principles of phylogenetic reconstruction, scaling effects of body size, primates in the context of mammal evolution, diets and dentitions, locomotor morphology and behavior, morphology and function of sense organs, evolutionary aspects of the brain, reproductive biology, and social organization. Each lecture concludes with implications for human evolution.
Instructor(s): R. Martin Terms Offered: Spring
Prerequisite(s): BIOS 10110 or 10130
Equivalent Course(s): BIOS 13330

ANTH 28100. Evolution of the Hominoidea. 200 Units.
This course is a detailed consideration of the fossil record and the phylogeny of Hominidae and collateral taxa of the Hominidea that is based upon studies of casts and comparative primate osteology.
Instructor(s): R. Tuttle Terms Offered: Winter
Prerequisite(s): Third- or fourth-year standing and consent of instructor
Equivalent Course(s): ANTH 38100, EVOL 38100, HIPS 24000

ANTH 28200. Naturalizing Disaster: Nature, Vulnerability, and Social History. 100 Units.
The United Nations International Strategy for Disaster Reduction defines disaster in three crucial terms: hazards, vulnerability, and capacity. While only the first of these can be "natural" in the way that that term is commonly understood, catastrophic events and processes are frequently represented as exogenous, autonomous, and unpredictable elements of a bio-physical world. Beginning from the theorization of disaster as a property of nature, this seminar examines the political ecology of drought, flood, earthquake, and famine in their historical, economic, and cultural contexts, focusing on community vulnerability and capacity as outcomes of socio-natural histories and relations. Drawing on historical and contemporary case studies, we will consider a number of dimensions of the dynamic between nature, dislocation, and communities in an increasingly vulnerable world.
Instructor(s): M. Lycett and P. Drake Terms Offered: Spring
Equivalent Course(s): ANTH 38220, ENST 26201
ANTH 28210. Colonial Ecologies. 100 Units.
This seminar explores the historical ecology of European colonial expansion in a comparative framework, concentrating on the production of periphery and the transformation of incorporated societies and environments. In the first half of the quarter, we consider the theoretical frameworks, sources of evidence, and analytical strategies employed by researchers to address the conjunction of environmental and human history in colonial contexts. During the second half of the course, we explore the uses of these varied approaches and lines of evidence in relation to specific cases and trajectories of transformation since the sixteenth century.
Instructor(s): M. Lycett, K. Morrison Terms Offered: Not offered 2014-15; will be offered 2015-16
Equivalent Course(s): ANTH 48210, ENST 28210

ANTH 28300. Comparative Primate Morphology. 200 Units.
This course covers functional morphology of locomotor, alimentary, and reproductive systems in primates. Dissections are performed on monkeys and apes.
Instructor(s): R. Tuttle Terms Offered: Not offered 2014-15; will be offered 2015-16
Equivalent Course(s): ANTH 38200, EVOL 38200, HIPS 23500

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
Equivalent Course(s): ANTH 38800, BIOS 23247

ANTH 28420. Death, the Body, and the Ends of Life. 100 Units.
Is death a universal and natural condition? Is life necessarily its opposite? Anthropologists have sought to problematize the biological and psychological ‘reality’ of death by drawing out the conditional ways death is constructed and experienced across different cultural contexts. These range from ‘normal’ deaths to the unconventional (e.g. sorcery killings and human sacrifice) and even virtual deaths. How might these culturally specific accounts be open to comparison and influence new conceptualizations? This course will explore this wide-ranging literature to foreground how death puts self, personhood, and the social into question while engaging the body or corpse as a site of this cultural (re)production. A focus of the course is to seek out a possible productive tension between death as a form of cultural representation to those that analyze the making and allowing of life and death. Tracing classic to recent ethnographic, archaeological, psychological writings, this course will explore themes such as grief and mourning, the undead, immortality, disposals and funerals, and the materiality of dying.
Instructor(s): A. Yao Terms Offered: TBD
Equivalent Course(s): ANTH 48710
ANTH 28510. Anthropology of Space/Place/Landscape. 100 Units.
Materiality has emerged as a fertile interest in anthropology and other social sciences. Within this broad conceptual umbrella, space, place, and landscape have become critical lenses for analyzing and interpreting people’s engagement with their physical surroundings. Once an inert backdrop to social life, a mere epiphenomenon, the material world is now acknowledged as a generative medium and terrain of cultural production: at once socially produced and framing sociality, shaping and constraining human possibilities, both by and against design. This course concerns itself with these articulations: (1) the spatial production of social worlds, (2) its expressions in different cultural and historical settings, and (3) its trails of ambiguous effects. Drawing on several fields, anthropology and geography chiefly, but also art history, architecture, philosophy, and social theory, we will explore how the triad of space/place/landscape works on, in, and through different social worlds and its role in the making of social experience, perception, and imagination. We will also reflect on how spatial formations frequently elude the very social projects that have birthed them. The objective of the course is to provide you with a foundation in contemporary spatial thought, which can be creatively applied to questions of spatiality in your own research setting.
Instructor(s): F. Richard Terms Offered: Spring (tentative)
Equivalent Course(s): ANTH 58510

ANTH 28600. 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: Autumn, Spring
Note(s): BIOS 23241 recommended. Autumn course at University of Chicago Center in Paris; Spring course on campus.
Equivalent Course(s): BIOS 23253
ANTH 28702. Archaeologies of Political Life. 100 Units.
This seminar examines how archaeologists have approached political life in the past forty years. Its aim is to question the categories through which political worlds are often studied (beginning with such unwieldy terms as ‘states,’ ‘chiefdoms,’ ‘complexity,’ etc.) and complicate analyses of politics in the past. Rather than relying on concepts that already predetermine the outcome of political functioning, we will read key texts in anthropology and political theory (on sovereignty, domination, legitimacy, political economy, governance, ideology, hegemony, subjectivity, anarchy) to dissect the foundations and operations of power, expose its cultural logics, and explore the processes behind the categories. Some of the questions that will guide our discussions include: How do politics work in both past and present? Through what channels and modalities? With what effects (anticipated or not)? And what role does the material world play in mediating these relations? Each week will pair theoretical readings with case-studies drawn from different parts of the world and from different moments in history. Through this seminar, students will gain familiarity with classic archaeological thinking on power and critical perspectives steering contemporary studies of past politics.
Instructor(s): F. Richard Terms Offered: TBD
Equivalent Course(s): ANTH 58702

ANTH 29105. Pollen Analysis. 100 Units.
Although this course is concerned with Holocene vegetation history and the impact of humans on that vegetation, concepts and lab skills presented can be applied to a variety of disciplines. Initial lab exercises prepare students for the primary focus of the course: the collection, processing, analysis, and interpretation of a pollen core from a local wetland. We take one weekend field trip to collect the core and observe local vegetation. Students then analyze and interpret pollen from the core, culminating in an in-class research symposium.
Instructor(s): K. Morrison Terms Offered: Not offered 2014-15; will be offered 2015-16

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): F. Richard, S. Dawdy Terms Offered: Various
Prerequisite(s): Consent of instructor
Note(s): Undergraduates may take this course only once for credit.
Equivalent Course(s): ANTH 59500

ANTH 29700. Readings in Anthropology. 100 Units.
Terms Offered: Autumn, Winter, Spring
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.**
Terms Offered: Autumn, Winter, Spring
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.**
Terms Offered: Winter
Prerequisite(s): Consent of instructor and Director of Undergraduate Studies
Note(s): Open only to students currently writing BA honors papers.
ART HISTORY

PROGRAM OF STUDY

The study of art history encompasses the visual arts 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. Within the department, survey classes provide a chronological overview of an extended period in Western or non-Western art, while Art in Context courses focus on a particular artist or artists, medium or theme, artistic problem, movement, or period. Upper-level classes may be similarly focused but at a more advanced level, or may deal with theoretical questions. After taking an introduction to art historical methods in their third year, fourth-year students who are majoring in art history 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. The major in art history thus introduces students to a variety of cultures and approaches while providing analytical skills to enable students to focus their attention productively on specific questions in the study of art. In combination with a broad general education, art history provides excellent preparation for professions as well as graduate school in art history and careers in the arts.

Nonmajors may take any 10000-level course to meet general education requirements or as an elective; ARTH 10100 Introduction to Art is designed specifically to introduce these students to skills in thinking and writing about art of different cultures and periods. Nonmajors may also take more advanced courses with the instructor’s consent.

COURSES FOR NONMAJORS

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.
Program Requirements

The BA in art history is intended to furnish students with a broad knowledge of Western and non-Western art. It also provides an opportunity for the complementary, intensive study of an area of special interest. It is recommended for students who wish to develop their abilities in visual analysis and criticism; to acquire some sense of the major developments in the arts from ancient times to the present; and to understand the visual arts as aspects of social, cultural, and intellectual history. 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. Thus, the major in art history can be viewed as training for a wide range of professions. The program in art history also prepares interested students for advanced study at the graduate level and, eventually, for work in academia, museums, galleries, and other organizations.

General Requirements for Art History Majors

1. Students register for an approved drama, music, ARTV, or Creative Writing course to meet the general education requirement in the dramatic, musical, and visual arts; art history majors may not use art history courses to meet general education requirements.

2. Students register for a total of four Survey Courses (see definition under Courses for Nonmajors above): one course at the 14000 level, one course at the 15000 level, one course at the 16000 level, and a fourth Survey Course of the student’s choosing.

3. Art history majors take the department’s two undergraduate seminars. In Winter Quarter of their third year, they register for the ARTH 29600 Junior Seminar: Doing Art History. Students who wish to study abroad during that quarter are strongly urged to enroll in ARTH 29600 Junior Seminar: Doing Art History in the Winter Quarter of their second year and must meet with the Director of Undergraduate Studies to discuss their program in the major before
they go abroad. In Autumn Quarter of their fourth year, they register for the 
BA paper writing seminar (ARTH 29800 Senior Seminar: Writing Workshop) 
(see following section).

4. Students in art history write at least two research papers that are ten to fifteen 
pages in length before starting their fourth year, typically in the context of 
20000-level courses in art history. Alternatives include 40000-level graduate 
seminars, reading courses, or, more rarely, Art in Context courses. It is the 
student's responsibility to initiate arrangements with an instructor and obtain 
his or her signature on an approval form when the paper is completed. To 
obtain an approval form, visit arthistory.uchicago.edu/files/undergraduate- 
research-approval-form.pdf.

A research paper should address a topic chosen by the student in consultation 
with the instructor. The student should draw on 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 for a class 
by the instructor do not qualify. However, students may ask the instructor to 
allow a substitution of a research paper or they may write a research paper in 
addition to basic course requirements.

5. Students develop a special field of interest (see below).

6. Within this field, students write a BA paper (see below).

7. Double Majors and the BA Thesis: Whether or not a single BA thesis can 
satisfy the requirements for a double major in art history and another program 
is decided by the department on a case by case basis. The criteria on which the 
decision is based include: A student who wishes to write a single BA thesis for 
a double major in Art History and another program must write a letter (a page) 
explaining his or her request for the department's approval. The letter should 
be addressed to the Director of Undergraduate Studies.
• 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

8. Students may apply to transfer up to four courses in art history to fulfill 
their major requirements. Preference will be given to courses that fall into the 
survey course category or, in the case of students in Track II (see below), into 
the category of special field courses taken in disciplines/departments outside 
art history. Approval is required from the Director of Undergraduate Studies, 
who will review each course individually. Students who wish to receive credit 
in the major or minor for courses taken elsewhere should read carefully the 
following information. These guidelines apply not only to courses taught at 
other institutions and in study abroad programs but also to courses that are 
affiliated with the University but not taught by University faculty. Students 
should meet with the Director of Undergraduate Studies well in advance
to discuss a course they wish to take. After completing the course, students should 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 Office of the Dean of Students in the College must 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. Please note that it may be possible use such a course to meet requirements in the College but not in the major. For more information, visit college.uchicago.edu/policies-regulations/course-registration-policies/transfer-credit.

RECOMMENDATIONS FOR ART HISTORY MAJORS

1. Students are encouraged to take graduate seminars with prior consent of instructor. (These seminars are also open to nonmajors with the same proviso.)

2. 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.

3. 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 Italian for those with primary interest in the art of Italy.

Two Tracks

In structuring their programs, students may choose one of two orientations ("tracks"): one offering a broad coverage of the history of art, and the other offering a close cross-disciplinary study of a specific area or topic.

Track I

In addition to the four Survey Courses, the ARTH 29600 Junior Seminar: Doing Art History, and the ARTH 29800 Senior Seminar: Writing Workshop, Track I students take six upper-level courses within the department. Up to two Art in Context courses (see definition under Courses for Nonmajors above) may be substituted for upper-level courses with prior approval of the Director of Undergraduate Studies. Within the six departmental courses, students must develop a special field consisting of three courses with a relevance to one another that is clearly established. The field may be defined by chronological period, medium, national culture, genre, theme, or methodological concerns. Because they reflect the interests of individual students, such fields range widely in topic, approach, and scope. Reading courses with art history faculty may be used to pursue specific questions within a field. Students are encouraged to distribute the remaining three departmental courses widely throughout Western and non-Western art. Within their six upper-level courses, students must take at least one course in Western art before 1400, one course in Western art after 1400, and one course in non-Western art.

Track II
In addition to the four Survey Courses, the ARTH 29600 Junior Seminar: Doing Art History, and the ARTH 29800 Senior Seminar: Writing Workshop, Track II students take six courses: three upper-level courses inside and two courses outside the Department of Art History that make up the special field, and one additional upper-level course in art history, the subject of which is the student’s choice. In order to encourage breadth of expertise, the elective course may not be in the student’s special field. Occasionally, Art in Context courses (see definition under Courses for Nonmajors above) may be substituted for upper-level courses with prior approval of the Director of Undergraduate Studies.

In Track II, the special field may take many different forms. It may be civilization defined by chronological period, nation-state, or cultural institution. Extradepartmental courses in history and literature are particularly relevant to such a program. Another special field might be conceptual in character (e.g., art and the history of science, urban history, geography) and draw upon a variety of extradepartmental courses in the Humanities Collegiate Division and the Social Sciences Collegiate Division. A field could combine historical, critical, and theoretical perspectives (e.g., visual arts in the twentieth century) and include courses in art history, drama, music, film, and popular culture. Finally, art history and studio courses (e.g., Visual Arts) may be combined in special fields exploring their interrelations (e.g., abstraction and conceptualism in modern art).

The Special Field

The topic for the BA paper normally develops from the special field and allows for further study of the area through independent research and writing.

Whether a student is following Track I or Track II, the declaration form for the special field must be received and approved by the Director of Undergraduate Studies no later than the end of a student’s third year. Students should obtain the form at arthistory.uchicago.edu/files/SpecialFieldDeclaration.pdf and discuss the proposed special field with the Director of Undergraduate Studies. It is strongly recommended that students complete at least two courses in their special field by the end of their third year.

Undergraduate Seminars and the BA Paper

The ARTH 29600 Junior Seminar: Doing Art History is designed to introduce the methods of art historical research. It also requires students to develop a BA paper topic and identify potential faculty advisers. Students who wish to study abroad during Winter Quarter of their third year are strongly urged to take ARTH 29600 Junior Seminar: Doing Art History in the Winter Quarter of the second year and must meet with the Director of Undergraduate Studies to discuss their program in the major before they go abroad.

By the end of their third year, it is the student’s responsibility to find a member of the faculty who agrees to act as the faculty research adviser for the BA paper. The research paper or project used to meet this requirement may not be used to meet the BA paper requirement in another major without the approval of both majors.

ARTH 29800 Senior Seminar: Writing Workshop is a workshop course 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 this 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 research adviser. Students may elect to take ARTH 29900 Preparation for the Senior Paper in Autumn or Winter Quarter to afford additional time for research or writing. NOTE: This course may not count toward the twelve courses required in the major. A polished draft of the paper is due by Friday of ninth week of the quarter preceding graduation; the final version is due Monday of second week of the quarter of graduation. Both are to be submitted in duplicate: one copy to the research adviser and the second to the Director of Undergraduate Studies. Because individual projects vary, no specific requirements for the senior paper have been set. Essays range in length from twenty to forty pages, but there is no minimum or maximum.

**Summary of Requirements**

**General Education**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory drama, music, ARTV, or Creative Writing course</td>
<td>100</td>
</tr>
<tr>
<td>Total Units</td>
<td>100</td>
</tr>
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**Major: Track I**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>14000s Survey Course</td>
<td>100</td>
</tr>
<tr>
<td>15000s Survey Course</td>
<td>100</td>
</tr>
<tr>
<td>16000s Survey Course</td>
<td>100</td>
</tr>
<tr>
<td>Survey Course of student’s choice</td>
<td>100</td>
</tr>
<tr>
<td>3 upper-level ARTH courses in special field</td>
<td>300</td>
</tr>
<tr>
<td>3 upper-level ARTH courses (The six upper-level courses must include, altogether, one course each in Western art before 1400, Western art after 1400, and non-Western art.)</td>
<td>300</td>
</tr>
<tr>
<td>ARTH 29600 Junior Seminar: Doing Art History</td>
<td>100</td>
</tr>
<tr>
<td>ARTH 29800 Senior Seminar: Writing Workshop</td>
<td>100</td>
</tr>
<tr>
<td>BA paper</td>
<td></td>
</tr>
<tr>
<td>Total Units</td>
<td>1200</td>
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**Major: Track II**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>14000s Survey Course</td>
<td>100</td>
</tr>
<tr>
<td>15000s Survey Course</td>
<td>100</td>
</tr>
<tr>
<td>16000s Survey Course</td>
<td>100</td>
</tr>
<tr>
<td>Survey Course of student’s choice</td>
<td>100</td>
</tr>
<tr>
<td>5 upper-level ARTH courses in special field (three departmental and two extradepartmental)</td>
<td>500</td>
</tr>
<tr>
<td>1 upper-level ARTH elective (not special field)</td>
<td>100</td>
</tr>
<tr>
<td>ARTH 29600 Junior Seminar: Doing Art History</td>
<td>100</td>
</tr>
</tbody>
</table>
ARTH 29800  Senior Seminar: Writing Workshop  100
BA paper

Total Units  1200

* With prior approval, up to two Art in Context courses may be used toward this requirement.

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, as well as for help with any academic problems within the major. When choosing courses, students should refer to the worksheet available at arthistory.uchicago.edu/files/MajorWorksheet-form.pdf. This form helps each student and the Undergraduate Program Chair monitor the student's progress in the program.

GRADING

Art history majors must receive quality grades in art history courses taken for the major. ARTH 29900 Preparation for the Senior Paper is open for P/F grading with consent of instructor, but this course may not count toward the twelve courses required in the major. Art history courses elected beyond program requirements may be taken for P/F grading with consent of instructor. Students taking art history courses to meet the general education requirement in the dramatic, musical, and visual arts must receive quality grades. Nonmajors may select the P/F grading option with consent of instructor if they are taking an art history class that is not satisfying a general education requirement. A Pass grade is given only for work of C- quality or higher.

HONORS

Students who complete their course work and their BA papers with great distinction are considered for honors. Candidates also must have a 3.3 or higher overall GPA and a 3.5 or higher GPA for art history course work.

Standards will inevitably differ from adviser to adviser, but in general students are expected to write a BA paper that is of A quality. This typically means that the paper involves substantial research; makes an argument that is supported with evidence; and is well crafted, inventive, and, often, intellectually passionate.

The faculty adviser of a student who wishes to be considered for honors must submit a detailed letter of nomination. Students are not responsible for requesting the letter, but they should plan to work closely with their adviser to make sure they understand the standards that they are expected to meet.

TRAVEL FELLOWSHIPS

The department offers a limited number of Visiting Committee Travel Fellowships to fund travel related to research on the BA paper during the summer between a College student's third and fourth years. Applications must be submitted to the Director of Undergraduate Studies by Thursday of the second week of Spring
Quarter. Details on the fellowships and the application process are available on the Department of Art History’s CHALK site for majors and minors.

**MINOR PROGRAM IN ART HISTORY**

The minor in art history requires a total of seven courses: three survey courses (one from the 14000 series, one from the 15000 series, and one from the 16000 series), and four courses at the 20000 level or above. With the permission of the Director of Undergraduate Studies, students may substitute up to two Art in Context courses (17000 and 18000 series) for 20000-level courses. Students also write one research paper of about ten to fifteen pages on a topic chosen with and guided by the instructor, by individual arrangement at the start of one of the 20000-level courses. As one of their 20000-level courses, 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 with a minor in art history may use art history courses to meet general education requirements.

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 at arthistory.uchicago.edu/files/MinorProgramApplicationForm.pdf.

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. If students have already taken one of the survey courses to fulfill the general education requirement, they may substitute an additional 20000-level course to complete their seven-course program. 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 art history:

**Sample Minor Program**

- ARTH 14000–14999 e.g., The Ancient World, The Medieval World, or Renaissance Art
- ARTH 15000–15999 e.g., Nineteenth-Century Art, or Twentieth-Century Art
- ARTH 16000–16999 e.g., Art of Asia: China, or Arts of Japan
- ARTH 20000 series, e.g., ARTH 28804 American Art Since 1960; or ARTH 27304 Photo/Modernism/Esthetic; or ARTH 28300 Chinese Scroll Painting; or ARTH 22204 Medieval Chinese Visual Cult; or ARTH 26504 Revolution and 20th Century Mexican Culture
COURSES

ARTH 10100. Introduction to Art. 100 Units.
This course seeks to develop skills in perception, comprehension, and appreciation when dealing with a variety of visual art forms. It encourages the close analysis of visual materials, explores the range of questions and methods appropriate to the explication of a given work of art, and examines the intellectual structures basic to the systematic study of art. Most importantly, the course encourages the understanding of art as a visual language and aims to foster in students the ability to translate this understanding into verbal expression, both oral and written.
Examples draw on local collections.
Terms Offered: Autumn, Winter, Spring
Note(s): Students must attend first class to confirm enrollment. For nonmajors, this course meets the general education requirement in the dramatic, musical, and visual arts.

ARTH 14000 through 16999. Art Surveys. May be taken in sequence or individually.
Students must attend first class to confirm enrollment. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the dramatic, musical, and visual arts. The major monuments and masterpieces of world painting, sculpture, and architecture are studied as examples of humankind’s achievements in the visual arts. Individual objects are analyzed in detail and interpreted in light of society’s varied needs. While changes in form, style, and function are emphasized, an attempt is also made to understand the development of unique and continuous traditions of visual imagery throughout world civilization. Courses focus on broad regional and chronological categories.

ARTH 17000 through 18999. Art in Context. May be taken in sequence or individually.
Students must attend first class to confirm enrollment. For nonmajors, any ARTH 17000 through 18999 course meets the general education requirement in the dramatic, musical, and visual arts. Courses in this series investigate basic methods of art historical analysis and apply them to significant works of art studied within definite contexts. Works of art are placed in their intellectual, historical, cultural, or more purely artistic settings in an effort to indicate the origins of their specific achievements. An informed appreciation of the particular solutions offered by single works and the careers of individual artists emerges from the detailed study of classic problems within Western and non-Western art.

For nonmajors, these courses meet the general education requirement in the dramatic, musical, and visual arts. Art History majors/minors who wish to take these courses for departmental credit should see the instructor about additional assignments and requirements.
ARTH 14107. Greek Art and Archaeology. 100 Units.
This course will survey the art and archaeology of ancient Greece from ca. 1000 BCE–ca. 200 BCE. Participants 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. The big question is: How can we make sense of the past by means of artifacts? Instructor(s): R. Neer Terms Offered: Spring
Prerequisite(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts. Equivalent Course(s): CLCV 21807

ARTH 14115. Roman Art I: Republican and Early Imperial Art and Architecture. 100 Units.
This course offers an introductory survey of the art and architecture of the Roman world from the legendary founding of Rome in the eighth century BC up through the beginning of the second century AD, when the Empire reached its point of greatest expansion. Students will witness the transformation of Rome from a humble village of huts surrounded by marshland in central Italy into the centripetal force of a powerful Empire that spanned mind-bogglingly distant reaches of space and time. Throughout the course, we will consider how the built environments and artifacts produced by an incredible diversity of peoples and places can make visible larger trends of historical, political, and cultural change. What, we will begin and end by asking, is Roman about Roman art? Instructor(s): P. Crowley Terms Offered: Autumn
Prerequisite(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts. Equivalent Course(s): CLCV 24115

ARTH 14215. Roman Art II: Late Antique and Early Christian Art and Architecture. 100 Units.
This course offers an introductory survey of the art and architecture of the Roman world starting from the beginning of the second century AD, when the Empire reached its point of greatest expansion. It then proceeds through a period of relative peace and prosperity before witnessing the effects of a political, social, and economic “crisis” of the third century AD, the adoption of Christianity as the state religion, and the tremendous consequences of moving the capital from Rome to Constantinople. Throughout the course, we will consider how the built environments and artifacts produced by an incredible diversity of peoples and places can make visible larger trends of historical, political, and cultural change. What, we will begin and end by asking, is Roman about Roman art? Instructor(s): P. Crowley Terms Offered: Winter
Prerequisite(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts. Equivalent Course(s): CLCV 24215
ARTH 14700. Building Renaissance Italy: A Survey of the Built Environment. 100 Units.
This introductory course surveys the major patrons, architects, and building programs that defined the spatial contexts of the Renaissance in Italy. Between the 15th and 16th centuries, the political aspirations of governments, popes, princes, and merchants demanded a more articulated architectural environment that would facilitate increasingly complex modes of public and private life. They were aided in this endeavor by the emergence of a newly professionalized class of architects, who turned their eyes towards both a systematic study of the classical past and a critical assessment of their contemporary world. Renaissance urban palaces—both civic and private—and rural villas provided the stages upon which a new art of living could be performed. New inventions in military engineering responded to rapidly advancing technologies of warfare. Urban planning techniques created new topographies of spiritual and political triumph and reform, while treatises on ideal cities laid the foundations for the modern integrated multi-functional city. Between Venice, Florence, Rome, and their rural surroundings, this course will focus on a range of important patrons such as Roman popes, Venetian doges, princely courts, and private merchants, and will explore what made the works of such architects as Filippo Brunelleschi, Giuliano da Sangallo, Leon Battista Alberti, Francesco di Giorgio, Michelangelo, Jacopo Sansovino, and Andrea Palladio so creative, innovative, and influential well into our own contemporary architectural landscape.
Instructor(s): N. Atkinson Terms Offered: Winter
Prerequisite(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.

ARTH 15600. Twentieth-Century Art. 100 Units.
Focusing on the interrelationships between avant-garde culture and the emerging mass cultural formations of industrializing societies in Europe, North America, Asia, and South America, 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.” Prior knowledge of art history not required.
Instructor(s): TBD Terms Offered: TBD
Prerequisite(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.
**ARTH 16100. Art of Asia: China. 100 Units.**
This course is an introduction to the arts of China focusing on major monuments and artworks produced in imperial, aristocratic, literati, religious, and public milieus. Lectures will reconstruct the functions and the meanings of objects, 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. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): EALC 16100

**ARTH 16211. Introduction to African Art. 100 Units.**
This course is an introduction to the arts of Africa and its diaspora. It surveys selected monuments of African expressive culture from a variety of places and times. Lectures, readings and discussions explore the relationship between art and leadership, religion, and society on the continent and in African diasporic communities in the Americas. Class meetings and assignments make use of local collections such as the Art Institute of Chicago and the Field Museum.
Instructor(s): C. Fromont Terms Offered: Winter
Prerequisite(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.

**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: Autumn
Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): EALC 16806

**ARTH 16809. Islamic Art and Architecture, 1500–1900. 100 Units.**
This course surveys the art and architecture of the Islamic world from 1500–1900. This was the period of the three great Islamic empires: the Ottomans, the Safavids, and the Mughals. Each of these multi-religious, multi-linguistic, multi-ethnic empires developed styles of art and architecture that expressed their own complex identities. Further, they expressed their complex relations with each other through art and architecture. The various ways in which contact with regions beyond the Islamic world throughout this period impacted the arts will also be considered.
Instructor(s): P. Berlekamp Terms Offered: Winter
Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): NEAA 10631
ARTH 17015. Blood, Sweat, and Tears: The Sacred Image in Byzantium. 100 Units.
During the Middle Ages, icons—sacred images—played a pivotal role in the devotional practice of Byzantium, the eastern Christian empire that had its capital in Constantinople from 324 to 1453. “Windows to heaven,” sacred images provided access to the divine. Despite their spiritual function, icons also drew attention to their materiality by erupting into life—bleeding, weeping, and attacking foes. In this course, we will combine the study of Byzantine images with Byzantine primary sources (in translation) to explore a range of topics related to the icon, including medieval image theory, iconoclasm, visuality, enshrinement, the copy, and materiality. Our investigation of Byzantine images will be enhanced through comparison with responses to the image in Islam, Judaism, and the Christian west. Instructor(s): H. Badamo Terms Offered: Autumn
Prerequisite(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.

ARTH 17310. Between the Agora and the Shopping Mall: The Social Construction of the City Square. 100 Units.
Centrally located open urban spaces have been dominant architectural and social features of western cities. By focusing on these urban gathering sites, this course explores a range of key historical moments in which different formations of the city square emerge (political, communal, royal, imperial, colonial, modernist, privatized, etc.). Its goal is to define a set of criteria for analyzing what constitutes a city square, how “public space” also has a history, how public monuments function over time, and how understanding the urban environment is always dependent on the intimate relationship between physical structures and spatial performances. It will consider, therefore, both the design morphology and the social configurations that infuse such spaces with meaning in any given context. Several site visits in the Chicago area will be scheduled.
Instructor(s): N. Atkinson Terms Offered: Autumn
Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.

ARTH 17400. University of Chicago Campus. 100 Units.
An introduction to architecture and planning, this course examines the changes in thinking about the University campus from its origins in the 1890s to the present. Many of the University’s choices epitomize those shaping American architecture generally and some of our architects are of national significance. The course develops skill in analyzing architecture and urban form in order to interpret: how the University images itself in masonry, metal, and lawn; how it works with architects; the role of buildings in social and intellectual programs and values; the effects of campus plans and the siting of individual buildings; and the impact of technological change. Includes many sessions around campus and study of archival documents.
Instructor(s): K. Taylor Terms Offered: Spring
Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.
ARTH 17410. Frank Lloyd Wright in Chicago and Beyond. 100 Units.
This course looks at Wright’s work from multiple angles. We examine his architecture, urbanism, and relationship to the built environment, as well as the socio-cultural context of his lifetime and legend. We take advantage of the Robie House on campus and of the rich legacy of Wright’s early work in Chicago; we also think about his later Usonian houses for middle-income clients and the urban framework he imagined for his work (Broadacre City), as well as his Wisconsin headquarters (Taliesin), and spectacular works like the Johnson Wax Factory (a field trip, if funds permit), Fallingwater, and the Guggenheim Museum. By examining one architect’s work in context, students gain experience analyzing buildings and their siting, and interpreting them in light of their complex ingredients and circumstances. The overall goal is to provide an introduction to thinking about architecture and urbanism.
Instructor(s): K. Taylor Terms Offered: Autumn
Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): FNDL 20502
ARTh 17612. The Art of Michelangelo. 100 Units.
The central focus of this course will be Michelangelo’s prolific production in sculpture, painting, and architecture while making substantial use of his writings, both poetry and letters, and his extensive extant body of preparatory drawings to help us understand more about 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 roughly chronological starting with his highly precocious 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 already the deity of art and a lonely, troubled, repentant Christian, producing some of his most moving works in a highly personal style. Beyond close examination of the works themselves, among the themes that will receive considerable attention for the ways they bear upon his art are Michelangelo’s fraught relationship with patrons such as the Medici and a succession of popes; his complex devotion to and rivalry with ancient classical art and his living rivalry with Leonardo da Vinci, Raphael, Bramante, and others; his changing attitude towards religion, especially his engagement with the Catholic Reform and some of its key personalities such as Vittoria Colonna; his sexuality and how it might bear on the representation of gender in his art and poetry; his “official” biographies created by the devotees Giorgio Vasari (1550, 1568) and Ascanio Condivii (1553) during Michelangelo’s lifetime and some of the most influential moments in the artist’s complex, sometimes ambivalent, reception over the centuries; new approaches and ideas about Michelangelo that have emerged in recent decades from the unabated torrent of scholarship and, especially, the restoration and scientific imaging of many of his works. Through the concentrated 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, social, feminist, theoretical, and reception. Readings are chosen with this diversity of approach in mind.
Instructor(s): C. Cohen Terms Offered: Autumn
Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): FNDL 21411
ARTH 17700. 19th Century 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. Assignments include three papers and a variety of written homework exercises.
Instructor(s): M. Ward Terms Offered: Autumn
Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.

The following courses do not meet the general education requirement in the dramatic, musical, and visual arts.

ARTH 21202. From Idea to Aesthetic Object. Drawing Foundations in Early Modern Europe. 100 Units.
This course addresses the foundations of humanist drawing in early modern Europe from the perspectives of disegno, as the conceptual and formal “foundation” of art, and from the critical art historical junctures in which drawing achieves both an intellectual and an autonomous status. By looking at the works of such important artists as Michelangelo, Leonardo, the Carracci, Rubens, and Watteau, drawing will be analyzed in the context of its increasingly central place in the creative process, as a place of intellectual freedom, as a study tool to explore the past and the natural world, and as an autonomous work of art. By examining early “moments” of the humanist practice of drawing and artistic training from the standpoints of theory, practice, content, and the art market, this course aims to further problematize the nature, evolution, and stakes of early modern drawing as a cognitive and aesthetic process, and, by extension, the relationship between drawing and other more “finished” works such as painting. Students will gain familiarity with drawing as an artistic medium related to major questions about art and society.
Instructor(s): S. Caviglia-Brunel Terms Offered: Autumn
Equivalent Course(s): ARTH 31202
ARTH 21415. Gender and Sexuality in Roman Art. 100 Units.
In the remote, but omnipresent past of classical antiquity, what kinds of experiences and practices fell under the umbrella of terms and concepts that we moderns call “gender” and “sexuality”? This course explores the fundamentally visual aspect of this question by drawing attention first and foremost to works of Roman art, but also to topics such as the erotics of vision, the senses of shame and modesty, and bodily comportment. While the robust corpus of ancient and modern literature on these topics will constitute an important part of our discussions, we will likewise consider the ways in which ancient art provides forms of evidence that are analogous, but never coextensive, with that of ancient texts. Finally, taking a cue from Tom Stoppard’s play The Invention of Love (1997), in which A. E. Housman declares that the “barbarity” of homosexuality is that it’s “half Greek and half Latin,” we will attend to the ways in which the dynamics of gender and sexuality took shape in a historical continuum in which the lines between what was “Greek” and what was “Roman” became increasingly blurred.
Instructor(s): P. Crowley Terms Offered: Autumn
Equivalent Course(s): ARTH 31415, CLCV 21415, CLAS 31415

ARTH 22550. Histories of Cairo. 100 Units.
This course examines the urban planning and architectural development of the city from the late antique era to the present. By studying urban planning and the main architectural types in different periods—churches, mosques, synagogues, palaces, defensive works, mausoleums, and houses—this course considers the role of architecture in shaping society. It combines study of monuments and primary sources with work on urban spaces from relevant disciplines, and addresses themes such as the temporalities of monuments, minorities within the Islamic city, orientalism, modernization, contemporary practices of preservation and accommodation, and the recent role of public spaces in politics.
Instructor(s): H. Badamo Terms Offered: Autumn

ARTH 23113. Computer Art. 100 Units.
This course will consider the history and evolution of computer art beginning from the earliest computer graphics in the 1960s and continuing through computer and technology-based new media practices of the twenty-first century. Computer art has been marginal at best to canonical modern and contemporary art history. Yet the issues we will explore in this course, including the relationship between politics and art, art and technology, the role of the artist in society, changing models of collaboration and authorship, and problematizing display and exhibition in a museum setting, are critical to broader narratives of postwar art.
Instructor(s): V. Salinger Terms Offered: Winter
ARTH 23400. Art, Architecture, and Identity in the Ottoman Empire. 100 Units.

Though they did not compose a “multi-cultural society” in the modern sense, the ruling elite and subjects of the vast Ottoman Empire came from a wide variety of regional, ethnic, linguistic, and religious backgrounds. The dynamics of the Empire’s internal cultural diversity, as well as of its external relations with contemporary courts in Iran, Italy, and elsewhere, were continuously negotiated and renegotiated in its art and architecture. This course examines classical Ottoman architecture, arts of the book, ceramics, and textiles. Particular attention is paid to the urban transformation of Byzantine Constantinople into Ottoman Istanbul after 1453, and to the political, technical, and economic factors leading to the formation of a distinctively Ottoman visual idiom disseminated through multiple media in the sixteenth century.

Instructor(s): P. Berlekamp Terms Offered: Winter
Equivalent Course(s): ARTH 33400, NEAA 20801, NEAA 30801

ARTH 23603. Grace, Love, and Pleasure. Painting in Eighteenth Century France. 100 Units.

The easing of political life and the relaxation of private morals which came to characterize the long reign of Louis XV (1715–1774) was mirrored by the development of a new conception of art, an art more intimate, decorative, generally amorous, and often erotic. It is these last two related dimensions which are the basis of a new visual aesthetic which constitutes the subject matter of this course. Through the exploration of contemporary novels and theater, as well as contemporary critical and philosophical writings, we will demonstrate how both the sensual and the erotic become essential components of the century’s cultural ethos. Artistic subjects, the mechanisms to represent them, their metaphorical stakes, and their phenomenological effects on the beholder will therefore be considered as the expression of a particular historical and ideological context. It is in this context that love became the symbol of a king who privileged peace against war, and where emotional pleasure triumphed over moralizing values and asserted itself as a new aesthetic category.

Instructor(s): S. Caviglia-Brunel Terms Offered: Winter
Note(s): Students who take this course for French credit must do the readings and assignments in French.
Equivalent Course(s): ARTH 33603, FREN 26303, FREN 36303
ARTH 24812. Museums and Art. 100 Units.
This course considers how the rise of the art museum in the 19th and 20th centuries 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. Though reference will be made to the contemporary art world, the focus will be on materials and case studies drawn from the French Revolution through the 1960s. French, German, English and American museums will be featured.
Instructor(s): M. Ward Terms Offered: Autumn
Equivalent Course(s): ARTH 34812

ARTH 26301. Art, Ecology, and Politics. 100 Units.
This course studies earthworks, land art, installation, performance, and “social practice” art that is motivated by ecological concerns, exploring how artists and activists have adapted strategies to environmental issues over the past 50 years. Themes to be addressed may include sustainability, materiality, “thingness,” and recycling; human ecologies and political struggles in relation to gender, race, poverty, territory, and indigeneity; utopia and dystopia; and information, affect, and crisis. Readings may include fiction and journalism as well as art historical scholarship and critical theory. The class may involve some film screenings and/or field trips within the Midwest outside of class hours.
Instructor(s): R. Zorach Terms Offered: Autumn
Equivalent Course(s): ARTH 36301

ARTH 26400. History of Photography in the U.S., 1835 to Present. 100 Units.
The invention of the photographic system as a confluence of art practice and technology is studied in detail. The aesthetic history of photography is traced from 1839 through the present. Special emphasis is placed on the critical writing of P. H. Emerson, Erwin Panofsky, Alfred Stieglitz, Lewis Mumford, Susan Sontag, and Michael Fried.
Instructor(s): J. Snyder Terms Offered: Spring
Note(s): This course does not meet the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): ARTH 36400
ARTH 26803. Enlightenment and 19th Century Architectural Theory and Practice. 100 Units.
This course examines influential new ideas about architectural design from the Enlightenment and nineteenth century in terms of writings and related buildings in Europe and the United States. This experimental period generated theoretical writing that continues to matter to architects today; we will study it in terms of its initial contexts and application. Major themes are: (1) the relationship of a building’s structure to its decoration (or body to clothing, as it was sometimes put); (2) the rise of historical interest in older buildings from divergent stylistic traditions (e.g., classical and Gothic) and its impact on new design; (3) the development of aesthetic theory suited to mass as well as elite audiences (e.g., the sublime and the picturesque); and (4) the idea that architect and building could and should be ethical or socially reformative.
Instructor(s): K. Taylor Terms Offered: Autumn
Prerequisite(s): Prior course in art history or permission of the instructor.
Equivalent Course(s): ARTH 36803

ARTH 27215. Public Sculpture. 100 Units.
This class examines sculpture made for public spaces since World War II. We will read foundational texts on postwar sculpture; test the relevance of theories of the public; consider the role of commemoration, site-specificity, context, architecture, and photography; and examine questions of censorship, vandalism, and conservation. Significant portions of the class will involve on-site case studies, including Henry Moore’s Nuclear Energy, Wolf Vostell’s Concrete Traffic, Giuseppe Penone’s Ideas of Stone, Jean Dubuffet’s Monument with Standing Beast, Arturo Herrara’s Night Before Last, Sol LeWitt’s Lines in Four Directions, Louise Bourgeois’s Untitled, and the sculptures in Millennium Park. Depending on interest, students may work on a campus public sculpture app or website, and/or an exhibition surrounding Wolf Vostell’s Concrete Traffic.
Instructor(s): C. Mehring Terms Offered: Spring
Equivalent Course(s): ARTH 37215

ARTH 27304. Photo/Modernism/Esthetic. 100 Units.
The course presents the history of photographic practices in the United States, beginning in the late 19th century and extending into the 1980s, aimed at gaining an audience for photographs within museums of art. The issues under study include the contention over claims about medium specificity, notions of photographic objectivity, a peculiarly photographic esthetics, the division of photography into two categories—art vs. documentary—and the role of tradition and canon formation in the attempted definition of the photographic medium.
Instructor(s): J. Snyder Terms Offered: Winter
Equivalent Course(s): ARTH 37304

ARTH 28204. Liquid Intelligence: Thinking the Fluid Image in the Long Eighteenth Century. 100 Units.
Instructor(s): M. Hunter Terms Offered: Spring
Equivalent Course(s): ARTH 38204
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 own BA 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. This seminar is followed by a workshop in Autumn Quarter focusing on research and writing issues for fourth-year students who are majoring in art history, which is designed to help writers of BA papers advance their projects.
Terms Offered: 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 dramatic, musical, and visual 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.
Terms Offered: Autumn, Winter, Spring
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.

ARTH 29704. The Objects of East Asian History. 100 Units.
The collections of Japanese and Chinese objects in the Field Museum will be examined as a case study in museum and collection research. Assembled in the 1950s by Commander Gilbert and Katherine Boone, the Boone Collection includes over three thousand Japanese objects. Individual objects will be examined, not only for religious, aesthetic, cultural, and historical issues, but also for what they tell us of the collections and of museum and collections studies in general. The course is also timed to coincide with the reinstallation of the museum's Chinese galleries. The course will be co-taught by Chelsea Foxwell from Art History and James Ketelaar from History, and will include methods and texts from both disciplines. Several study trips will be made to the storage rooms of the Field Museum during class time.
Instructor(s): C. Foxwell, J. Ketelaar Terms Offered: Spring
Equivalent Course(s): ARTH 39704, EALC 29704, EALC 39704, HIST 24603, HIST 34603
ARTH 29800. Senior Seminar: Writing Workshop. 100 Units.
This workshop is designed to assist students in researching and writing their senior papers, for which they have already developed a topic in the Junior Seminar. Weekly meetings target different aspects of the process; students benefit from the guidance of the workshop instructors, but also are expected to consult with their individual faculty advisers. At the end of this course, students are expected to complete a first draft of the senior paper and to make an oral presentation of the project for the seminar.
Terms Offered: Autumn
Note(s): Required of fourth-year students who are majoring in art history. This course does not meet the general education requirement in the dramatic, musical, and visual arts.

ARTH 29900. Preparation for the Senior 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 adviser.
Terms Offered: Autumn, Winter, Spring
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. This course may not count toward the twelve courses required in the major. This course does not meet the general education requirement in the dramatic, musical, and visual arts.
The College

**Biological Chemistry**

**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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 11100-11200</td>
<td>Comprehensive General Chemistry I-II (or equivalent)†*</td>
<td>200</td>
</tr>
</tbody>
</table>

One of the following sequences:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 15100-15200</td>
<td>Calculus I-II</td>
<td>200</td>
</tr>
<tr>
<td>MATH 16100-16200</td>
<td>Honors Calculus I-II</td>
<td></td>
</tr>
<tr>
<td>MATH 13100-13200</td>
<td>Elementary Functions and Calculus I-II (requires grade of A- or higher)</td>
<td></td>
</tr>
<tr>
<td>BIOS 20186</td>
<td>Fundamentals of Cell and Molecular Biology **</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 20187</td>
<td>Fundamentals of Genetics (or AP credit, if an AP 5 Fundamentals Sequence is completed) †**</td>
<td>100</td>
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</table>

**Total Units** 600

**Major**

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<tr>
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</thead>
<tbody>
<tr>
<td>CHEM 11300</td>
<td>Comprehensive General Chemistry III (or equivalent)†*</td>
<td>100</td>
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One of the following:

<table>
<thead>
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</thead>
<tbody>
<tr>
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<td>Calculus III</td>
<td>100</td>
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<tr>
<td>MATH 16300</td>
<td>Honors Calculus III</td>
<td></td>
</tr>
<tr>
<td>MATH 19620</td>
<td>Linear Algebra †</td>
<td></td>
</tr>
<tr>
<td>MATH 13300</td>
<td>Elementary Functions and Calculus III (requires grade of A- or higher)</td>
<td></td>
</tr>
<tr>
<td>MATH 20000-20100</td>
<td>Mathematical Methods for Physical Sciences I-II</td>
<td>200</td>
</tr>
<tr>
<td>CHEM 20100</td>
<td>Inorganic Chemistry I</td>
<td>100</td>
</tr>
<tr>
<td>PHYS 12100-12200-12300</td>
<td>General Physics I-II-III (or higher) †</td>
<td>300</td>
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</tbody>
</table>

One of the following sequences:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>300</td>
</tr>
</tbody>
</table>
CHEM 22000-22100-22200
Organic Chemistry I-II-III

CHEM 23000-23100-23200
Honors Organic Chemistry I-II-III

CHEM 26100-26200
Quantum Mechanics; Thermodynamics 200

CHEM 26700
Experimental Physical Chemistry 100

One of the following:

CHEM 20200
Inorganic Chemistry II 100

CHEM 23300
Organic Chemistry of Life Processes

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.

* 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 20150-20151) unless they pursue a double major in the Biological Sciences. They are expected to show competency in mathematical modelling 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.

NOTE: The three-quarter sequence MATH 20300-20400-20500 Analysis in Rn I-II-III may be substituted for MATH 20000 Mathematical Methods for Physical Sciences I; and MATH 27000 Basic Complex Variables and 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 Biological Chemistry majors who plan to pursue advanced study in physical chemistry.

GRADING

Students majoring in Biological Chemistry must receive quality grades in all courses required in the degree program. To qualify for the BS degree, students must: (1) achieve a GPA of 2.0 or higher; and (2) receive no grade lower than C- in
the 20000-level or higher Chemistry, Biology, and Department of Biochemistry and Molecular Biology courses that are found in the preceding list.

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/page/degree-programs-and-admissions.html.

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. Students typically begin research 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 receive approval from the program adviser before the end of their third year. Eligible students must also enroll in at least one quarter of CHEM 29900 Advanced Research in Chemistry, which must be taken for a quality grade.

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 Gregory Hillhouse at gh15@uchicago.edu and Vera Dragisich at vdragisi@uchicago.edu in the Chemistry Department, and Ron Gorny at rlg2@uchicago.edu in the College advising office.
BIOLOGICAL SCIENCES

PROGRAM OF STUDY

Biology is the study of life, past and present. Life operates within supportive ecosystems that generate selective pressures driving diversity and complexity through natural selection. The faculty of the College believe that a sound knowledge of biology is essential for understanding many of the most pressing problems of modern life and for intelligent involvement in their eventual solution. The Biological Sciences Collegiate Division, therefore, provides a variety of general education courses for all College students—prospective biologists and non-biologists alike. Although most of the course offerings beyond the introductory year are designed to serve the needs of students majoring in biological sciences, many of these courses are well suited to students in other areas who wish to study some aspect of modern biology in greater detail. Courses on the ethical and societal implications of the biological sciences, for example, are of interest to many non-majors.

Academic Honesty

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.

The General Education Requirement in the Biological Sciences

Students choose one of the following options to meet the general education requirement for the biological sciences:

1. an integrated Natural Sciences sequence for non-majors, which meets all general education requirements for the physical and biological sciences
2. a two-quarter general education sequence for non-majors
3. a Fundamentals Sequence for nonmajors preparing for health professions (described below, the first two courses of BIOS 20170 through BIOS 20175); or
4. BIOS 20150 How Do We Understand the Biosphere? and BIOS 20151 Introduction to Quantitative Modeling in Biology (Basic) or BIOS 20152 Introduction to Quantitative Modeling in Biology (Advanced) are required for students majoring in the Biological Sciences.

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 meet 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; consult your College adviser for details.
Students with a score of 5 on the AP biology test who complete an AP 5 Fundamentals Sequence will be awarded a total of two quarters of credit to be counted toward the general education requirement for 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.

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE IN THE BIOLOGICAL SCIENCES

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. Emphasis is placed on introducing students to the diversity of subject matter and methods of investigation in the biological sciences. The program prepares students for graduate or professional study in the biological sciences and for careers in the biological sciences. The following sections describe the requirements for a BA in the biological sciences. Sequences in the first year of the program are referred to as the Fundamentals and consist of the following: (1) The AP5 sequence is an advanced program designed for first-year students who have achieved a score of 5 on the Advanced Placement Biology test and are primarily interested in pursuing a research career. (2) The Track A and B sequences are designed for second-year students and are structured to provide them with a broad-based understanding of contemporary biology. (3) Track C (Life, Ecosystems, and Evolution) is designed for students interested in pursuing careers in ecology and evolution or environmental science and includes a broad survey of these fields. At the completion of a Fundamentals sequence students begin taking the advanced Biology courses and may start a specialization. NOTE: Biological Sciences does NOT require the third quarter of Calculus in any of the sequences. Students entering Tracks A, B, or C 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 AP 5 sequence MUST take BIOS 20236 Biological Dynamics. NO MATH courses may be substituted for these requirements.

General Education Courses for Biological Sciences Majors

To prepare for more advanced work in the biological sciences, students must take:

Physical Sciences

One of the following sequences: 200

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 10100 &amp; CHEM 10200</td>
<td>Introductory General Chemistry I and Introductory General Chemistry II (or equivalent)</td>
</tr>
<tr>
<td>or CHEM 11100 &amp; CHEM 11200</td>
<td>Comprehensive General Chemistry I and Comprehensive General Chemistry II</td>
</tr>
</tbody>
</table>

Mathematics

One of the following sequences: 200

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 13100-13200</td>
<td>Elementary Functions and Calculus I-II (or higher)</td>
</tr>
</tbody>
</table>
Programs of Study

**MATH**
15100-15200  Calculus I-II

**MATH**
16100-16200  Honors Calculus I-II

**Biological Sciences**

One of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title and Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 20150 &amp; BIOS 20151</td>
<td>How Do We Understand the Biosphere? and Introduction to Quantitative Modeling in Biology (Basic)</td>
</tr>
<tr>
<td>BIOS 20150 &amp; BIOS 20152</td>
<td>How Do We Understand the Biosphere? and Introduction to Quantitative Modeling in Biology (Advanced)</td>
</tr>
</tbody>
</table>

Total Units 600

Students with a score of 5 on the AP biology test may use their AP credit to meet the general education requirement for the biological sciences if the AP 5 sequence is completed. Students majoring in the Biological Sciences are encouraged to meet their general education humanities requirement in their first year with an autumn-winter, two-quarter sequence.

**COURSES REQUIRED FOR THE BIOLOGICAL SCIENCES MAJOR**

**Natural Science excluding Biology**

In addition to the General Education requirements, students majoring in biological sciences must complete the third quarter of general chemistry (CHEM 11300 Comprehensive General Chemistry III, or equivalent); two quarters of organic chemistry (CHEM 22000-22100 Organic Chemistry I-II/CHEM 23100 Honors Organic Chemistry II)**; two quarters of physics (PHYS 12100-12200 General Physics I-II, or higher); and one additional quantitative course (BIOS 26210 Mathematical Methods for Biological Sciences I, PHYS 12300 General Physics III (or higher), or STAT 22000 Statistical Methods and Applications (or higher)).

**Biology Fundamentals Sequence**

Students register for four quarters of Biology Fundamentals courses associated with one of four tracks: Track A includes BIOS 20186 (p. 112) Fundamentals of Cell and Molecular Biology, BIOS 20187 (p. 112) Fundamentals of Genetics, BIOS 20188 (p. 112) Fundamentals of Physiology, and BIOS 20190 (p. 112) Principles of Developmental Biology; Track B includes BIOS 20186 (p. 112) Fundamentals of Cell and Molecular Biology, BIOS 20187 (p. 112) Fundamentals of Genetics, BIOS 20189 (p. 112) Fundamentals of Developmental Biology, and BIOS 20242 (p. 112) Principles of Physiology; Track C (Life, Ecosystems, and Evolution) includes BIOS 20196 (p. 112) Ecology and Conservation, BIOS 20197 (p. 112) Evolution and Ecology, BIOS 20198 (p. 112) Biodiversity, and a Genetics course (chosen in consultation with the BSCD Ecology & Evolution Adviser, Christine Andrews candrews@uchicago.edu); the four-quarter AP 5 Fundamentals sequence (BIOS 20234 (p. 112) Molecular Biology of the Cell, BIOS 20235 (p. 112) Biological Systems, BIOS 20236 (p. 112) Biological Dynamics, and BIOS 20242 (p. 112)
Principles of Physiology) makes up the final track and is open only to first-year students who have scored 5 on the AP biology exam. Students who do not enter the AP 5 sequence must complete BIOS 20150 (p. 112) A Serious Introduction to Biology for Majors: From LUCA to the University of Chicago and BIOS 20151 (p. 112) Introduction to Quantitative Modeling in Biology (Basic) or BIOS 20152 (p. 112) Introduction to Quantitative Modeling in Biology (Advanced) in the winter or spring quarter of their first year (these two courses fulfill the general education requirement in the biological sciences.

*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 (http://ccihp.uchicago.edu) (UCIHP).

**The first two quarters of organic chemistry are required for all biology majors except for those completing Track C (Life, Ecosystems, and Evolution), who may take either two quarters of Organic Chemistry or two quarters of General Physics.

NOTE: Biological Sciences does NOT require the third quarter of calculus in any of the sequences. Students entering Tracks A, B, or C 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 AP 5 sequence MUST take BIOS 20236 Biological Dynamics. NO MATH courses may be substituted for these requirements.

20200-level and Above Courses in Biological Sciences

Students in Tracks A and B and the AP 5 sequence also register for BIOS 20200 Introduction to Biochemistry plus five additional 20200 to 28000-level and above courses in Biological Sciences. Track C also requires five additional 20236 to 28000-level and above courses in the Biological Sciences, but not BIOS 20200 Introduction to Biochemistry. These courses may be selected by the student or in consultation with the BSCD Senior Advisers (Megan McNulty, mmcnulty@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 00206 Readings: Biology and BIOS 00299 Advanced Research: Biological Sciences may not be used to meet requirements for the biological sciences major. In most cases, courses listed under the heading Specialized Courses (numbered in the 29000 range) may not be used to meet requirements for the biological sciences major. Limited exceptions are specifically noted.

Summary of General Education Requirements for AP 5 and Tracks A, B, and C

Beginning with the Graduating Class of 2014

GENERAL EDUCATION

<table>
<thead>
<tr>
<th>One of the following CHEM sequences (or equivalent): §</th>
<th>200</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 10100 Introductory General Chemistry I</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 10200 and Introductory General Chemistry II</td>
<td></td>
</tr>
</tbody>
</table>
### Programs of Study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 11100-11200</td>
<td>Comprehensive General Chemistry I-II</td>
<td></td>
</tr>
<tr>
<td>One of the following MATH sequences: §</td>
<td></td>
<td>200</td>
</tr>
<tr>
<td>MATH 13100-13200</td>
<td>Elementary Functions and Calculus I-II</td>
<td></td>
</tr>
<tr>
<td>MATH 15100-15200</td>
<td>Calculus I-II</td>
<td></td>
</tr>
<tr>
<td>MATH 16100-16200</td>
<td>Honors Calculus I-II</td>
<td></td>
</tr>
<tr>
<td>One of the following BIOS sequences:</td>
<td></td>
<td>200</td>
</tr>
<tr>
<td>BIOS 20150 &amp; BIOS 20151</td>
<td>How Do We Understand the Biosphere? and Introduction to Quantitative Modeling in Biology (Basic)</td>
<td></td>
</tr>
<tr>
<td>BIOS 20150 &amp; BIOS 20152</td>
<td>How Do We Understand the Biosphere? and Introduction to Quantitative Modeling in Biology (Advanced)</td>
<td></td>
</tr>
<tr>
<td>Completion of the three-quarter AP 5 sequence *</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>600</td>
</tr>
</tbody>
</table>

* Open only to students with a 5 on the AP biology test. Upon completion of the sequence, students will be awarded a total of 200 units to be counted toward the general education requirement in the biological sciences.

§ Credit may be granted by examination. The Biology Fundamentals sequences require an average grade of C or higher in CHEM 10100-10200-11300 Introductory General Chemistry I-II-III or CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III or CHEM 12100-12200-12300 Honors General Chemistry I-II-III, a 5 on the AP Chemistry exam, or consent of the department.

### Summary of Major Requirements: AP 5

Beginning with the Graduating Class of 2016****

**MAJOR**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 11300</td>
<td>Comprehensive General Chemistry III (or equivalent) §</td>
<td>100</td>
</tr>
<tr>
<td>PHYS 12100-12200</td>
<td>General Physics I-II (or higher) §</td>
<td>200</td>
</tr>
<tr>
<td>One of the following:</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>BIOS 26210</td>
<td>Mathematical Methods for Biological Sciences I</td>
<td></td>
</tr>
<tr>
<td>PHYS 12300</td>
<td>General Physics III (or higher)</td>
<td></td>
</tr>
<tr>
<td>STAT 22000</td>
<td>Statistical Methods and Applications (or higher, or petition BSCD for replacement)</td>
<td></td>
</tr>
<tr>
<td>All of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOS 20234</td>
<td>Molecular Biology of the Cell *</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 20235</td>
<td>Biological Systems</td>
<td>100</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>BIOS 20236</td>
<td>Biological Dynamics ***</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 20200</td>
<td>Introduction to Biochemistry</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 20242</td>
<td>Principles of Physiology</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Five courses above BIOS 20242 in Biological Sciences</td>
<td>500</td>
</tr>
<tr>
<td></td>
<td>One of the following sequences:</td>
<td></td>
</tr>
<tr>
<td>CHEM 22000-22100</td>
<td>Organic Chemistry I-II</td>
<td>200</td>
</tr>
<tr>
<td>CHEM 23000-23100</td>
<td>Honors Organic Chemistry I-II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Units</td>
<td>1600</td>
</tr>
</tbody>
</table>

* Open only to students with a 5 on the AP biology test. Upon completion of the sequence, students will be awarded a total of 200 units to be counted toward the general education requirement in the biological sciences.

*** Students who matriculated prior to 2011 use one of the following courses as the third quarter of the sequence: BIOS 20242 (p. 112) Principles of Physiology, BIOS 20243 (p. 112) From Neurons to Behavior: The Morphological and Physiological Basis of Movement, BIOS 20246 (p. 112) Photons to Consciousness, BIOS 20249 (p. 112) Genome Informatics: Genome Organization, Expression, and Transmission, BIOS 20256 (p. 112) Developmental Genetics and Evolution, BIOS 20258 (p. 112) From Atomic Coordinate to Protein Function, or BIOS 20260 (p. 112) Chordate Evolutionary Biology.

**** Students graduating before 2016 should refer to the catalog of their year of matriculation for major requirements.

§ Credit may be granted by examination. The Biology Fundamentals require an average grade of C or higher in CHEM 10100-10200 Introductory General Chemistry I-II or CHEM 11100-11200 Comprehensive General Chemistry I-II or CHEM 12100-12200 Honors General Chemistry I-II, or a 5 on the AP Chemistry exam, or consent of the department.

Summary of Major Requirements: Track A
Beginning with Graduating Class of 2014

**MAJOR**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 11300</td>
<td>Comprehensive General Chemistry III (or equivalent) §</td>
<td>100</td>
</tr>
<tr>
<td>PHYS 12100-12200</td>
<td>General Physics I-II (or higher) §</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>One of the following:</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 26210</td>
<td>Mathematical Methods for Biological Sciences I</td>
<td></td>
</tr>
<tr>
<td>PHYS 12300</td>
<td>General Physics III (or higher)</td>
<td></td>
</tr>
<tr>
<td>STAT 22000</td>
<td>Statistical Methods and Applications (or higher)</td>
<td></td>
</tr>
</tbody>
</table>

All of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 20186</td>
<td>Fundamentals of Cell and Molecular Biology</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 20187</td>
<td>Fundamentals of Genetics</td>
<td>100</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>BIOS 20188</td>
<td>Fundamentals of Physiology</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 20190</td>
<td>Principles of Developmental Biology</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 20200</td>
<td>Introduction to Biochemistry</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Five courses above BIOS 20236 in Biological Sciences</td>
<td>500</td>
</tr>
<tr>
<td></td>
<td>One of the following sequences:</td>
<td>200</td>
</tr>
<tr>
<td>CHEM 22000-22100</td>
<td>Organic Chemistry I-II</td>
<td></td>
</tr>
<tr>
<td>CHEM 23000-23100</td>
<td>Honors Organic Chemistry I-II</td>
<td></td>
</tr>
</tbody>
</table>

Total Units: 1600

Credit may be granted by examination. The Biology Fundamentals require an average grade of C or higher in CHEM 10100-10200 Introductory General Chemistry I-II or CHEM 11100-11200 Comprehensive General Chemistry I-II or CHEM 12100-12200 Honors General Chemistry I-II, or a 5 on the AP Chemistry exam, or consent of the department.

Summary of Major Requirements: Track B
Beginning with Graduating Class of 2016

**MAJOR**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 11300</td>
<td>Comprehensive General Chemistry III (or higher) §</td>
<td>100</td>
</tr>
<tr>
<td>PHYS 12100-12200</td>
<td>General Physics I-II (or higher) §</td>
<td></td>
</tr>
<tr>
<td></td>
<td>One of the following:</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 26210</td>
<td>Mathematical Methods for Biological Sciences I</td>
<td></td>
</tr>
<tr>
<td>PHYS 12300</td>
<td>General Physics III (or higher)</td>
<td></td>
</tr>
<tr>
<td>STAT 22000</td>
<td>Statistical Methods and Applications (or higher)</td>
<td></td>
</tr>
</tbody>
</table>

All of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 20186</td>
<td>Fundamentals of Cell and Molecular Biology</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 20187</td>
<td>Fundamentals of Genetics</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 20189</td>
<td>Fundamentals of Developmental Biology</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 20200</td>
<td>Introduction to Biochemistry</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 20242</td>
<td>Principles of Physiology</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Five courses above BIOS 20236 in Biological Sciences</td>
<td>500</td>
</tr>
<tr>
<td></td>
<td>One of the following sequences:</td>
<td>200</td>
</tr>
<tr>
<td>CHEM 22000-22100</td>
<td>Organic Chemistry I-II</td>
<td></td>
</tr>
<tr>
<td>CHEM 23000-23100</td>
<td>Honors Organic Chemistry I-II</td>
<td></td>
</tr>
</tbody>
</table>

Total Units: 1600
Credit may be granted by examination. The Biology Fundamentals require an average grade of C or higher in CHEM 10100-10200 Introductory General Chemistry I-II or CHEM 11100-11200 Comprehensive General Chemistry I-II or CHEM 12100-12200 Honors General Chemistry I-II, or a 5 on the AP Chemistry exam, or consent of the department.

Summary of Major Requirements: Track C
Beginning with Graduating Class of 2014

<table>
<thead>
<tr>
<th>MAJOR</th>
<th>CHEM 11300</th>
<th>Comprehensive General Chemistry III (or equivalent)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

One of the following two-quarter sequences:

<table>
<thead>
<tr>
<th>CHEM 22000-22100</th>
<th>Organic Chemistry I-II</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 23000-23100</td>
<td>Honors Organic Chemistry I-II</td>
</tr>
<tr>
<td>PHYS 12100-12200</td>
<td>General Physics I-II (or higher)</td>
</tr>
</tbody>
</table>

One of the following:

| BIOS 26210 | Mathematical Methods for Biological Sciences I |
| PHYS 12300 | General Physics III (or higher) |
| STAT 22000 | Statistical Methods and Applications |

All of the following:

| BIOS 20196 | Ecology and Conservation |
| BIOS 20197 | Evolution and Ecology |
| BIOS 20198 | Biodiversity |

Five courses above BIOS 20236 in Biological Sciences

Three additional quantitative courses and one Genetics course chosen in consultation with the BSCD Senior Adviser Christine Andrews (candrews@uchicago.edu).

Total Units 1600

Credit may be granted by examination. The Biology Fundamentals require an average grade of C or higher in CHEM 10100-10200 Introductory General Chemistry I-II or CHEM 11100-11200 Comprehensive General Chemistry I-II or CHEM 12100-12200 Honors General Chemistry I-II, or a 5 on the AP Chemistry exam, or consent of the department.

Grading

Students must receive quality grades in all courses that meet requirements for the biological sciences major.

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 Division of the Biological Sciences to sponsor and supervise research on an individual tutorial basis. Students register for BIOS 00199 Undergraduate Research or BIOS 00299 Advanced Research: Biological Sciences for course credit. Consult the following course description section for information about procedures, grading, and requirements for registration in BIOS 00199 Undergraduate Research and BIOS 00299 Advanced Research: Biological Sciences. For more information, see bscd.uchicago.edu/content/undergrad-research. NOTE: Course credit cannot be given for work that is compensated by a salary.

Some financial support may be available to students for summer research through their research supervisors or through fellowships awarded competitively by the Biological Sciences Collegiate Division. The deadline for applications for fellowships is early March preceding the summer of the fellowship application.

HONORS

Honors in Biological Sciences can be earned via one of two tracks. Scholar Honors: This track recognizes exceptional academic performance (minimum cumulative GPA of 3.6 or above), including submission and acceptance of a scholarly thesis. Research Honors: This track emphasizes exceptional achievement in a program of original research (minimum cumulative GPA of 3.25 or above) plus submission and acceptance of an in-depth research 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 (http://bscd.uchicago.edu/page/honors-biology). Candidates must apply for either program no later than the beginning of Spring quarter of their third year in the College.

PRE-MED SEQUENCE FOR NONMAJORS

This integrated, five-course sequence explores the molecular, cellular, organismal, and biochemical properties of living systems. Open only to first- or second-year non-science majors, it is designed to prepare students with the fundamental knowledge required for graduate study in the health professions. The sequence begins with BIOS 20170 Microbial and Human Cell Biology in the Winter Quarter and BIOS 20171 Human Genetics and Developmental Biology and BIOS 20172 Mathematical Modeling for Pre-Med Students in the Spring Quarter. The second year of the sequence continues with BIOS 20173 Perspectives of Human Physiology in the Autumn Quarter and then concludes in the Winter Quarter with BIOS 20175 Biochemistry and Metabolism. BIOS 20171 Human Genetics and Developmental Biology must be taken concurrently with BIOS 20172 Mathematical Modeling for Pre-Med Students in the Spring Quarter of the first year, and BIOS 20173 Perspectives of Human Physiology must be taken in the Autumn Quarter of the second year. The courses in this sequence cannot be applied toward a major in Biological Sciences.

SPECIALIZATION PROGRAMS IN THE BIOLOGICAL SCIENCES

Students who wish to complete a "specialization" should discuss their plans with the specialization chair in Spring Quarter of their second year. Students may complete only one specialization.
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 Fundamentals Sequences BIOS 20180 or 20190.

Students who plan to specialize in cancer biology are advised to begin the required specialization courses below in their third year. Students who elect to specialize should consult Dr. Kay F. Macleod, The Ben May Department for Cancer Research and the Committee on Cancer Biology (kmacleod@uchicago.edu), who is available to advise on the objectives of the specialization and the importance of each of the classes, and to identify labs in which individual research projects can be carried out.

The following two courses are required for a specialization in cancer biology. To continue in the specialization, students must achieve an A or B grade in both courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 25108</td>
<td>Cancer Biology</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 25308</td>
<td>Heterogeneity in Human Cancer: Etiology and Treatment</td>
<td>100</td>
</tr>
</tbody>
</table>

To complete the specialization in cancer biology, students should also take one of the following two courses in either their junior or senior years, having successfully completed BIOS 25108 and BIOS 25308 above, and started work in their chosen research laboratory.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 25309</td>
<td>Cancer Metastasis</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 25310</td>
<td>Pharmacogenomics: Discovery and Implementation</td>
<td>100</td>
</tr>
</tbody>
</table>

Laboratory Research

To complete the specialization in cancer biology, students will also carry out individual guided research, participate in the honors research program, 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).

Independent research projects performed by students in the specialization in cancer biology must be approved by the Director of the Specialization (Dr. Macleod) and 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

Students majoring in biological sciences who meet the following requirements will be recognized as having completed a specialization in the area of cellular and molecular biology.
The following requirements must be met:

**Courses**

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 22200</td>
<td>Organic Chemistry III</td>
</tr>
<tr>
<td>CHEM 23200</td>
<td>Honors Organic Chemistry III</td>
</tr>
</tbody>
</table>

Three of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 21207</td>
<td>Cell Biology</td>
</tr>
<tr>
<td>BIOS 21236</td>
<td>Genetics of Model Organisms</td>
</tr>
<tr>
<td>BIOS 21237</td>
<td>Developmental Mechanisms</td>
</tr>
<tr>
<td>or BIOS 23299</td>
<td>Plant Development and Molecular Genetics</td>
</tr>
<tr>
<td>BIOS 21208</td>
<td>Fundamentals of Molecular Biology</td>
</tr>
</tbody>
</table>

Total Units: 400

* three of the five 20200-level courses in the biological sciences that are required for the biological sciences major must be completed within the specialization.

**Laboratory Research**

Completion of an independent research project that either:

1. qualifies as a senior honors project; or
2. is approved by the director of the specialization.

The specialization in cellular and molecular biology is administered by the Department of Molecular Genetics and Cell Biology. For more information, consult Gayle Lamppa (702.9837, gklamppa@uchicago.edu).

**Specialization in Ecology and Evolution**

Students majoring in biological sciences who complete the course work indicated below and write a research-based senior thesis 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 adviser 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 Track C for the BIOS fundamentals sequence.
2. Students in the Ecology and Evolution specialization must take three courses in statistics (STAT 22000 (p. 112) Statistical Methods and Applications or higher) or other quantitative approaches relevant to their research plans (BIOS 26210 (p. 112) Mathematical Methods for Biological Sciences I and BIOS 26211 (p. 112)
Mathematical Methods for Biological Sciences II recommended). These courses can count toward the quantitative requirements for Track C.

3. Three of the upper-level courses required for completion of the BIOS major must be chosen from a menu of courses in 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, 834.0071, cpfister@uchicago.edu) or the BSCD Ecology and Evolution adviser (Chris Andrews, 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 (834.0071, cpfister@uchicago.edu).

Specialization in Endocrinology

After taking the following three courses, students majoring in biological sciences 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 will also have the option of participating in a hands-on research component in an endocrinology lab. 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 specialization can be completed as Endocrinology I–II-III or Endocrinology II, III, I.

Introductory Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 25226</td>
<td>Endocrinology I: Cell Signaling (Autumn)</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 25227</td>
<td>Endocrinology II: Systems and Physiology (Winter)</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 25228</td>
<td>Endocrinology III: Human Disease (Spring)</td>
<td>100</td>
</tr>
</tbody>
</table>

The specialization in endocrinology is administered by the Institute for Endocrine Discovery & Clinical Care, the Committee on Molecular Metabolism & Nutrition, and the NIH funded Diabetes Research & Training Center. For more information, consult Matthew Brady (mbrady@medicine.bsd.uchicago.edu).

Specialization in Genetics

Biological sciences majors who obtain a B or better in seven courses from the list below and complete an independent research project will be recognized as having fulfilled the requirements for a specialization in the area of genetics. Please
consult Jocelyn Malamy (jmalamy@bsd.uchicago.edu) if you would like to request approval for any non-listed course with significant genetics content to satisfy this requirement.

**Introductory Courses (3 courses)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 20182</td>
<td>Genetics</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 20187</td>
<td>Fundamentals of Genetics</td>
<td></td>
</tr>
<tr>
<td>BIOS 20235</td>
<td>Biological Systems</td>
<td></td>
</tr>
<tr>
<td>BIOS 20185</td>
<td>Ecology and Evolution</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 20197</td>
<td>Evolution and Ecology</td>
<td></td>
</tr>
<tr>
<td>STAT 22000</td>
<td>Statistical Methods and Applications</td>
<td>100</td>
</tr>
</tbody>
</table>

**Advanced Courses (4 courses)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 21206</td>
<td>Human Evolution and Disease</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 21236</td>
<td>Genetics of Model Organisms (Autumn)</td>
<td></td>
</tr>
<tr>
<td>BIOS 23258</td>
<td>Molecular Evolution I: Fundamentals and Principles (Winter)</td>
<td></td>
</tr>
<tr>
<td>BIOS 21208</td>
<td>Fundamentals of Molecular Biology (Winter)</td>
<td></td>
</tr>
<tr>
<td>BIOS 21216</td>
<td>Intro Statistical Genetics (Winter)</td>
<td></td>
</tr>
<tr>
<td>BIOS 21237</td>
<td>Developmental Mechanisms (Winter)</td>
<td></td>
</tr>
<tr>
<td>BIOS 21229</td>
<td>Genome Informatics: How Cells Reorganize Genomes (Winter)</td>
<td></td>
</tr>
<tr>
<td>BIOS 21306</td>
<td>Human Genetics and Evolution (Autumn)</td>
<td></td>
</tr>
<tr>
<td>BIOS 23286</td>
<td>An Introduction to Population Genetics (Spring)</td>
<td></td>
</tr>
<tr>
<td>BIOS 23299</td>
<td>Plant Development and Molecular Genetics (Spring)</td>
<td></td>
</tr>
<tr>
<td>BIOS 25216</td>
<td>Molecular Basis of Bacterial Diseases (Winter)</td>
<td></td>
</tr>
<tr>
<td>BIOS 25287</td>
<td>Introduction to Virology (Spring)</td>
<td></td>
</tr>
<tr>
<td>BIOS 28407</td>
<td>Genomics and Systems Biology (Spring)</td>
<td></td>
</tr>
<tr>
<td>BIOS 29319</td>
<td>What Genomes Teach About Evolution (Spring)</td>
<td></td>
</tr>
</tbody>
</table>

**Total Units**: 700

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**Laboratory Research**

completion of an independent research project.

The project must either:

- qualify as a senior honors project
- or
be approved by the director of the specialization.

The specialization in genetics is administered by the Committee on Genetics. Consult Jocelyn Malamy (702.4651, jmalamy@bsd.uchicago.edu) for more information.

SPECIALIZATION IN IMMUNOLOGY

After taking three of the four courses listed below, students majoring in biological sciences will be recognized as having completed a specialization in immunology. The fourth course is available to students who wish further study.

Students are required to take the following three courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 25256</td>
<td>Immunobiology (Autumn)</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 25258</td>
<td>Immunopathology (Winter)</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 25266</td>
<td>Molecular Immunology (Spring)</td>
<td>100</td>
</tr>
</tbody>
</table>

The following is an elective course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 25260</td>
<td>Host Pathogen Interactions (Autumn)</td>
<td>100</td>
</tr>
</tbody>
</table>

For more information, students should consult with Bana Jabri, Department of Pathology and the Committee on Immunobiology (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 (834.8670, bjabri@bsd.uchicago.edu).

SPECIALIZATION IN MICROBIOLOGY

Students majoring in biological sciences who complete the following requirements will be recognized as having completed a specialization in microbiology. Students register for three required courses in the specialization (BIOS 25206 Fundamentals of Bacterial Physiology, BIOS 25216 Molecular Basis of Bacterial Diseases, and BIOS 25287 Introduction to Virology). Several electives are available to provide additional training in microbiology. With prior approval from the specialization chair, it may
be possible to substitute one course from the list of suggested electives for one of the required courses. For more information, students should consult with Dominique Missiakas, undergraduate adviser of the Committee on Microbiology (834.8161, dmissiak@bsd.uchicago.edu).

Students are required to take the following three courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 25206</td>
<td>Fundamentals of Bacterial Physiology (Autumn)</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 25216</td>
<td>Molecular Basis of Bacterial Diseases (Winter)</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 25287</td>
<td>Introduction to Virology (Spring)</td>
<td>100</td>
</tr>
</tbody>
</table>

Total Units: 300

**Specialization in Neuroscience**

Students majoring in biological sciences who complete the three required courses on the list that follows will be recognized as having completed a specialization in neuroscience. Students who elect to specialize should consult Nicholas Hatsopoulos (702.5594, nicho@uchicago.edu), who is available to advise on the choice of classes and to help identify labs in which individual research projects can be carried out. Students who plan to specialize are encouraged to begin the required sequence below in Autumn Quarter of their third year, carry out individual guided research, participate in the honors research program, and attend neurobiology/biopsychology-related seminars.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 24203</td>
<td>Introduction to Neuroscience (Autumn)</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 24204</td>
<td>Cellular Neurobiology (Winter)</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 24205</td>
<td>Systems Neuroscience (Spring)</td>
<td>100</td>
</tr>
</tbody>
</table>

Total Units: 300

**Requirements for the Bachelor of Science Degree in the Biological Sciences**

Students can earn a BS in the Biological Sciences by (1) completing three upper-level BIOS courses beyond those required for the BA degree, and (2) writing a BS thesis (research paper or literature review) under the supervision of a faculty adviser. The additional upper-level courses must be chosen in consultation with the thesis adviser and a BSCD senior adviser. The BA is designed for students who wish to gain extensive training in modern biology but also retain the flexibility to take elective courses outside the major. The BS is suitable for students who wish to take more courses within the major and to write a senior thesis. Students completing the honors program or a specialization that requires a senior thesis can submit the same thesis for the BS degree. If you have any questions, please contact BSCD Senior Adviser Chris Andrews (candrews@uchicago.edu).

**Minor Program in the Biological Sciences**

Students who elect the minor program must meet with the master or one of the senior advisers of the Biological Sciences Collegiate Division by the Spring Quarter of their second year in order to obtain consent to pursue the minor and to plan out the appropriate curriculum.
The minor in Biological Sciences requires a total of seven BIOS courses beyond the general education requirement. Courses in the minor may be selected from a specific area of the biological sciences (e.g., molecular and cell biology, genetics, evolutionary biology, developmental biology, organismal biology, ecology, neurobiology, immunobiology, microbiology). Alternatively, courses may be selected from related areas to construct a program that gives a more inclusive account of how different disciplines of biology interact. These areas could comprise, for instance, immunology and microbiology, organismal biology and evolution, genetics and genomics, developmental biology and evolution, or ecology and evolution. Other combinations are also possible.

Students must meet general education requirements for the biological sciences and the physical sciences before entering the program. Biological Sciences courses at the 10000-level or above, Natural Sciences (NTSC) courses, and MATH 11200 (p. 112) Studies in Mathematics I and MATH 11300 (p. 112) Studies in Mathematics II or MATH 13100 (p. 112) Elementary Functions and Calculus I and MATH 13200 (p. 112) Elementary Functions and Calculus II are the minimal general education requirements for the minor. Students interested in completing the minor are strongly encouraged to take BIOS 20150 (p. 112) A Serious Introduction to Biology for Majors: From LUCA to the University of Chicago and BIOS 20151 (p. 112) Introduction to Quantitative Modeling in Biology (Basic) (or BIOS 20152 (p. 112) Introduction to Quantitative Modeling in Biology (Advanced)) to complete the general education requirement in the biological sciences, as these courses also serve as prerequisites to the Fundamentals courses (BIOS 20186-88/89 or BIOS 20196-98), three of which are required for the minor. Students who fulfill their BIOS general education requirements via other paths may also request approval to pursue the minor. General Chemistry and Organic Chemistry are not specifically required. These courses would, however, allow for a greater variety of upper-level Biological Sciences courses, especially those in the areas of molecular and cellular biology; chemistry and/or biochemistry are usually prerequisites for those courses.

Following completion of the general education requirements, the minor can then be completed by taking three Fundamentals courses and at least four upper level electives to be chosen in consultation with one of the senior advisers in the Biological Sciences Collegiate Division.

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.

Prior to beginning the minor program, students must obtain formal approval from the master or one of the senior advisers in the biological sciences on a form obtained from their College adviser and returned to the adviser by the deadline. To schedule an appointment with the master, students should contact Kirsten Cole (kcole@uchicago.edu). Alternatively, students can schedule an appointment with one of the senior advisers (Christine Andrews (candrews@uchicago.edu) or Megan McNulty (mmcnulty@uchicago.edu)).
MINOR PROGRAM IN COMPUTATIONAL NEUROSCIENCE

The minor in computational neuroscience is offered by the Biological Sciences Collegiate Division. Computational neuroscience is a relatively new interdisciplinary area of inquiry that is concerned with how components of animal and human nervous systems interact to produce behaviors. It relies on quantitative and modeling approaches to understand the function of the nervous system and to design human-made devices that duplicate behaviors. Course work in computational neuroscience can prepare students for graduate studies in neurobiology or psychology, in the mathematical or engineering sciences, or in areas of medicine such as neurology or psychiatry. It can lead to either traditional academic careers or to opportunities in the corporate world. For more information, visit cns.bsd.uchicago.edu.

This minor is a good option for students who are majoring in biological sciences and are interested in mathematical approaches to biology, or for students who are majoring in computer science, mathematics, physics, psychology, or statistics and have an interest 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 biological sciences.

The minor requires completion of the following five courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 24231</td>
<td>Methods in Computational Neuroscience</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 24232</td>
<td>Computational Approaches to Cognitive Neuroscience</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 26210-26211</td>
<td>Mathematical Methods for Biological Sciences I-II</td>
<td>200</td>
</tr>
<tr>
<td>BIOS 29408</td>
<td>Signal Analysis and Modeling for Neuroscientists</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td><strong>Total Units</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

* Autumn and Winter Quarters of the Mathematical Methods for Biological Sciences sequence

Students who elect the minor program are required to meet with the chair of the Committee on Computational Neuroscience (Nicholas Hatsopoulos) by the end of Spring Quarter of their third year. Students must obtain formal approval from the chair to complete the minor program on a form obtained from their College adviser and returned to the adviser by the deadline. 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 must earn a B- average or above in courses counted toward the minor.

COURSES: BIOLOGICAL SCIENCES (BIOS)

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.
Biological Sciences Sequences for Nonmajors

Students choose from the following options to meet the biological sciences requirement. The requirement should be completed by the end of the second year.

1. Students may choose to take BIOS 10130 Core Biology as their first course. For their second quarter, students choose from a menu of topics courses (BIOS 11000–19999) that are comprehensive reviews of specialized topics in the biological sciences (descriptions follow). Nonmajors are encouraged to enroll in additional biological sciences courses that cover topics of interest to them.

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. The student should register for the section that best suits their interests based upon the descriptions below.

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.
Terms Offered: Autumn, Winter, Spring

Section Descriptions of 10130. Core Biology

A. Neurobiology. The brain and being human: What does it mean to be human? What makes us unique and how have we evolved? Bridging the brain, the body, and biological behavior, this course uses inquiry-driven interactive learning activities, readings from the popular and scientific press, and directed writing exercises to explore the brain and the biological basis of being human. M. McNulty. Autumn, Winter. L.

B. Microbes and Immunity. These sections cover the most basic concepts in biology, such as life, macromolecules, cells, energy, metabolism, evolution, and genomics, as well as human anatomy and physiology. These particular sections draw 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, Winter, 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. Spring, L.*

2. Students may choose one of the sequences below (BIOS 10450 Pharmacological Perspectives in Cell and Molecular Biology and BIOS 10451 Pharmacological Perspectives II or BIOS 10500 Metabolism and Exercise and BIOS 10501 Metabolism and Nutrition or BIOS 10602 Multiscale Modeling of Biological Systems I and BIOS 10603 Multiscale Modeling of Biological Systems II) as an alternative to BIOS 10130 Core Biology plus a Topics course. Taking one of these sequences meets the general education requirement in biological sciences.

**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: Winter
Prerequisite(s): This course is equivalent to BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

**BIOS 10451. Pharmacological Perspectives II. 100 Units.**
Must new 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: Spring
Prerequisite(s): BIOS 10450. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

**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).
Instructor(s): M. Osadjan Terms Offered: Winter
Prerequisite(s): This course is equivalent to BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, 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. Strieleman Terms Offered: Spring
Prerequisite(s): BIOS 10500. NO BIOLOGICAL SCIENCES MAJORS, except by petition.
Note(s): Credit may not be earned for both BIOS 10501 and BIOS 12114.

BIOS 10602. Multiscale Modeling of Biological Systems I. 100 Units.
This course is intended for students with strong quantitative background, such as those majoring in physical sciences or economics. The first course in the sequence begins with the organization of life at the molecular level, and builds a physical understanding to the workings of macromolecules such as proteins, membranes, DNA, and RNA. Students learn computational tools such as molecular dynamics simulations to investigate the function of proteins.
Instructor(s): D. Kondrashov, E. Kovar Terms Offered: Autumn. L.
Prerequisite(s): MATH 13300/15300/16300 or equivalent placement This course is equivalent to BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 10603. Multiscale Modeling of Biological Systems II. 100 Units.
Must be taken in sequence with BIOS 10602. This second course in the sequence focuses on biological information. Students learn about biological databases, algorithms for sequence alignment, phylogenetic tree building, and systems biology. The goal is to take the mechanistic understanding of molecular biology developed in the first quarter, and synthesize into a larger, system-level view of living things. Students implement computational algorithms using Python.
Instructor(s): E. Haddadian Terms Offered: Winter. L.
Prerequisite(s): BIOS 10602. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

Topics Courses for Nonmajors
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.
BIOS 11119. The Biology of Gender. 100 Units.
This course explores the biological evidence and theories that seek to explain gender in humans. This course relies on current research in neuroscience, physiology, and cell biology to address topics such as the genetics of gender; sexual differentiation of the fetus; sexually dimorphic brain regions; the biology of gender identity and gender preference; and hormonal/environmental contributions to gender.
Instructor(s): M. Osadjan Terms Offered: Autumn
Prerequisite(s): PQ: BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.
Equivalent Course(s): GNSE 12000

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, except by petition.
Equivalent Course(s): ENST 12402

BIOS 11128. Introduction to Human Genetics. 100 Units.
This course covers both classical Mendelian human genetics and advances in molecular genetics. We discuss the inheritance of normal human traits and a variety of genetic diseases, including single gene traits and multifactorial, complex traits. Other topics include chromosome abnormalities, sex inheritance, human population genetics, and microevolution.
Instructor(s): T. Christianson Terms Offered: Spring
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 11129. Human Use and Abuse of Biological Molecules. 100 Units.
This course explores the science (molecular, microbial, and evolutionary) as well as some environmental, medical, and ethical issues associated with our use of biological molecules. Antibiotics and pesticides server as case studies.
Instructor(s): S. Crosson Terms Offered: Spring
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.
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: Autumn, Winter, Spring
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 12107. Cell Biology of Physiological Stress. 100 Units.
This course studies the application of cell biology principles to physiological stress. We use paradigms (e.g., fasting) to talk about organ interactions (e.g., the Cori cycle). This includes discussions of receptors, kinases, and other cellular biology.
Instructor(s): M. Musch Terms Offered: Autumn
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, 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, Summer
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, 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 discusses basic concepts involved in the functioning of the cardiopulmonary system, followed by various types of patho-physiological stresses experienced by the lungs and heart. We discuss how these systems adapt to stress conditions by turning on "emergency response" mechanisms at the molecular, cell, tissue, and organ levels. We also discuss current strategies and drugs designed to treat maladaptive changes taking place in the heart and lungs under stress.
Instructor(s): M. Gupta, K. Birukov Terms Offered: Spring
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, 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, 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: Winter
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 12118. The Descent of Man: Human Health across the Ages. 100 Units.
This course examines the relationship between human health, lifestyles, and environment. How have agriculture, urbanization, and industrialization affected human health? We discuss measures of health among hunting and gathering societies, after the development of agriculture and large settlements, at the dawn of the city, and in contemporary industrialized and developing societies. Topics include diet, malnutrition, malaria, the bubonic plague, sanitation, pollution, the obesity epidemic, stress, and sleep.
Instructor(s): K. Knutson Terms Offered: Autumn. Offered every other year in odd years
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 13107. Environmental Ecology. 100 Units.
This course emphasizes basic scientific understanding of ecological principles that relate most closely to the ways humans interact with their environments. It includes lectures on the main environmental pressures, notably human population growth, disease, pollution, climate change, habitat destruction, and harvesting. We emphasize the ongoing impacts on the natural world, particularly causes of population regulation and extinction and how they might feed back on to humans. Discussion required.
Instructor(s): T. Price Terms Offered: Winter
Prerequisite(s): NTSC 10300 or BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.
Equivalent Course(s): ENST 12404, NTSC 10400
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, 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, except by petition.

BIOS 13115. From So Simple a Beginning: Evolution. 100 Units.
This course discusses a wide range of biological and geological phenomena in the light of evolutionary theory. The material is presented in the form of scientific inquiry to provide insight into how we know what we know. Concepts are presented using examples relevant to the human condition and human evolution. The diversity of organisms is demonstrated throughout the course in the lectures, using living and preserved specimens. Practical sessions in the Evolving Planet exhibit of the Field Museum required.
Instructor(s): P. Sierwald, R. Bieler Terms Offered: Winter
Prerequisite(s): PQ: BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 13123. Evolution of the Natural World III: 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. (L)
Instructor(s): D. Jablonski Terms Offered: Autumn
Prerequisite(s): For students in the NTSC sequence: MATH 10500, or placement into MATH 13100 or higher; NTSC 10200. For students in the BIOS sequence: MATH 10500, or placement into MATH 13100 or higher; BIOS 10130; No Biological Sciences majors except by petition to the BSCD Senior Advisers.
Equivalent Course(s): NTSC 10300
BIOS 13125. Ecology and the Environment. 100 Units.
This course introduces the principles of ecology and environmental biology. Focusing on both studies of wild populations of plants and animals as well as human ecology, we discuss population growth, the distribution and abundance of species, and conservation biology. Other topics include such current environmental issues as climate change, invasive species, and resource use. This course is intended for students who are not majoring in biological sciences or who are seeking an introductory understanding of ecology and environmental biology.
Instructor(s): S. Pruett-Jones Terms Offered: Summer
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 13126. Tropical Ecology: Biodiversity and Human Impacts. 100 Units.
This course covers the description of the geographic distribution of the tropics, the nature of biological communities found there in contrast with temperate communities, and the interrelations of those communities with human society, both indigenous and global. Conservation of tropical biodiversity and ecosystem services related to human populations and exploitation of resources is a major theme of the course.
Instructor(s): E. Larsen Terms Offered: Winter
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

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: Winter
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 13131. Chicago’s Natural History: Where Is it? What Is It? and There It Goes! 100 Units.
In this course you will explore the organisms of the Chicago region, and learn how to identify major groups of organisms: animal phyla and some orders and classes, plant divisions and higher plant families. The identification principles will be useful beyond Chicago as well. The class will combine field and lab exercises in sampling and identification, and lectures on the ecology and evolution of the organisms, with an emphasis on species native to the region. Be prepared to work outdoors and walk around Hyde Park, carrying a net and with binoculars on, in all sorts of weather.
Instructor(s): A. Hunter Terms Offered: Autumn
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, 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, Winter
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by
petition.

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: Winter, Summer
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, 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
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by
petition.

BIOS 15106. Plagues: Past and Present. 100 Units.
This course explores selected examples of ancient, re-emerging, and emerging
pathogens in the context of biology, as well as epidemiology and the selective
pressures that influence the spread and control of epidemics. Emphasis is placed on
the biological basis of how microbes gain access to and cause damage in their hosts
and the struggle between the pathogen and the host’s immune system. Students
also gain an understanding of the basis for diagnostic procedures, treatments, and
immunization. Discussion sessions required in addition to lectures.
Instructor(s): S. Boyle-Vavra Terms Offered: Winter
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, 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: Winter, Spring
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOS 15119. Immunology: Light and Tasty. 100 Units.
The goal of this course is to familiarize students with the properties of the immune system, with a focus on responses to infections. The material is presented in a series of lectures, and learning is reinforced through reading and discussing relevant current literature. The first half of the course focuses on the cellular and molecular aspects of the immune system. The second half focuses on how the various components are integrated during the response to infectious agents. The flu (including H1N1) and HIV are used as examples.
Instructor(s): B. Fineschi Terms Offered: Winter
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.

BIOLoGICAL SCIENCES SEQUENCES FOR MAJORS AND STUDENTS PREPARING FOR THE HEALTH PROFESSIONS
Fundamentals Sequences
Beginning with students matriculating in Autumn 2010, all first-year students who wish to major in Biological Sciences must take two of the following three courses during Spring Quarter of their first year as prerequisites for the Fundamentals courses. (Chemistry and Biological Chemistry majors can take the Fundamentals Sequences without the Biological Sciences 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 or BIOS 20152.)

BIOS 20150. How Do We Understand the Biosphere? 100 Units.
This course is designed to introduce Biological Sciences majors to a wide range of subdisciplines within biology. Lecture topics include ecology, evolution, organismal biology, biodiversity, molecular biology, development, and structural biology. Students will gain experience with integrative approaches to science as they read and dissect the primary literature and complete a quarter-long group project organized around a big question in biology.
Instructor(s): M. Hale, M. McNulty, C. Andrews, Staff Terms Offered: Spring
Prerequisite(s): CHEM 10100-10200 or CHEM 11100-11200 or CHEM 12100-12200
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) AND CHEM 10100-10200 or CHEM 11100-11200 or CHEM 12100-12200. 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, Spring. L.
Prerequisite(s): MATH placement of 15200 or higher OR completion of MATH 16200 AND CHEM 10100-10200 or CHEM 11100-11200 or CHEM 12100-12200. First-year Biology Major standing only.

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 in the Spring Quarter. 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. This sequence is open only to first- and second-year non-science 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-science 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 and other medical professionals, and gain experience with microbiological and basic microscopy techniques and vertebrate dissection in lab. Instructor(s): L. Mets, C. Andrews, R. Zaragoza, E. Kovar Terms Offered: Winter. L. Prerequisite(s): First or second-year standing

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): T. Christianson, C. Schonbaum, R. Zaragoza, C. Andrews 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

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. Instructor(s): C. Andrews, E. Kovar Terms Offered: Autumn. L. Prerequisite(s): BIOS 20170, BIOS 20171, BIOS 20172, BIOS 20175
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. Strieleman Terms Offered: Winter
Prerequisite(s): BIOS 20170, BIOS 20171, BIOS 20172

BIOS 20186 through 20190
This sequence is an introduction to the breadth of biology as a modern scientific discipline. It 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.
Prerequisite(s): BIOS 20150 and BIOS 20151. Second year standing or above. An average grade of C or higher in, and completion of, 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.

BIOS 20187. Fundamentals of Genetics. 100 Units.
The goal of this course is to integrate recent developments in molecular genetics and the human genome project into the structure of classical genetics. Topics include Mendelian inheritance, linkage, tetrad analysis, DNA polymorphisms, human genome, chromosome aberrations and their molecular analysis, bacterial and virus genetics, regulatory mechanisms, DNA cloning, mechanism of mutation and recombination, and transposable elements.
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. (Variant A.)
Instructor(s): D. McGehee, D. Hanck, M. Osadjan, C. Andrews Terms Offered: Spring. L.
Prerequisite(s): BIOS 20187
Note(s): Variant A.

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. (Variant B.)
Instructor(s): R. Ho, S. Horne-Badovinac, C. Schonbaum, E. Kovar Terms Offered: Spring. L.
Prerequisite(s): BIOS 20187BB
Note(s): Variant B.

BIOS 20190. Principles of Developmental Biology. 100 Units.
This course is required of students in the BB sequence. This course will cover important events/processes such as differentiation, lineage, fate, and pattern formation that lead to development of tissues and ultimately the organism. We will review mechanisms that underlie developmental processes, as identified in model organisms—vertebrates (e.g., chicken and mice) and non-vertebrates (e.g., Drosophila). (Variant A)
Instructor(s): A. Imamoto, W. Du Terms Offered: Autumn
Prerequisite(s): BIOS 20186AA-BIOS 20187AA
Note(s): Variant A.

BIOS 20196 through 20198

Life, Ecosystems, and Evolution

This sequence is designed for students majoring in Biology and interested in pursuing a course of study in ecology and evolution or environmental science. The three-course sequence is an introduction to biological diversity, conservation biology, principles of ecology, and mechanisms of evolution. Topics include a broad survey of biological diversity and evolutionary relationships, the evidence for evolution, mechanisms of adaptation and speciation, life-history strategies, competition and predation, mechanisms that shape communities, and how these topics apply to current issues in conservation biology. Students in the Variant A sequence are required to take BIOS 20186AA, 20187AA, 20188AA, and 20190AA. Students in the Variant B sequence are required to take BIOS 20186BB, 20187BB, 20189BB, and 20242. Once a variant is started, students may not switch to the other variant unless they have petitioned the BSCD Senior Advisers (Megan McNulty or Christine Andrews).
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. Overnight field trip required.
Instructor(s): C. Pfister, E. Larsen Terms Offered: Autumn.
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.

BIOS 20197. Evolution and Ecology. 100 Units.
This course surveys the basic principles of ecology and evolutionary biology. Topics in evolutionary biology include the evidence for evolution, the history of life, the mechanisms of evolution (e.g., mutation, selection, genetic drift), adaptation, speciation, the origin of evolutionary novelties, and phylogenetics. Topics in ecology include demography and life histories, competition, predation, and the interspecific interactions that shape the structure of ecological communities.
Instructor(s): S. Allesina, M. Kronforst, C. Andrews Terms Offered: Winter.
Prerequisite(s): BIOS 20150 and BIOS 20151 or BIOS 20152
Note(s): BIOS 20197 is identical to the previously offered BIOS 20185. Students who have taken BIOS 20185 should not enroll in BIOS 20197.

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.
Prerequisite(s): BIOS 20150 except for Geophysical Sciences majors
Note(s): BIOS 20198 is identical to the previously offered BIOS 20184. Students who have taken BIOS 20184 should not enroll in BIOS 20198.

Three-Quarter AP 5 Fundamentals Sequence
This sequence is open only to students who (1) have a score of 5 on the AP biology test and (2) have first- or second-year standing. It is most appropriate for students considering careers in biomedical sciences. In addition to topics listed below, courses will cover experimental design and interpretation.
A score of 5 on the AP biology test, together with a sufficiently high score on the biology diagnostic exam, allows students to register for the three-quarter accelerated sequence below. This sequence meets requirements for the biological sciences major. Upon completion of the three-quarter AP 5 sequence, students will have three credits in the major and they will have met the general education requirement in the biological sciences. Nonmajors who are preparing for the health professions meet the general education requirement by completing the first two quarters of the AP Fundamentals Sequence. Beginning with the graduating class of 2015, all students
must register for BIOS 20234 Molecular Biology of the Cell (Autumn Quarter), BIOS 20235 Biological Systems (Winter Quarter), and BIOS 20236 Biological Dynamics (Spring Quarter). To continue in the sequence, students must receive a minimum grade of B- in each course.* During their second year, AP 5 students are required to take BIOS 20242 Principles of Physiology (Autumn Quarter) and BIOS 20200 Introduction to Biochemistry (Spring Quarter).

* Students unable to continue in the sequence after the first term will receive one AP Biology credit to be applied to their Biology general education requirement along with BIOS 20234 and may continue in the Biological Sciences major by taking BIOS 20187AA or BIOS 20187BB and then completing the requirements for Tracks A or B. Students unable to continue after the second term, may continue in the Biological Sciences major by completing BIOS 20188 or BIOS 20189 and then completing the requirements for Tracks A or B.

BIOS 20234-20235-20236. Molecular Biology of the Cell; Biological Systems; Biological Dynamics.

**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, and control of gene expression; cellular structure; cell division; protein modification and stability; cellular signaling; and cell growth, cell death, and cancer biology.
Instructor(s): M. Glotzer, A. Ruthenburg, N. Bhasin. L. Terms Offered: Autumn
Prerequisite(s): Score of 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, R. Hudson, 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 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, R. Hudson, N. Bhasin. L. Terms Offered: Winter
Prerequisite(s): A grade of B- or above in BIOS 20234

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

Course Summary

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; (I) Integrative Biology; (M) Minor Program in Interdisciplinary Sciences; (MIV) Microbiology, Immunology, or Virology; (N) Neuroscience; (O) Organismal; and (S) Specialized. L indicates courses with laboratory.

Autumn Quarter

20173. Human Physiology. L. (F)
20186. Fundamentals of Cell and Molecular Biology. L. (F)
20190. Principles of Developmental Biology. (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)
22233. Comparative Vertebrate Anatomy. L. (O)
22306. Evolution and Development. (O)
23248. Primate Behavior and Ecology. (E&E)
23253. Apes and Human Evolution. (E&E)
23261. Invertebrate Paleobiology and Evolution. (E&E)
23266. Evolutionary Adaptation. (E&E)
23404. Reconstructing the Tree of Life: An Introduction to Phylogenetics. (E&E)
24203. Introduction to Neuroscience. (N)
24208. Survey of Systems Neuroscience. (N)
24209. Photons to Consciousness. (N)
25206. Fundamentals of Bacterial Physiology. (MIV)
25226. Endocrinology I: Cell Signaling. (MIV)
25256. Immunobiology. (MIV)
25260. Host Pathogen Interactions. (MIV)
25309. Cancer Metastasis. (MIV)
26120. An Introduction to Bioinformatics and Proteomics. L. (CI)
26210. Mathematical Models for Biological Sciences I. (CI)
29286. Biological and Cultural Evolution. (S)
29323. Health Care and the Limits of State Action. (S)

Winter Quarter

20152. Introduction to Quantitative Modeling in Biology. L. (Advanced) (F)
20170. Microbial and Human Cell Biology. L. (F)
20175. Biochemistry and Nutrition. (F)
20187. Fundamentals of Genetics. L. (F)
20197. Evolution and Ecology. L. (F)
20235. Biological Systems. L. (F)
20242. Physiology. (F - AP5)
21206. Human Evolution and Disease. (C)
21208. Fundamentals of Molecular Biology. (C)
21216. Introductory Statistical Genetics. (C)
21229. Genome Informatics: How Cells Reorganize Genomes. (C)
21237. Developmental Mechanisms. (C)
21349. Protein Structure and Functions in Medicine. (C)
21415. Stem Cells in Development and Diseases. (C)
22226. Human Developmental Biology. (O)
22242. Biological Fluid Mechanics. L. (O)
22247. Principles of Pharmacology. (O)
22243. Biomechanics of Organisms. L. (O)
23100. Dinosaur Science. (E&E)
23247. Bioarchaeology and the Human Skeleton. (E&E)
23249. Animal Behavior. (E&E)
23258. Molecular Evolution I: Fundamentals and Principles. (E&E)
23281. Evolutionary Aspects of Gene Regulation. (C)
23289. Marine Ecology. (E&E)
23406. Biogeography. (E&E)
23411. Molecular Epidemiology of Infectious Diseases. (E&E)
24204. Cellular Neurobiology. (N)
24246. Neurobiology of Disease I. (N)
25108. Cancer Biology. (MIV)
25216. Molecular Basis of Bacterial Disease. (MIV)
25227. Endocrinology II: Systems and Physiology. (MIV)
25258. Immunopathology. (MIV)
25320. Epigenetics and Cancer. (MIV)
25407. Organ Transplantation. (MIV)
26211. Mathematical Models for Biological Sciences II. (CI)
29279. Topics in Global Health. (S)
29281. Introduction to Medical Ethics. (S)
29294. Introduction to Global Health. (S)
29300. Biological Psychology. (S)

Spring Quarter
20150. How Do We Understand the Biosphere? (F)
20151. Introduction to Quantitative Modeling in Biology. L. (Basic) (F)
20152. Introduction to Quantitative Modeling in Biology. L. (Advanced) (F)
20171. Human Genetics and Developmental Biology. L. (F)
20172. Mathematical Modeling for Pre-Med Students I. 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)
21207. Cell Biology. (C)
21317. Topics in Biological Chemistry. (C)
21328. Biophysics of Biomolecules. (C)
21346. Systems Analysis of Proteins and Post-Translational Modifications. (C)
21356. Vertebrate Development. (O)
21357. Extracellular Matrices: Chemistry and Biology. (O)
21358. Simulation, Modeling, and Computation in Biophysics. (C)
21407. Image Processing In Biology. (C)
21409. Cytoskeleton Dynamics and Function. (C)
21410. Synthetic Biology and Regulation of Genes. (C)
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Type</th>
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<td>21417</td>
<td>Systems Biology: Molecular Regulatory Logic of Networks.</td>
<td>(C)</td>
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<tr>
<td>22236</td>
<td>Reproductive Biology of Primates.</td>
<td>(C)</td>
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<td>22244</td>
<td>Introduction to Invertebrate Biology.</td>
<td>L.</td>
<td>(O)</td>
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<td>22249</td>
<td>Principles of Toxicology.</td>
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<td>22250</td>
<td>Chordates: Evolution and Comparative Anatomy.</td>
<td>(O)</td>
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<tr>
<td>23232</td>
<td>Ecology and Evolution in the Southwest.</td>
<td>(E&amp;E)</td>
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<td>23233</td>
<td>Ecology and Evolution in the Southwest: Field School.</td>
<td>(E&amp;E)</td>
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<td>23252</td>
<td>Field Ecology.</td>
<td>L.</td>
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<tr>
<td>23254</td>
<td>Mammalian Ecology.</td>
<td>L.</td>
<td>(E&amp;E)</td>
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<tr>
<td>23286</td>
<td>An Introduction to Population Genetics.</td>
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<td>23299</td>
<td>Plant Development and Molecular Genetics.</td>
<td>(E&amp;E)</td>
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<td>24205</td>
<td>Systems Neuroscience.</td>
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<td>24206</td>
<td>Peering Inside the Black Box: Neocortex.</td>
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<td>24218</td>
<td>Molecular Neurobiology.</td>
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<td>24232</td>
<td>Computational Approaches to Cognitive Neuroscience.</td>
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<td>24247</td>
<td>Neurobiology of Disease III.</td>
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<td>24408</td>
<td>Signal Analysis and Modeling for Neuroscientists.</td>
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<td>25109</td>
<td>Topics in Reproductive Biology and Cancer.</td>
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<td>25126</td>
<td>Animal Models of Human Disease.</td>
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<td>25129</td>
<td>Animal Models of Neuropsychiatric Disorders.</td>
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<td>25228</td>
<td>Endocrinology III: Human Disease.</td>
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<td>25266</td>
<td>Molecular Immunology.</td>
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<td>25287</td>
<td>Introduction to Virology.</td>
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<td>25308</td>
<td>Heterogeneity in Human Cancer: Etiology and Treatment.</td>
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<tr>
<td>25310</td>
<td>Pharmacogenomics: Discovery and Implementation.</td>
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<td>25419</td>
<td>Infectious Disease Epidemiology, Networks, and Modeling.</td>
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<td>28407</td>
<td>Genomics and Systems Biology.</td>
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<td>29270</td>
<td>A History of Cell and Molecular Biology.</td>
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<td>29285</td>
<td>Evolution and Medicine: Brain and Sex.</td>
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<td>29288</td>
<td>Genetics in an Evolutionary Perspective.</td>
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<td>29313</td>
<td>Medical Ethics: Who Decides and on What Basis?</td>
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<td>29317</td>
<td>Issues in Women’s Health.</td>
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<td>29318</td>
<td>Principles of Epidemiology.</td>
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<td>29319</td>
<td>What Genomes Teach about Evolution.</td>
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<td>29321</td>
<td>The Problem of Evil: Disease?</td>
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<td>29322</td>
<td>The Role of Animals in Modern Society.</td>
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<tr>
<td>29324</td>
<td>The Social Brain: Social Isolation and Loneliness.</td>
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29326. Introduction to Medical Physics and Medical Imaging. (S)

Advanced-Level Courses

There are three types of advanced courses. In courses listed under the heading General Courses, instructors present the general principles and recent developments for broad areas within the biological sciences. Such courses are usually offered on a regular basis, either annually or biennially. In courses listed under the heading Specialized Courses, the focus is on either a topic of particular interest to the instructor or on topics that are examined at a more advanced level than in General Courses. Such courses are offered less regularly, as warranted by student and faculty interest. Unless otherwise stated, most General Courses and Specialized Courses assume mastery of the material covered in the Fundamentals Sequences. Courses listed under the headings Specialized Courses and Independent Study and Research may not be counted toward the courses required for the major with the exception of BIOS 00296 Undergraduate Honors Research.

General Courses

Most general and specialized courses that are at the 20000-level and above assume mastery of the material covered in the Fundamentals Sequences. Students who have not yet completed the Fundamentals Sequence should consult with the individual instructor and the BSCD senior adviser before registering for the following courses. Students must confirm their registration with their instructors by the second class meeting or their registration may be canceled.

BIOS 20191. Integrative Physiology. 100 Units.

This course investigates body function in animals (including humans) at times of rest and under various environmental stresses such as temperature, salinity, altitude, fasting, activity, and others. The lectures and labs of this course will draw together concepts of physics, chemistry, and quantitative biology to explore the interactions of molecules, cells, tissues, and organs in living organisms. Students will be asked to serve as test subjects in the various laboratory exercises of this course.

Instructor(s): M. Osadjan Terms Offered: Winter. L.
Prerequisite(s): Completion of BIOS 20186BB-20188

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, P. Strieleman, L. Terms Offered: Autumn, Spring, Summer
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 21206. Human Evolution and Disease. 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 are introduced through lectures and are complements by discussion and student presentations of original research papers.
Instructor(s): A. Di Rienzo Terms Offered: Winter
Prerequisite(s): Second-year standing; BIOS 20182, 20192, BIOS 20187, or BIOS 20235

BIOS 21207. Cell Biology. 100 Units.
Third- or fourth-year standing. This course covers fundamental concepts in gene expression and RNA processing, and then focuses on ribosome dynamics, regulation of protein synthesis and turnover, chaperone and proteasome functions, RNA and protein shuttling in and out of the nucleus, trafficking to different cellular compartments, cytoskeleton structures, movement through the endoplasmic reticulum and golgi, mitochondrial and chloroplast biogenesis, signaling pathways from the cell surface to the nucleus, cell-cell interactions, and apoptosis. Experimental approaches in cell biology are emphasized. Students participate in discussions on specialized topics based on original research reviews.
Instructor(s): G. Lamppa Terms Offered: Spring
Prerequisite(s): BIOS 20200 or equivalent

BIOS 21208. Fundamentals of Molecular Biology. 100 Units.
This course covers the structure of genetic material, chromatin, replication, DNA repair and transcription, including its regulation, RNA processing, post-transcriptional regulation, and protein synthesis. Third- or fourth-year standing is required for undergraduates; any graduate student may enroll.
Instructor(s): U. Storb, J. Staley Terms Offered: Winter
Prerequisite(s): For College students: Basic knowledge of genetics and biochemistry Equivalent Course(s): BCMB 31000, MGCB 31000

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.
Terms Offered: Winter
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): BIOS 20182 or 20192 or 20187

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, J. Malamy, E. Ferguson, A. Palmer Terms Offered: Autumn
Prerequisite(s): BIOS 20182 or 20192 or 20187

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: BIOS 20182, 20192, 20187, or 20235
Equivalent Course(s): DVBI 36400, MGCB 36400

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): Completion of a Biological Sciences Fundamentals sequence.
Recommended for AP5 students
BIOS 21306. Human Genetics and Evolution. 100 Units.
Open only to students with advanced standing who are majoring in the biological sciences or preparing for the medical professions. This course deals with issues in genetics of variations within, as well as between, modern human populations. Normal genetic variations and the genetic basis of human diseases are explored with an emphasis at the molecular level. We stress understanding the fundamental concepts of genetics and evolution using mainly, but not exclusively, human studies as examples. Genome organization, genetic mapping, population genetic theories, and molecular evolution of humans are covered.
Instructor(s): C.-I. Wu Terms Offered: Autumn
Prerequisite(s): Completion of Biological Sciences Fundamentals Sequence, or consent of instructor

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. Sosnick Terms Offered: Spring
Prerequisite(s): Consent of instructor
Equivalent Course(s): BCMB 32200, BPHS 31000

BIOS 21338. Epithelial Cell Biology. 100 Units.
This course provides a fundamental understanding of epithelial cell biology and pathobiology. Topics include the molecular mechanisms that drive polarization, apical and basolateral sorting, cell-cell and cell–matrix interactions, and disease states of epithelial cells (e.g., cancer, ischemia).
Instructor(s): K. Goss, K. Matlin, P. Bouyer Terms Offered: Spring
Prerequisite(s): A Fundamentals Sequence (BIOS 20180s or 20190s, or AP 5 sequence)
Equivalent Course(s): CABI 34000, CPHY 34000
BIOS 21346. Systems Analysis of Proteins and Post-Translational Modifications. 100 Units.
Proteins play a major role in all cellular processes and their modification represents a major vehicle for expanding the genetic code of the cellular proteome (the inventory of all protein species in a cell). Given the crucial roles in the major cellular pathways and diseases such as cancer, proteins and PTM studies are a critical aspect of most biological projects. This course will cover concepts (including biochemistry, proteomics/systems biology, molecular biology, and bioinformatics), and practical techniques for identifying and quantifying proteins and PTMs. Topics include, but are not limited to quantification of protein interactions, abundances, modifications including phosphorylation, ubiquitination, and lysine acetylation, and subsequent discussion of biochemical and functional roles of proteins and PTMs in regulating biological networks.
Instructor(s): R. Jones, Y. Zhao Terms Offered: Spring
Prerequisite(s): BIOS 20200
Equivalent Course(s): CABI 40300,IMMU 40300,MOMN 40300

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: Winter
Prerequisite(s): Completion of a Biological Sciences Fundamentals sequence. Biochemistry strongly recommended.
Equivalent Course(s): CABI 31900,NURB 31349

BIOS 21356. Vertebrate Developmental. 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 (e.g. classical embryology, genetics, molecular genetics).
Instructor(s): V. Prince, C. Ragsdale. Terms Offered: Spring
Prerequisite(s): For College students: BIOS 20180s or 20190, or AP 5 sequence
Equivalent Course(s): DVBI 35600, MGCB 35600
BIOS 21357. Extracellular Matrices: Chemistry and Biology. 100 Units.
This course covers advanced topics dealing with the biology and chemistry of the extracellular matrix, cell-matrix interactions, and current methodologies for engineering these interfaces.
Instructor(s): J. Collier, M. Mrksich, M. Gardel, K. Matlin Terms Offered: Spring
Prerequisite(s): BIOS 20180s or 20190s, AP 5 sequence, or consent of instructor
Equivalent Course(s): MPMM 33000

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 Mathlab would be valuable.
Instructor(s): B. Roux Terms Offered: Spring
Prerequisite(s): BIOS 20200 and Bios 26210-26211, or consent from instructor
Equivalent Course(s): BCMB 31358, CPNS 31358

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
Prerequisite(s): For College students: One year of calculus
Equivalent Course(s): MGCB 34300

BIOS 21409. Cytoskeleton Dynamics and Function. 100 Units.
Cytoskeleton Dynamics and Function will focus on the regulation and dynamics of the eukaryotic cytoskeleton and the fundamental cellular process the cytoskeleton controls including division, motility, polarity, endocytosis, and transport. Equal emphasis will be given to discussing the mechanistically diverse molecular factors that regulate cytoskeletal polymer dynamics, the cellular processes they control, and the array of interdisciplinary strategies researchers utilize to investigate the cytoskeleton including genetics, cell biology, time-lapse fluorescent microscopy, biochemistry and biophysics. Lectures will be combined with reading and discussion of primary research articles to bridge the gap between scientific exploration and knowledge.
Instructor(s): D. Kovar, M. Gupta Terms Offered: Spring
Prerequisite(s): BIOS 20234 or BIOS 20186 and BIOS 20200, or consent of instructor.
Second, third, or fourth-year standing.
BIOS 21410. Synthetic Biology and Regulation of Genes. 100 Units.
This lecture and lab course will take an empirical approach to understanding gene regulation during development in Drosophila. Topics include synthetic biology, Drosophila embryonic development, gene regulation, and enhancer evolution. Enhancers are short regions of the genome composed of clusters of transcription factor binding sites. Using the even-skipped stripe 2 enhancer as a model system, the class will explore what is currently known about enhancer molecular organization and how it controls gene expression during development. We will then expand upon that knowledge. Using modeling software, students will design their own enhancers. They will then construct these novel sequences using cutting-edge DNA synthesis methods. Finally, students will clone their synthetic enhancers into an expression vector and send the constructs for injection into Drosophila embryos. Reporter patterns generated by the students’ enhancers will be uploaded onto the course website after conclusion of the course. Students who produce usable data may be involved in co-authoring a resulting publication.
Instructor(s): J. Moran, J. Reinitz Terms Offered: Winter
Prerequisite(s): BIOS 20182, 20192, 20187 or 20235. Third or fourth-year standing.

BIOS 21416. Stem Cells and Regeneration. 100 Units.
This course will focus on current literature in the fields of stem cell biology and regeneration. The curriculum will focus both on basic biology of stem cells and regeneration, and on biomedically relevant recent findings with 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. 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.
Prerequisite(s): For College Students: Completion of a Biological Sciences Fundamentals Sequence, for undergraduates only: completion of a biological sciences fundamentals sequence for undergraduates only: completion of a biological sciences fundamentals sequence
Equivalent Course(s): DVBI 36200
BIOS 21417. Systems Biology: Molecular Regulatory Logic of Networks. 100 Units.
Systems biologists investigate networks of genes and model how they function. They do this to better understand the nature of systems-based mechanisms that control development, physiology, evolution, and disease resistance. Quantitative techniques and computational tools help investigators analyze heterogeneous data about molecular networks to uncover meaningful relationships about key components. These studies inspire a framework for understanding the molecular regulatory logic of living states. Related principles about dynamic biological systems are the focus of the course.
Instructor(s): B. Aprison, Staff. Terms Offered: Spring
Prerequisite(s): BIOS 20186 and BIOS 20187

BIOS 22226. Human Developmental Biology. 100 Units.
This course covers the anatomic and physiologic development of the human from conception to birth, on an organ-by-organ basis. Special attention is paid to the profound physiologic events that take place in the transition from intra-uterine to extra-uterine life. Examples of clinical conditions due to specific errors in development are presented in context. Genetic regulation of organogenesis with reference to mouse models are discussed where the data are available.
Instructor(s): J. Marks Terms Offered: Winter
Prerequisite(s): BIOS 20183, 20187, 20189, 20193, 20194, 20235, or 20242

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): Fundamentals or AP 5 sequence

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 (2016)
Prerequisite(s): Biological Sciences Fundamentals or AP 5 sequence
BIOS 22242. Biological Fluid Mechanics. 100 Units.
Prior physics course required; prior chemistry and calculus courses recommended. This course introduces fluid mechanics and the interactions between biology and the physics of fluid flow (both air and water). Topics range from the fluid mechanics of blood flow to the physics (and biology) of flight in birds and insects.
Instructor(s): M. LaBarbera. L. Terms Offered: Winter
Prerequisite(s): Completion of the general education requirement for the biological sciences
Equivalent Course(s): EVOL 34200, ORGB 34200

BIOS 22243. Biomechanics of Organisms. 100 Units.
Prior chemistry, physics, and calculus courses recommended. This course examines how organisms cope with their physical environment, covering the properties of biological materials, mechanical analysis of morphology, and principles of design optimization. We emphasize support systems of organisms but also examine aspects of cardiovascular design. Mechanical properties of biomaterials are analyzed in relation to their underlying biochemical organization and biophysical properties, with mathematical treatment at an introductory level. The lab research project is optional.
Instructor(s): M. LaBarbera. L. Terms Offered: Winter 2013
Prerequisite(s): Completion of the general education requirement in the biological sciences
Equivalent Course(s): EVOL 34300, ORGB 34300

BIOS 22244. Introduction to Invertebrate Biology. 100 Units.
This is a survey of the diversity, structure, and evolution of the invertebrate phyla, with emphasis on the major living and fossil invertebrate groups. Structure-function relationships and the influence of body plans on the evolutionary history of the invertebrate phyla are stressed.
Instructor(s): M. LaBarbera. L. Terms Offered: Winter
Prerequisite(s): Completion of the general education requirement in the biological sciences or consent of instructor
Equivalent Course(s): EVOL 34100

BIOS 22247. Principles of Pharmacology. 100 Units.
This course considers the physiological and biochemical bases of drug actions, common pharmacological methods, and a small set of specific drugs and their targets.
Instructor(s): D. Hanck, P Singleton Terms Offered: Winter
Prerequisite(s): BIOS 20200
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): BIOS 22247

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: Spring. L.
Prerequisite(s): Biological Sciences Fundamentals sequence. Recommended for AP5 students.
Equivalent Course(s): EVOL 30250, ORGB 30200

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
Prerequisite(s): consent of instructor

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.
Instructor(s): U. Schmidt-Ott Terms Offered: Autumn
Prerequisite(s): Advanced undergraduates may enroll with the consent of the instructor.
Equivalent Course(s): ORGB 33850, DVBI 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 and a prior course in general science, preferably geology or biology

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): Completion of the general education requirement in the biological sciences, BIOS 20185, or BIOS 20197, 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): BIOS 20185 or BIOS 20197 and 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
Equivalent Course(s): ANTH 28400, ANTH 38800
BIOS 23248. Primate Behavior and Ecology. 100 Units.
This course is the second of three in the Primate Biology and Human Evolution sequence (see also BIOS 23241 and BIOS 23253). This course explores the behavior and ecology of nonhuman primates with emphasis on their natural history and evolution. Specific topics include methods for the study of primate behavior, history of primate behavior research, socioecology, foraging, predation, affiliation, aggression, mating, parenting, development, communication, cognition, and evolution of human behavior.
Instructor(s): D. Maestripieri Terms Offered: Autumn
Prerequisite(s): Completion of the general education requirement in the biological sciences

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): Completion of the general education requirement in the biological sciences
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 23253. 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: Autumn, Spring
Note(s): BIOS 23241 recommended. Autumn course at University of Chicago Center in Paris; Spring course on campus.
Equivalent Course(s): ANTH 28600
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.
Prerequisite(s): Completion of the general education requirement in the biological sciences and third-year standing; or BIOS 20184 or 20185, or 20187.

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 L. Terms Offered: Winter.
Prerequisite(s): Two quarters of biology and calculus, or consent of instructor.
Equivalent Course(s): ECEV 44001, EVOL 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.
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.
Note(s): Not offered 2014-2015.
Equivalent Course(s): GEOS 26300, EVOL 32400, GEOS 36300.
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.
Instructor(s): Z. Luo, K. Angielczyk Terms Offered: Autumn
Prerequisite(s): Second-year standing and completion of a Biological Sciences Fundamentals sequence; or GEOS 13100-13200 or GEOS 22300, or consent of instructors.

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, and the comparative method in evolutionary biology.
Instructor(s): C. Andrews Terms Offered: Autumn
Prerequisite(s): BIOS 20184 or 20185, 20197 or 20198, or AP 5 sequence, or consent of instructor

BIOS 23281. Evolutionary Aspects of Gene Regulation. 100 Units.
Using primary research literature, this course examines recent advances in understanding of evolution of gene regulation. Topics include patterns and forces of evolutionary change in regulatory DNA and transcription factors, genetic changes that are responsible for phenotypic evolution, and discovery and evolutionary of implications of gene control by microRNAs.
Instructor(s): I. Ruvinsky Terms Offered: Winter
Prerequisite(s): Consent of instructor
Equivalent Course(s): EVOL 32600,ECEV 32500,GENE 32500,DVBI 32500,ORGB 32600

BIOS 23286. An Introduction to Population Genetics. 100 Units.
Population genetics connects genetics and evolution. It addresses such questions as: What determines the level of genetic variation in a population? How fast do populations evolve? This course emphasizes population genetics theory and modeling, but connects them to empirical observations in many organisms, including humans. Many concepts are examined with computer programs written in R, and homework problems require students to write R programs. Prior programming experience is not required, and instruction in R is provided.
Instructor(s): R. Hudson Terms Offered: Spring
Prerequisite(s): BIOS 20182, 20187 or 20192
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): 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: Completion of the general education requirement in the biological sciences
Equivalent Course(s): DVBI 36100, ECEV 32900, MGCB 36100

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): C. Moreau, R. Ree. Terms Offered: Autumn. L.
Prerequisite(s): Completion of the general education requirement in the biological sciences or consent of instructor
Note(s): This course is offered in alternate (odd) years.
Equivalent Course(s): EVOL 35401
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): Completion of the general education requirement in the biological sciences and a course in either ecology, evolution, or earth history; or consent of instructor
Equivalent Course(s): ENST 25500, EVOL 45500, GEOG 25500, GEOG 35500

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: Autumn. L.
Prerequisite(s): Integral calculus and some background in biology

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): BIOS 20187

BIOS 23411. Molecular Epidemiology of Infectious Diseases. 100 Units.
Which pathogens are potentially eradicable, and which might acquire resistance to antimicrobials or escape vaccines? This course links the ecological and evolutionary dynamics of pathogen populations to the medical and epidemiological challenges they present. We will shift between theoretical models and analyses of outbreaks and sequences to understand patterns of pathogen diversity and highlight current uncertainties in the field. This course complements BIOS 23409, which is an intensive mathematical modeling course.
Instructor(s): S. Cobey Terms Offered: Winter
Prerequisite(s): One quarter of calculus and completion of a Biological Sciences Fundamentals sequence.
BIOS 24203. Introduction to Neuroscience. 100 Units.
This course is required for the neuroscience specialization. This course is designed to provide a comprehensive introduction to the structure and function of the mammalian brain.
Instructor(s): X. Zhuang, M. Sherman, E. Grove Terms Offered: Autumn
Prerequisite(s): A Fundamentals Sequence (BIOS 20180s or 20190s) or AP 5 sequence
Note(s): AP5 students should take BIOS 24209 in place of BIOS 24203.

BIOS 24204. Cellular Neurobiology. 100 Units.
This course meets one of the requirements of the neuroscience specialization. This course is concerned with the structure and function of the nervous system at the cellular level. It describes the cellular and subcellular components of neurons and their basic membrane and electrophysiological properties. We study cellular and molecular aspects of interactions between neurons, which leads to functional analyses of the mechanisms involved in the generation and modulation of behavior in selected model systems.
Instructor(s): P. Lloyd, A. Fox. Terms Offered: Winter
Prerequisite(s): BIOS 24203

BIOS 24205. Systems Neuroscience. 100 Units.
This course meets one of the requirements of the neuroscience specialization. This course introduces 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): M. Hale, D. Freedman Terms Offered: Spring
Prerequisite(s): BIOS 24204 or consent of instructor
Equivalent Course(s): PSYC 24000, PSYC 31200

BIOS 24206. Peering Inside the Black Box: Neocortex. 100 Units.
The neocortex is the multilayered outermost structure of the mammalian brain. It is the site of higher brain functions including reasoning and creativity. However, the complexity of the neocortex—it is comprised of ~20 billion neurons which have 0.15 quadrillion connections between them—seems to preclude any hope of achieving a fundamental understanding of the system. Recent technological innovations have opened novel avenues of investigation making realization of the neocortex an increasingly tractable problem. This course will place particular emphasis on how to critically read scientific papers as we evaluate and discuss current experimental approaches to the neocortex. Integral to this evaluation will be the detailed discussion of the latest technological approaches.
Instructor(s): J. MacLean Terms Offered: Autumn
Prerequisite(s): BIOS 24205 or consent of instructor.
Equivalent Course(s): CPNS 34206
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. Early sensory processing and the motor system are presented in particular depth. A highlight of this course is that students become practiced at recognizing the nuclear organization and cellular architecture of the rodent, cat, and primate brain.
Instructor(s): L. Osborne. Terms Offered: Autumn
Prerequisite(s): Consent of instructor

BIOS 24209. Photons to Consciousness: Cellular and Integrative Brain Functions. 100 Units.
AP5 students taking the Neuroscience sequence or specialization, should take this course in place of BIOS 24203. 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: Autumn
Prerequisite(s): BIOS 20236 or consent of instructor

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): J. Moss Terms Offered: Winter
Prerequisite(s): CHEM 2200-22100-22200 or BIOS 20200 required; prior course in neurobiology or physiology recommended.

BIOS 24218. Molecular Neurobiology. 100 Units.
This lecture/seminar course explores the application of modern cellular and molecular techniques to clarify basic questions in neurobiology. Topics include mechanisms of synaptic transmission, protein trafficking, exo- and endo-cytosis, and development and mechanisms of neurological diseases.
Instructor(s): S. Sisodia Terms Offered: Spring
Prerequisite(s): BIOS 20200 and 24204, or consent of instructor
BIOS 24231. Methods in Computational Neuroscience. 100 Units.
Topics include (but are not limited to): Hodgkin-Huxley equations, Cable theory, Single neuron models, Information theory, Signal Detection theory, Reverse correlation, Relating neural responses to behavior, and Rate vs. temporal codes. Instructor(s): S. Bensmaia Terms Offered: Winter. L. Prerequisite(s): BIOS 26210 and BIOS 26211 which must be taken concurrently, or consent of instructor. Equivalent Course(s): 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: Spring Prerequisite(s): BIOS 26210, a course in systems neuroscience, and knowlege using Matlab, or consent of instructor. Equivalent Course(s): CPNS 33200, ORGB 34650, PSYC 34410,CPNS

BIOS 24239. Cellular Mechanisms of Learning. 100 Units.
We will explore the molecular and cellular mechanisms that have been proposed to underlie learning and memory. Although we will briefly mention other animal systems, we will focus primarily on cellular / molecular studies in the mammalian hippocampus, and on genetic/molecular studies in Drosophila. This course is designed to begin with a description of the general cellular components that are crucial to understanding learning at the cellular level followed by the examination of critical primary (research) publications with extensive student discussion and participation. Students should have some background in cell and molecular biology and some understanding of neurobiological mechanisms. Instructor(s): P. Lloyd Terms Offered: Spring Prerequisite(s): Completion of a Biological Sciences Fundamentals sequence.

BIOS 24246. Neurobiology of Disease I. 100 Units.
This seminar course is devoted to basic clinical and pathological features and pathogenic mechanisms of neurological diseases. The first semester is devoted to a broad set of disorders ranging from developmental to acquired disorders of the central and peripheral nervous system. Weekly seminars are given by experts in the clinical and scientific aspects of the disease under discussion. For each lecture, students are given a brief description of clinical and pathological features of a given set of neurological diseases followed by a more detailed description of the current status of knowledge of several of the prototypic pathogenic mechanisms. Instructor(s): C. Gomez, Staff Terms Offered: Winter Prerequisite(s): NURB 31800 or BIOS 24203 Equivalent Course(s): CPNS 34600,NURB 34600,CCTS 40100
BIOS 24247. Neurobiology of Disease II. 100 Units.
This seminar course is devoted to understanding pathogenic mechanisms of neuronal death, neurodegenerative disease, and neuronal repair. Weekly seminars are given by experts in the basic and clinical aspects of neurodegenerative diseases. For each lecture, students are provided with a brief description of clinical and pathological features of a given set or mechanistic category of neurodegenerative diseases that is followed by a more detailed description of the current status of knowledge of several of the prototypical pathogenic mechanisms.
Instructor(s): C. Gomez, Staff Terms Offered: Spring
Prerequisite(s): BIOS 24246
Equivalent Course(s): CPNS 34700, NURB 34700

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
Prerequisite(s): BIOS 26210 and 26211, or consent of instructor.
Equivalent Course(s): 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): Completion of the general education requirement for the biological sciences

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, D. Vander Griend Terms Offered: Spring
Prerequisite(s): Completion of a Biological Sciences fundamentals sequence 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): G. Langan, M. Niekrasz Terms Offered: Spring
Prerequisite(s): BIOS 20186 or 20234, or consent of instructor

BIOS 25129. Animal Models of Neuropsychiatric Disorders. 100 Units.
This course will cover the development, validation, and use of animal models of neuropsychiatric disorders. A wide range of animal models will be covered including behavioral, pharmacological, and genetic models, with an emphasis on mouse models. The disorders covered will range from those with unknown etiology to those with known single-gene causes. Disorders covered will include schizophrenia, mood disorders, obsessive-compulsive disorder, and autism spectrum disorders.
Instructor(s): S. Dulawa Terms Offered: Spring
Equivalent Course(s): NURB 33800

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): BIOS 20186 or 20234, or consent of instructor
Equivalent Course(s): MICR 30600

BIOS 25216. Molecular Basis of Bacterial Diseases. 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): Completion of the general education requirement in the biological sciences
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): BIOS 20200
Equivalent Course(s): CPHY 33600,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): A 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, M. Musch Terms Offered: Spring
Prerequisite(s): A Fundamentals Sequence (BIOS 20180s or 20190s, or AP 5 sequence)

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.
Instructor(s): A. Bendelac Terms Offered: Autumn
Prerequisite(s): Completion of a Biological Sciences Fundamentals Sequence which includes, Cell, Genetics, Developmental Biology, and Physiology

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): Consent of instructor
Equivalent Course(s): IMMU 30010, PATH 30010
BIOS 25260. Host Pathogen Interactions. 100 Units.
This course explores the basic principals of host defense against pathogens and pathogens’ strategies to overcome host immune mechanisms. We address evolutionary aspects of innate and adaptive immune responses, while also studying specific examples of viral and bacterial interactions with their hosts. The reviews of relevant immunological mechanisms necessary for appreciation of host/pathogen interactions are incorporated in the studies of specific cases.
Instructor(s): A. Chervonsky Terms Offered: Autumn
Prerequisite(s): BIOS 25206 and BIOS 25256

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
Prerequisite(s): BIOS 20200 or 25256, or consent of instructor
Equivalent Course(s): IMMU 30266

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, B. Roizman Terms Offered: Spring
Prerequisite(s): Completion of the general education requirement in the biological sciences 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: Spring
Prerequisite(s): A grade of B or better in BIOS 25108
BIOS 25309. Cancer Metastasis. 100 Units.
This course focuses on the fundamental principles of cancer metastases as well as new and emerging concepts in metastatic colonization of target organs. Metastasis remains the most lethal aspect of cancer, thus its importance to cancer biologists cannot be overstated. In this course, students will gain a robust knowledge of hypothesis-driven studies that laid the foundation for our current understanding of cancer metastases, recent breakthroughs, and discussion of ongoing novel, cross-disciplinary studies. This course builds molecular and cellular knowledge gained in preceding courses and specifically addresses the discovery and implementation of use of metastasis suppressors in dissecting molecular mechanisms controlling dormancy, metastatic colonization of target organs, and cancer cell-microenvironment interactions that may be targeted therapeutically.
Instructor(s): C. Rinker-Schaeffer Terms Offered: Autumn
Prerequisite(s): B average or above in a Biological Sciences Fundamentals Sequence.

BIOS 25310. 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): M. E. Dolan, R. S. Huang Terms Offered: Spring
Prerequisite(s): BIOS 20186 and 20187 and consent of Instructor.
Equivalent Course(s): CABI 47510, CCTS 40006

BIOS 25320. Epigenetics and Cancer. 100 Units.
This class is designed to be a graduate level class that will be also open for undergraduates. Several of the goals of this class include to strengthen the students' knowledge and ability to be critical of primary research in the field of epigenetics and cancer; to understand better the epigenetic machinery; and to challenge students to write an insightful and thoughtful review to capture an important concept in epigenetics.
Instructor(s): J. Chen Terms Offered: Winter
Prerequisite(s): Completion of a Biological Sciences Fundamentals Sequence.
Equivalent Course(s): CABI 40600
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. Every other year in odd years.
Prerequisite(s): BIOS 25256

BIOS 25419. Infectious Disease Epidemiology, Networks and Modeling. 100 Units.
This intermediate-level epidemiology course directed by two infectious disease epidemiologist-physicians will provide an up to date perspective on forgotten, contemporary and emerging infections. The course lectures and readings will provide a rigorous examination of the interactions among pathogens, hosts and the environment that produce disease in diverse populations. In addition to the demographic characteristics and the behaviors of individuals that are associated with a high risk of infection, we will examine complex aspects of the environment as they pertain to disease transmission. These include poverty, globalization, social networks, public health, and racial and ethnic disparities. Methodologic approaches to infectious disease epidemiology that will be covered include traditional study designs, molecular epidemiology, social network analysis, modeling, and network science. Local and global approaches will be applied to case studies from the United States, Asia, and Africa.
Instructor(s): M. David, J. Schneider Terms Offered: Spring
Prerequisite(s): HSTD 30700 or HSTD 30900 or introductory epidemiology or consent of instructor
Note(s): offered every other year in ‘odd’ years
Equivalent Course(s): HSTD 31300
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): Completion of a Biological Sciences Fundamentals sequence or BIOS
20172 or consent of Instructor. No computation background required.

BIOS 26210-26211. Mathematical Methods for Biological Sciences I-II.

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 consent of the instructor
Equivalent Course(s): CPNS 31000, PSYC 36210

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
Equivalent
Equivalent Course(s): CPNS 31100, PSYC 36211
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 Equivalent
Equivalent Course(s): CPNS 31100,PSYC 36211

BIOS 27700. Quantitative Biology: Data Analysis and Modeling. 100 Units.
The focus of the course will be the analysis and modeling of kinetic phenomena produced by stochastic events, e.g., the opening of single ion channels, enzyme behavior, and other biological events that are determined probabilistically. When observations are contaminated by noise it becomes challenging to characterize the underlying events. The course will develop theoretical, software, and practical expertise by dealing with real data.
Instructor(s): E. Schwartz, A. Hammond Terms Offered: Spring
Prerequisite(s): Two quarters of Biology.

BIOS 28407. Genomics and Systems Biology. 100 Units.
This lecture course explores the technologies that enable high-throughput collection of genomic-scale data, including sequencing, genotyping, gene expression profiling, assays of copy number variation, protein expression and protein-protein interaction. We also cover study design and statistical 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 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 are drawn from the primary literature.
Instructor(s): Y. Gilad Terms Offered: Spring
Prerequisite(s): STAT 23400 or Statistics in the Biomath Sequence
Equivalent Course(s): BPHS 47300,CABI 47300,HGEN 47300,IMMU 47300

Big Problems Courses
These courses may not be used towards the general education requirement in biological sciences unless approved through petition to the BSCD Senior Advisers.
BIOS 02280. Drinking Alcohol: Social Problems 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? chemical definition, cultural forms, production processes, biological effects; The early history of alcohol: archaeological studies; Histories of drinking in ancient, medieval, and modern times; Alcohol and the political economy: trade, politics, regulation, resistance; Alcohol as a cultural artifact: the social roles of drinking; Styles of drinking and intoxication; Alcohol, addiction, and social problems: the interplay of biology, culture, and society; Alcohol and religion: integration vs. prohibition; Alcohol and health benefits: ancient beliefs and modern scientific research; Comparative case studies of drinking: ethnographic examples, historical examples, contemporary America (including student drinking).
Instructor(s): M. Dietler, W. Green Terms Offered: Not offered in 2014-2015; will be offered in 2015-16.
Prerequisite(s): Third- or fourth-year standing. This course does not meet requirements for the biological sciences major.
Equivalent Course(s): 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 2014-2015
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

Specialized Courses
These courses may not be counted toward the courses required for the Biological Sciences major except as noted below.
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 29270. A History of Cell and Molecular Biology. 100 Units.
This course will trace the parallel histories of cell and molecular biology, primarily in the 20th century, by exploring continuities and discontinuities between these fields and their precursors. Through discussion, attempts will be made to develop definitions of cell and molecular biology that are based upon their practices and explanatory strategies, and to determine to what extent these practices and strategies overlap. Finally, the relevance of these definitions to current developments in biology will be explored. The course is not designed to be comprehensive, but will provide an overall historical and conceptual framework.
Instructor(s): K. Matlin Terms Offered: Spring
Prerequisite(s): This course does not meet the requirements for the Biological Sciences Major.
Equivalent Course(s): HIPS 25902

BIOS 29279. 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 2015
Prerequisite(s): This course does not meet the requirements for the Biological Sciences major.
Equivalent Course(s): CCTS 43000
**BIOS 29280. Developmental Psychopathology. 100 Units.**
This course does not meet requirements for the biological sciences major. This advanced course focuses on the development of mental disorders that have their onset in infancy, childhood, or adolescence from the perspective of developmental psychopathology. Developmental psychopathology is a field that lies at the interface of clinical and developmental psychology within which the aim is to identify the earliest deviations from normative developmental processes that likely lead to the development of psychopathology. By incorporating the study of basic biological and psychological processes into the study of psychopathology, the identification of earliest markers, and ultimately causal factors, may be achieved.
Instructor(s): K. Keenan Terms Offered: Spring
Prerequisite(s): Consent of instructor. This course does not meet the requirements for the Biological Sciences Major.
Equivalent Course(s): PSYC 22750

**BIOS 29286. 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 2014-2015
Prerequisite(s): Third- or fourth-year standing or consent of instructor required; core background in genetics and evolution strongly recommended. This course does not meet the requirements for the Biological Sciences Major.

**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): J. Schneider, C. S. Olopade Terms Offered: Winter
Prerequisite(s): This course does not meet requirements for the biological sciences major
Equivalent Course(s): CCTS 43000, HSTD 30030
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): L. Kay Terms Offered: Winter
Prerequisite(s): Some background in biology and psychology. This course does not meet requirements for the biological sciences major.
Equivalent Course(s): PSYC 20300

BIOS 29313. Medical Ethics: Who Decides and on What Basis? 100 Units.
Decisions about medical treatment take place in the context of changing health care systems, changing ideas about rights and obligations, and among doctors and patients who have diverse religious and cultural backgrounds. By means of historical, philosophical, and medical readings, this course examines such issues as paternalism, autonomy, the commodification of the body, and the enhancement of mental and/or physical characteristics. (A)
Instructor(s): D. Brudney, Staff Terms Offered: Winter 2015
Prerequisite(s): Third- or fourth-year standing
Note(s): This course does not meet requirements for the biological science major.
Equivalent Course(s): BPRO 22610, HIPS 21911, PHIL 21610

BIOS 29317. Issues in Women's Health. 100 Units.
The course will focus on important sources of morbidity and mortality in women, such as heart disease, breast cancer, depression, eating disorders, and HIV. In addition to learning about the etiology, biology, and epidemiology of these conditions, we will explore related social, historical, political, and cultural issues. The course will be comprised of presentations by the instructor, guest lectures by clinical experts in the condition of interest, and student-led discussions of readings.
Instructor(s): L. Kurina Terms Offered: Winter
Prerequisite(s): This course does not meet requirements for the biological sciences major.
Equivalent Course(s): GNSE 29302, GNSE 30500, HSTD 30500

BIOS 29318. Principles of Epidemiology. 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): B. Lahey Terms Offered: Autumn
Prerequisite(s): Introductory statistics recommended or Consent of Instructor. This course does not meet requirements for the biological sciences major.
Equivalent Course(s): HSTD 30900, ENST 27400, PPHA 36400, STAT 35000
BIOS 29319. 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: Spring; Not Offered 2014-5
Prerequisite(s): Consent of instructor. This course does not meet requirements for the biological sciences major.

BIOS 29321. The Problem of Evil: Disease? 100 Units.
The problem of evil remains a central problem for monotheistic religions: How can an omnipotent and benevolent God allow evil in the world? Disease represents an important “test case” for this question. Some argue that disease should not be called evil and would reserve this word for moral ills. Others argue that disease is a dysfunction of nature and therefore represents evil par excellence. In this course, we examine a variety of texts treating the question of disease as a philosophical issue and exemplar of the problem of evil. The texts include Scripture (Job) and selections from the writings of Aristotle, Thomas Aquinas, Feodor Dostoevsky, Albert Camus, and Thomas Mann.
Instructor(s): S. Meredith Terms Offered: Spring
Prerequisite(s): Third- and fourth-year students only. This course does not meet requirements for the biological sciences major.
Equivalent Course(s): RETH 30300

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): E. Lyon, H. Saussy Terms Offered: Winter. Not offered in 2014-2015; will be offered in 2015-16.
Prerequisite(s): Third- or fourth-year standing. This course does not meet requirements for the biological sciences major.
Equivalent Course(s): BPRO 28600,CMLT 28900,HMRT 28602
BIOS 29324. 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 2014-2015
Prerequisite(s): Third- or fourth-year standing. This course does not meet requirements for the biological sciences major.

BIOS 29326. Introduction to Medical Physics and Medical Imaging. 100 Units.
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. 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, C. Pelizzari Terms Offered: Spring
Prerequisite(s): PHYS 23500. This course does not meet requirements for the biological sciences major.

Independent Study and Research
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): L. Mets Terms Offered: Autumn, Winter, Spring, Summer
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: Autumn, Winter, Spring, Summer
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 00289-00290-00291-00292. Interdisciplinary Research Seminar; Interdisciplinary Research Seminar I-II-III.**
These courses cannot be counted toward any of the five upper-level biological sciences courses required for the biological sciences major. This seminar course for advanced research students serves as a classroom component to complement their experience in their mentor's lab. Students participate in critical analyses of scientific literature and formal presentations of their ongoing research, as well as writing and revising reviews, research reports, and theses.

- **BIOS 00289. Interdisciplinary Research Seminar. 000 Units.**
  Instructor(s): S. Kron, Staff Terms Offered: Summer
  Prerequisite(s): Consent of Instructor
- **BIOS 00290. Interdisciplinary Research Seminar I. 100 Units.**
  Instructor(s): S. Kron, Staff Terms Offered: Autumn
  Prerequisite(s): Consent of Instructor
- **BIOS 00291. Interdisciplinary Research Seminar II. 100 Units.**
  Instructor(s): S. Kron, Staff Terms Offered: Winter
  Prerequisite(s): Consent of Instructor
- **BIOS 00292. Interdisciplinary Research Seminar III. 100 Units.**
  Instructor(s): S. Kron, Staff Terms Offered: Spring
  Prerequisite(s): Consent of Instructor

**BIOS 00290. Interdisciplinary Research Seminar I. 100 Units.**
Instructor(s): S. Kron, Staff Terms Offered: Autumn
Prerequisite(s): Consent of Instructor

**BIOS 00291. Interdisciplinary Research Seminar II. 100 Units.**
Instructor(s): S. Kron, Staff Terms Offered: Winter
Prerequisite(s): Consent of Instructor

**BIOS 00292. Interdisciplinary Research Seminar III. 100 Units.**
Instructor(s): S. Kron, Staff Terms Offered: Spring
Prerequisite(s): Consent of Instructor
BIOS 00295. Undergraduate Honors Research. 000 Units.
This seminar course is designed to complement the Summer Quarter laboratory component of the Research Honors program, associated with the Biology Honors Summer Fellowship. Students will meet weekly for a mandatory research-in-progress meeting and other scheduled scholarly activities throughout the Summer Quarter. An end-of-summer or beginning-of-fall retreat will provide an opportunity for all students to report on progress toward their thesis. All students must be in residence on campus during the Summer Quarter except for specific field work with their thesis mentor. Admission to Research Honors by application. Graded P/F.
Instructor(s): Honors Faculty, Staff Terms Offered: Summer
Prerequisite(s): Consent of Instructor
Note(s): Consent Only. Acceptance in the BSCD Research Honors Program.

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.
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): L. Mets Terms Offered: Autumn, Winter, Spring, Summer
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.
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

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<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>CHEM 11100-11200</td>
<td>Comprehensive General Chemistry I-II (or equivalent) †*</td>
<td>200</td>
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<td>One of the following sequences:</td>
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<tr>
<td>MATH 15100-15200</td>
<td>Calculus I-II</td>
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<tr>
<td>MATH 16100-16200</td>
<td>Honors Calculus I-II †</td>
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<tr>
<td>MATH 13100-13200</td>
<td>Elementary Functions and Calculus I-II (requires a grade of A- or higher)</td>
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<td>Total Units</td>
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Major

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<tr>
<td>CHEM 11300</td>
<td>Comprehensive General Chemistry III (or equivalent) †*</td>
<td>100</td>
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<td>One of the following:</td>
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<td>MATH 15300</td>
<td>Calculus III</td>
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<td>MATH 16300</td>
<td>Honors Calculus III</td>
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<td>MATH 19620</td>
<td>Linear Algebra</td>
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<tr>
<td>MATH 13300</td>
<td>Elementary Functions and Calculus III (requires a grade of A- or higher)</td>
</tr>
<tr>
<td>MATH 20000-20100</td>
<td>Mathematical Methods for Physical Sciences I-II</td>
</tr>
<tr>
<td>PHYS 13100-13200-13300</td>
<td>Mechanics; Electricity and Magnetism; Waves, Optics, and Heat (or higher)</td>
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<td>CHEM 20100</td>
<td>Inorganic Chemistry I</td>
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One of the following sequences:

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<td>Organic Chemistry I-II-III</td>
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<td>CHEM 23000-23100-23200</td>
<td>Honors Organic Chemistry I-II-III</td>
</tr>
<tr>
<td>CHEM 26100-26200</td>
<td>Quantum Mechanics; Thermodynamics</td>
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<tr>
<td>CHEM 26700</td>
<td>Experimental Physical Chemistry</td>
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Total Units: 1400

SUMMARY OF REQUIREMENTS: BS IN CHEMISTRY

GENERAL EDUCATION

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<tr>
<td>MATH 16100-16200</td>
<td>Honors Calculus I-II</td>
</tr>
<tr>
<td>MATH 13100-13200</td>
<td>Elementary Functions and Calculus I-II (requires a grade of A- or higher)</td>
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Total Units: 400

MAJOR

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<td>Comprehensive General Chemistry III (or equivalent)</td>
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<td>Honors Calculus III</td>
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<tr>
<td>MATH 19620</td>
<td>Linear Algebra</td>
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<tr>
<td>MATH 13300</td>
<td>Elementary Functions and Calculus III (requires a grade of A- or higher)</td>
</tr>
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<td>MATH 20000-20100</td>
<td>Mathematical Methods for Physical Sciences I-II</td>
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<tr>
<td>PHYS 13100-13200-13300</td>
<td>Mechanics; Electricity and Magnetism; Waves, Optics, and Heat (or higher)</td>
</tr>
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<td>Inorganic Chemistry I-II</td>
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Total Units: 1400
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CHEM 22000-22100-22200</td>
<td>Organic Chemistry I-II-III</td>
<td></td>
</tr>
<tr>
<td>CHEM 23000-23100-23200</td>
<td>Honors Organic Chemistry I-II-III</td>
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<tr>
<td>CHEM 23300</td>
<td>Organic Chemistry of Life Processes</td>
<td>100</td>
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<tr>
<td>CHEM 26100-26200-26300</td>
<td>Quantum Mechanics; Thermodynamics; Chemical Kinetics and Dynamics</td>
<td>300</td>
</tr>
<tr>
<td>CHEM 26700</td>
<td>Experimental Physical Chemistry</td>
<td>100</td>
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<tr>
<td>One of the following:</td>
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<td>100</td>
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<tr>
<td>CHEM 22700</td>
<td>Advanced Organic/Inorganic Laboratory</td>
<td></td>
</tr>
<tr>
<td>CHEM 26800</td>
<td>Computational Chemistry and Biology</td>
<td></td>
</tr>
</tbody>
</table>

Total Units: 1800

† Credit may be granted by examination.

* See following sections on Advanced Placement and Accreditation Examinations.

NOTE: The three-quarter sequence MATH 20300-20400-20500 Analysis in Rn I-II-III may be substituted for MATH 20000 Mathematical Methods for Physical Sciences I; and MATH 27000 Basic Complex Variables and 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 earned a score of 5 on the AP test in chemistry are given credit for CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III. Many such students elect to take CHEM 12100-12200-12300 Honors General Chemistry I-II-III. Students who complete one to three quarters of Comprehensive General Chemistry or Honors General Chemistry forgo partial or full 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**

In order to qualify for the BA or BS degree, a GPA of 2.0 or higher (with no grade lower than C-) is needed in required chemistry courses. Students majoring in chemistry must receive quality grades in all courses required in the degree program. 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/page/degree-programs-and-admissions.html.

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 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 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 or CHEM 23000-23100-23200 Honors Organic Chemistry I-II-III
MATH 20000-20100 Mathematical Methods for Physical Sciences I-II
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 Organic Chemistry of Life Processes, 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 Organic Chemistry of Life Processes or CHEM 26300 Chemical Kinetics and Dynamics (for BS)
CHEM 22700 Advanced Organic/Inorganic Laboratory or (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 Gregory Hillhouse at gh15@uchicago.edu and Vera Dragisich at vdragisi@uchicago.edu in the Chemistry Department and Ron Gorny at rlg2@uchicago.edu in the College advising office.

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.

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.
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.
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.
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 00112-00113. Collaborative Learning in General Chemistry II-III.

CHEM 00112. Collaborative Learning in General Chemistry II. 000 Units.
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.
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 00113. Collaborative Learning in General Chemistry III. 000 Units.
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.
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.
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 00221-00222. Collaborative Learning in Organic Chemistry II-III.

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.
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 00222. Collaborative Learning in Organic Chemistry III. 000 Units.
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. FOR THE THIRD (SPRING) QUARTER OF THE SEQUENCE, STUDENTS WILL ENROLL IN CHEM 11300.

**CHEM 10100. Introductory General Chemistry I. 100 Units.**
Instructor(s): Staff. 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. Not recommended for students majoring in Chemistry or Biological Chemistry.

**CHEM 10200. Introductory General Chemistry II. 100 Units.**
Instructor(s): Staff. 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. Not recommended for students majoring in Chemistry or Biological Chemistry.

**CHEM 11300. Comprehensive General Chemistry III. 100 Units.**
Instructor(s): J. Piccirilli, Y. Weizmann. 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.
Instructor(s): K.Y.C. Lee, D. Mazziotti. 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.
Instructor(s): A. Dinner, G. Engel. 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.
Instructor(s): J. Piccirilli, Y. Weizmann. 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.
Instructor(s): L. Butler. 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.
Instructor(s): N. Scherer. 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.
Instructor(s): G. Voth. 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 12200. Honors General Chemistry II. 100 Units.
Instructor(s): N. Scherer. 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.
Instructor(s): G. Voth. 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.
Instructor(s): G. Hillhouse 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.
Instructor(s): R. Jordan Terms Offered: Spring
Prerequisite(s): CHEM 20100 and CHEM 22200
CHEM 20200. Inorganic Chemistry II. 100 Units.
Instructor(s): R. Jordan Terms Offered: Spring
Prerequisite(s): CHEM 20100 and CHEM 22200

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.
Instructor(s): J. Yin. L: V. Keller Terms Offered: Autumn
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 22100. Organic Chemistry II. 100 Units.
Instructor(s): J. Yin. 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.
Instructor(s): J. Lewis. 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 22100. Organic Chemistry II. 100 Units.
Instructor(s): J. Yin. 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.
Instructor(s): J. Lewis. 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.
Instructor(s): M. Hopkins Terms Offered: Spring
Prerequisite(s): CHEM 20100 and 23300, or consent of instructor

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.
Instructor(s): L. Yu. 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.
Instructor(s): S. Kozmin. 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.
Instructor(s): L. Yu. L: V. Keller Terms Offered: Spring
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. 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 23300. Organic Chemistry of Life Processes. 100 Units.
This course addresses the chemical foundations of the biosynthetic pathways for amino acids, carbohydrates, lipids, and natural products. We emphasize reaction mechanisms in the biosynthesis of these naturally occurring molecules.
Instructor(s): Y. Weizmann 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 course presents quantum mechanics, the Schrödinger wave equation with exact and approximate methods of solution, angular momentum, and atomic spectra and structure.
Instructor(s): P. Guyot-Sionnest Terms Offered: Autumn
Prerequisite(s): CHEM 11300 or equivalent; MATH 20100 and PHYS 13300

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): K. Y. C. Lee Terms Offered: Winter
Prerequisite(s): CHEM 11300 or equivalent; 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): L. Butler Terms Offered: Spring
Prerequisite(s): CHEM 11300 or equivalent; MATH 20100 and PHYS 13300

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): K. Y. C. Lee Terms Offered: Winter
Prerequisite(s): CHEM 11300 or equivalent; 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): L. Butler Terms Offered: Spring
Prerequisite(s): CHEM 11300 or equivalent; 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.
Instructor(s): N. Scherer Terms Offered: Winter
Prerequisite(s): CHEM 26100
CHEM 26800. Computational Chemistry and Biology. 100 Units.
The theme for this course is the identification of scientific goals that computation can assist in achieving. We examine problems such as understanding the electronic structure and bonding in molecules, interpreting the structure and thermodynamic properties of liquids, protein folding, enzyme catalysis, and bioinformatics. The lectures deal with aspects of numerical analysis and with the theoretical background relevant to calculations of the geometric and electronic structure of molecules, molecular mechanics, molecular dynamics, and Monte Carlo simulations. The lab consists of computational problems drawn from a broad range of chemical and biological interests. L.
Instructor(s): A. Dinner Terms Offered: Spring
Prerequisite(s): CHEM 26100-26200, or PHYS 19700 and 23400

CHEM 29600. Research in Chemistry. 000 Units.
Students conduct advanced, individually-guided research. Students must submit a written report covering their research activities to the undergraduate counselor. Because this is a 000 credit course, it may be taken as a fifth course without additional charge.
Instructor(s): G. Hillhouse Terms Offered: Autumn, Winter, Spring
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.
Terms Offered: Summer, Autumn, Winter, Spring
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): M. Hopkins Terms Offered: Winter
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: Spring
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. Hillhouse Terms Offered: Autumn
Prerequisite(s): CHEM 20100

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): D. Talapin Terms Offered: Winter
Prerequisite(s): CHEM 20200 and 26300, or consent of instructor

CHEM 30600. Chemistry of the Elements. 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): D. Talapin Terms Offered: Autumn
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 31100. Supramolecular Chemistry. 100 Units.
This course develops the concepts of supramolecular chemistry (both organic and metal-based systems) and its applications. Coordination chemistry is introduced as a background to metal-based supramolecular systems. The chemistry and physical properties of transition metal complexes are presented, including crystal field theory, molecular orbital theory, magnetism, and electronic spectra. The mechanisms by which molecular motors operate are presented and reference is made to synthetic systems that attempt to emulate biological molecular motors.
Terms Offered: Not offered in 2013-14
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): J. Lewis 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. 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): V. Rawal 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.
Terms Offered: Not offered in 2013-14
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.
Terms Offered: Not offered in 2013-14
Equivalent Course(s): BCMB 32500
CHEM 32900. Polymer Chemistry. 100 Units.
This course introduces a broad range of polymerization reactions and discusses their mechanisms and kinetics. New concepts of polymerization and new materials of current interest are introduced and discussed. We also discuss the physical properties of polymers, ranging from thermal properties to electrical and optical properties in both a solution state and a solid state. Our emphasis is on structure/property relationship.
Terms Offered: Not offered in 2013-14
Prerequisite(s): CHEM 22200/23200 and 26300

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.
Terms Offered: Not offered in 2013-14
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.
Terms Offered: Not offered in 2013-14
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.
Instructor(s): S. Kozmin Terms Offered: Winter
Prerequisite(s): Basic knowledge of organic chemistry and biochemistry

CHEM 33300. Chemical Biology II. 100 Units.
Instructor(s): S. Kent Terms Offered: Spring
Prerequisite(s): Basic knowledge of organic chemistry and biochemistry

CHEM 33300. Chemical Biology II. 100 Units.
Instructor(s): S. Kent Terms Offered: Spring
Prerequisite(s): Basic knowledge of organic chemistry and biochemistry

CHEM 33400. High-Throughput Methods in Chemistry. 100 Units.
The course focuses on discovery of reactions, bioactive compounds, and materials by construction of chemical libraries and screening them for desired properties.
Terms Offered: Not offered in 2013-14
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): K. Freed 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): A. Dinner 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): D. Mazziotti 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): S. Sibener Terms Offered: Spring
Prerequisite(s): CHEM 36100 required; 36300 recommended

CHEM 36800. Advanced Computational Chemistry and Biology. 100 Units.
The theme for this course is the identification of scientific goals that computation can assist in achieving. The course is organized around the examination of exemplary problems, such as understanding the electronic structure and bonding in molecules and interpreting the structure and thermodynamic properties of liquids. The lectures deal with aspects of numerical analysis and with the theoretical background relevant to calculations of the geometric and electronic structure of molecules, molecular mechanics, molecular dynamics, and Monte Carlo simulations. The lab consists of computational problems drawn from a broad range of chemical and biological interests. L.
Instructor(s): K. Freed Terms Offered: Not offered in 2013-14
Prerequisite(s): CHEM 26100-26200, or PHYS 19700 and 23400
Note(s): This course may not be used to meet requirements for the BS degree.
CHEM 36900. Materials Chemistry. 100 Units.
This course covers structural aspects of colloidal systems, surfactants, polymers, diblock copolymers, and self-assembled monolayers. We also cover the electronic properties associated with organic conducting polymers, organic light-emitting devices, and transistors. More novel topics of molecular electronics, nanotubes, quantum dots, and magnetic systems are also covered. The aim of the course is to provide a broad perspective of the various contributions of chemistry to the development of functional materials.
Terms Offered: Not offered in 2013-14

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 2013-14

CHEM 37200. Statistical Mechanics of Polymers/Glasses. 100 Units.
The material in this course is designed to describe the basic statistical mechanics of polymers in dilute and semi-dilute solutions, including the use of path integrals and renormalization group methods. Lattice models are used to describe polymer melts and blends, focusing on miscibility and the descent into glass formation.
Terms Offered: Not offered in 2013-14
Prerequisite(s): CHEM 36400 or equivalent

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.
Terms Offered: Not offered 2013-14

CHEM 51100. Scientific Methods and Ethics. 100 Units.
This course prepares students for independent research by introducing them to the general methodology of scientific research.
Terms Offered: Not offered in 2013-14
CINEMA AND MEDIA STUDIES

PROGRAM OF STUDY

For more than a century, and across widely different cultures, film has been a primary medium for storytelling; it has served to depict and explore the world, to engage and shape the human senses and emotions, memory, and imagination. We live in a time in which the theatrical exhibition of films to a paying public is no longer the primary venue in which motion pictures are consumed. But cinema seems to survive, even as it is being transformed by television, video, and digital media; these media, in turn, are giving rise to new forms of moving image culture.

The major 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 graduating with a Cinema and Media Studies major will be trained in critical, formal, theoretical, and historical thinking and analysis. The program thus fosters discussion and writing skills. Students will gain the tools to approach film history as well as today's media environment within specific cultural contexts and broad transnational perspectives.

Students wishing to enter the program should consult with the Director of Undergraduate Studies no later than Spring Quarter of their second year. Participation in the program must be declared to the Director of Undergraduate Studies before registration.

PROGRAM REQUIREMENTS

The major consists of twelve courses (four required courses and eight elective courses) and a BA research paper.

Required Courses

The following five 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; it must be completed before other required courses. It should be completed as early as possible; it must be completed by the end of the third year.
History of International Cinema sequence CMST 28500 and 28600: This required two-quarter sequence covers the silent era (CMST 28500 History of International Cinema I: Silent Era) and the sound era to 1960 (CMST 28600 History of International Cinema II: Sound Era to 1960), as well as major characteristics and developments of each. It is typically taught in Autumn and Winter Quarters. It should be completed by the end of the third year.

CMST 29800 Senior Colloquium: In Autumn Quarter of their fourth year, students must participate in a Senior Colloquium that helps them conceptualize their BA research paper and address more advanced questions of methodology and theory.

CMST 29900 BA Research Paper: Students are required to register for CMST 29900 BA Research Paper during the term in which they plan to graduate from the College. CMST 29900 BA Research Paper is a zero credit course. Registration for CMST 29900 ensures that a thesis grade will appear on the student's transcript. While students who entered the College before Autumn Quarter 2011 are not required to register for CMST 29900 as part of the major, they are strongly urged to do so to ensure that a thesis grade appears on the transcript. Whether or not these students choose to register for CMST 29900, they must complete the BA thesis as part of the program requirements.

Elective Courses

Of the eight remaining courses, five must either originate in or be cross-listed with Cinema and Media Studies. Students must receive prior approval of the five courses that they choose, and they 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). Members of the affiliated faculty often teach courses that meet requirements for the three elective courses; students are encouraged to consult with them when making their selections. A course agreement form to be signed by the Director of Undergraduate Studies by fourth week of Autumn Quarter of the student’s third year is available on the CMS website (http://cms.uchicago.edu).

Although the other three courses may be taken outside Cinema and Media Studies, students must demonstrate their relevance to the study of cinema. For example, a group of courses could focus on: traditional disciplines (e.g., history, anthropology/ethnography, philosophy, linguistics, sociology, political economy); subfields within area studies (e.g., East Asian, South Asian, African American, Jewish studies); art forms and media other than film, photography, and video (e.g., art history, architecture, literature, theater, opera, dance); or cross-disciplinary topics or sets of problems (e.g., the urban environment, violence and pornography, censorship, copyright and industry regulation, concepts of the public sphere, globalization). A form listing and explaining the choice of outside electives must be submitted to the Director of Undergraduate Studies by fourth week of Winter Quarter of the student’s third year is available on the CMS website (http://cms.uchicago.edu).

BA Research Paper

Before seventh week of Spring Quarter of their third year, students meet with the Director of Undergraduate Studies to discuss the focus of their required BA project.
Students begin reading and research during the summer. By the end of fourth week of the Autumn Quarter of their fourth year, students select a project adviser and prepare to present an outline of their project to the Senior Colloquium. Writing and revising take place during Winter Quarter. The final version is due by fourth week of the quarter in which the student plans to graduate.

The BA research paper typically consists of a substantial essay that engages a research topic in the history, theory, and criticism of film and/or other media. A creative project in film or video production supplemented by an essay is sometimes an option, contingent on the approval of the faculty.

To be considered for this option, the student will submit a written proposal to the Director of Undergraduate Studies by the seventh week of Spring Quarter of the third year. Priority will be given to students who have completed three production classes (2 must originate in CMST) by the end of Autumn Quarter of their fourth year.

In addition to enrollment in CMST 29800 Senior Colloquium during the Autumn Quarter of the fourth year, students who supplement their BA thesis project with film or video work are required to enroll in the Senior Creative Thesis Workshop during the Winter Quarter of their fourth year. The Senior Creative Thesis Workshop may not be counted toward distribution requirements for the major. All students are required to register for CMST 29900 BA Research Paper during the term in which they plan to graduate from the College.

**SUMMARY OF REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CMST 10100</td>
<td>Introduction to Film Analysis</td>
<td>100</td>
</tr>
<tr>
<td>CMST 28500-28600</td>
<td>History of International Cinema I-II</td>
<td>200</td>
</tr>
<tr>
<td>CMST 29800</td>
<td>Senior Colloquium</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>5 elective courses in Cinema and Media Studies (courses originating in or cross listed with Cinema and Media Studies)</td>
<td>500</td>
</tr>
<tr>
<td></td>
<td>3 elective courses (courses originating in Cinema and Media Studies or elsewhere that are relevant to the study of cinema)</td>
<td>300</td>
</tr>
<tr>
<td>CMST 29900</td>
<td>BA Research Paper †</td>
<td>000</td>
</tr>
</tbody>
</table>

Total Units: 1200

* A course agreement form to be signed by the Director of Undergraduate Studies by fourth week of Autumn Quarter of a student's third year is required to obtain approval of these courses.

** A form to be signed by the Director of Undergraduate Studies by fourth week of Winter Quarter of a student's third year is required to obtain approval of these courses.

† Students are required to register for CMST 29900 BA Research Paper, although it carries no course credit. Students must register for CMST 29900 during the term in which they graduate from the College.
GRADING

Students majoring in Cinema and Media Studies must receive a quality grade in all courses required for the major. With prior consent of instructor, non-majors may take Cinema and Media Studies courses for P/F grading.

HONORS

Students who have earned an overall GPA of 3.25 or higher and a GPA of 3.5 or higher in Cinema and Media Studies courses are eligible for honors. To receive honors, students must also write a BA research paper that shows exceptional intellectual and/or creative merit in the judgment of the first and the second readers, the Director of Undergraduate Studies, and the Master of the Humanities Collegiate Division.

ADVISING

A course agreement form to be signed by the Director of Undergraduate Studies by fourth week of Autumn Quarter of the student’s third year is required to obtain approval of the five elective courses that must either originate in or be cross listed with Cinema and Media Studies. A form to be signed by the Director of Undergraduate Studies by fourth week of Winter Quarter of the student’s fourth year is required to obtain approval of the three additional elective courses. Both forms are available on the CMS website (http://cms.uchicago.edu).

MINOR PROGRAM IN CINEMA AND MEDIA STUDIES

The minor in Cinema and Media Studies requires the completion of six courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 10100</td>
<td>Introduction to Film Analysis</td>
<td>100</td>
</tr>
<tr>
<td>CMST 28500-28600</td>
<td>History of International Cinema I-II</td>
<td>200</td>
</tr>
<tr>
<td>Three courses numbered 20000 or above</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>600</td>
</tr>
</tbody>
</table>

Students are encouraged to take CMST 10100 Introduction to Film Analysis early in their undergraduate career, or at the beginning of their minor course of study. It must be taken no later than Spring Quarter of a student’s third year.

Students who elect the minor program in Cinema and Media Studies must meet with the Director of Undergraduate Studies before the end of the Winter Quarter of their third year to declare their intention to complete the minor and to select courses. The Director’s approval of the minor program should be submitted to a student’s College adviser no later than the end of Spring Quarter of a student’s third year. Approval forms are obtained from the Director of Undergraduate Studies, the department website, or 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. All classes toward 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.
Sample Minor Program in Cinema and Media Studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 10100</td>
<td>Introduction to Film Analysis</td>
<td>100</td>
</tr>
<tr>
<td>CMST 28500</td>
<td>History of International Cinema I: Silent Era</td>
<td>100</td>
</tr>
<tr>
<td>CMST 28600</td>
<td>History of International Cinema II: Sound Era to 1960</td>
<td>100</td>
</tr>
<tr>
<td>CMST 23404</td>
<td>French Cinema, 1920s–1930s</td>
<td>100</td>
</tr>
<tr>
<td>CMST 24701</td>
<td>Left-Wing Art and Soviet Film Culture of the 1920s</td>
<td>100</td>
</tr>
<tr>
<td>CMST 25201</td>
<td>Cinema and the First Avant-Garde, 1890-1933</td>
<td>100</td>
</tr>
</tbody>
</table>

For the most up-to-date listing of Cinema and Media Studies courses, please visit the department’s website (http://cms.uchicago.edu/courses).

Cinema and Media Studies 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 Hitchcock, Porter, Griffith, Eisenstein, Lang, Renoir, Sternberg, and Welles.
Instructor(s): Y. Tsivian, Staff Terms Offered: Autumn, Spring
Note(s): Required of students majoring in Cinema and Media Studies
Equivalent Course(s): ARTH 20000, ARTV 25300, ENGL 10800
CMST 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 the time schedule for details. Visits to museums and other fieldwork required, as is participation in studio exercises and group critiques. Students must attend class for the full first week in order to confirm enrollment. Pink slip/wait list requests are due several weeks before the quarter begins. Sign up for the wait list at dova.uchicago.edu/content/wait-list-core-courses-0.
Terms Offered: Autumn, Winter, Spring
Note(s): ARTV 10100, 10200, and 10300 may be taken in sequence or individually. This course meets the general education requirement in the dramatic, musical, and visual arts. Previous experience in media-based studio courses not accepted as a substitute for this course.
Equivalent Course(s): ARTV 10300,TAPS 23400

CMST 21801. Chicago Film History. 100 Units.
Students in this course screen and discuss films to consider whether there is a Chicago style of filmmaking. We trace how the city informs documentary, educational, industrial, narrative feature, and avant-garde films. If there is a Chicago style of filmmaking, one must look at the landscape of the city; and the design, politics, cultures, and labor of its people, as well as how they live their lives. The protagonists and villains in these films are the politicians and community organizers, our locations are the neighborhoods, and the set designers are Mies van der Rohe and the Chicago Housing Authority.
Instructor(s): J. Hoffman Terms Offered: Spring
Equivalent Course(s): ARTV 26750,ARTV 36750,CMST 31801,HMRT 25104,HMRT 35104
**CMST 23404. French Cinema, 1920s–1930s. 100 Units.**
In our study of two decades in the history of French cinema, we will track the rise of the poetic realist style from the culture of experimentation that was alive in both the French film industry and its surrounding artistic and literary landscape. As an exercise in the excavation of a history of film style, we will consider the salient features of the socio-political, cultural, theoretical, and critical landscape that define the emergence and the apex of poetic realism, and that reveal it as a complicated nexus in the history of film aesthetics. Main texts by Dudley Andrew and Richard Abel will accompany a wide range of primary texts. Films by Epstein, L’Herbier, Buñuel, Dulluc, Dulac, Gance, Clair, Vigo, Feyder, Renoir, Duvivier, Allégret, Carné, Grémillon.
Instructor(s): J. Wild Terms Offered: Autumn
Note(s): This class is cross-listed with the Department of Romance Languages and Literatures and may be accompanied by a French language section.
Equivalent Course(s): CMST 33404

**CMST 23500. Pasolini. 100 Units.**
This course examines each aspect of Pasolini’s artistic production according to the most recent literary and cultural theories, including gender studies. We shall analyze his poetry (in particular "Le Ceneri di Gramsci" and "Poesie informa di rosa"), some of his novels (Ragazzi di vita, Una vita violenta, Teorema, Petrolio), and his numerous essays on the relationship between standard Italian and dialects, semiotics and cinema, and the role of intellectuals in contemporary Western culture. We shall also discuss the following films: Accattone, La ricotta, Edipo Re, Teorema, and Salo.
Instructor(s): A. Maggi Terms Offered: Winter
Equivalent Course(s): ITAL 38400, CMST 33500, GNSE 28600, FNDL 28401, ITAL 28400

**CMST 23904. Senior Creative Thesis Workshop. 100 Units.**
This seminar will focus on how to craft a creative thesis in film or video. Works-in-progress will be screened each week, and technical and structural issues relating to the work will be explored. The workshop will also develop the written portion of the creative thesis. The class is limited to seniors from CMS and DOVA, and MAPH students working on a creative thesis.
Instructor(s): J. Hoffman Terms Offered: Winter
Prerequisite(s): CMST 23930; CMST 23931; departmental approval of senior creative thesis project.
Equivalent Course(s): ARTV 23904, ARTV 33904

**CMST 23905. Creative Thesis Workshop. 100 Units.**
This seminar will focus on how to craft a creative thesis in film or video. Works-in-progress will be screened each week, and technical and structural issues relating to the work will be explored. The workshop will also develop the written portion of the creative thesis. The class is limited to seniors from CMS and DOVA, and MAPH students working on a creative thesis.
Instructor(s): J. Hoffman Terms Offered: Winter, Spring
Prerequisite(s): CMST 23930; CMST 23931 or 27600; departmental approval of senior creative thesis project.
CMST 23930. Documentary Production I. 100 Units.
This class is intended to develop skills in documentary production so that students may apply for Documentary Production II. Documentary Production I focuses on the making of independent documentary video. Examples of various styles of documentary will be screened and discussed. Issues embedded in the documentary genre, such as the ethics and politics of representation and the shifting lines between fact and fiction will be explored. Pre-production methodologies, production, and post-production techniques will be taught. Students will be expected to develop an idea for a documentary video, crews will be formed, and each crew will produce a five-minute documentary. Students will also be expected to purchase an external hard drive.
Instructor(s): J. Hoffman Terms Offered: Autumn
Prerequisite(s): Prior or concurrent enrollment in CMST 10100 is strongly recommended.
Equivalent Course(s): ARTV 23930

CMST 23931. Documentary Production II. 100 Units.
This course focuses on the shaping and crafting of a nonfiction video. Students are expected to write a treatment detailing their project. Production techniques focus on the handheld camera versus tripod, interviewing and microphone placement, and lighting for the interview. Postproduction covers editing techniques and distribution strategies. Students then screen final projects in a public space.
Instructor(s): J. Hoffman
Prerequisite(s): CMST 23930/ARTV 23930
Equivalent Course(s): ARTV 23931,ARTV 33931,CMST 33931


CMST 24106. Radical Cinema in India: From Decolonization to the Emergency. 100 Units.
What constitutes radicalism in cinema? All too often the expression radical has been reserved for films that come under the rubric of “art”, “parallel” or “third” cinema. Formally these films share certain commonalities with Latin American, Eastern European cinemas and even the various European new waves. Is it possible however to read a radical politics and ethics into films and filmmakers who did not self-consciously describe themselves as such? To what extent does political cinema and extra-cinematic discussions of such films compromise questions of formalism? This course will analyze these and related issues by looking closely at Indian cinema from 1947 to 1977. We will be watching and discussing both “popular” and “art” films to understand the ways in which they have addressed (or not) issues of mass politics, the state, and the people. You do not need a prior background in Indian films or Indian history to take this class but it is absolutely essential that you attend all the screenings and participate in class discussion.
Instructor(s): R. Majumdar Terms Offered: Spring 2015
Equivalent Course(s): SALC 20508,HIST 26707,HIST 36707,SALC 30508
CMST 34106. Radical Cinema in India: From Decolonization to the Emergency. 100 Units.
What constitutes radicalism in cinema? All too often the expression radical has been reserved for films that come under the rubric of “art”, “parallel” or “third” cinema. Formally these films share certain commonalities with Latin American, Eastern European cinemas and even the various European new waves. Is it possible however to read a radical politics and ethics into films and filmmakers who did not self-consciously describe themselves as such? To what extent does political cinema and extra-cinematic discussions of such films compromise questions of formalism? This course will analyze these and related issues by looking closely at Indian cinema from 1947-1977. We will be watching and discussing both “popular” and “art” films to understand the ways in which they have addressed (or not) issues of mass politics, the state, and the people. You do not need a prior background in Indian films or Indian history to take this class but it is absolutely essential that you attend all the screenings and participate in class discussion.
Instructor(s): R. Majumdar Terms Offered: Spring 2015
Equivalent Course(s): SALC 20508, HIST 26707, HIST 36707, SALC 30508


CMST 24106. Radical Cinema in India: From Decolonization to the Emergency. 100 Units.
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Instructor(s): R. Majumdar Terms Offered: Spring 2015
Equivalent Course(s): SALC 20508, HIST 26707, HIST 36707, SALC 30508
CMST 34106. Radical Cinema in India: From Decolonization to the Emergency. 100 Units.

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Instructor(s): R. Majumdar Terms Offered: Spring 2015

CMST 24400-34400, CMST 24400-34404. From Post-War to Post-Wall: A History of Polish Film.

CMST 24400. From Post-War to Post-Wall: A History of Polish Film. 100 Units.

This course will explore post-World War II film from Poland—approaching the works both as examples of the cinematic art in the region and as a lens through which to view developments and transformations in East European culture. We will view ten films by most renowned directors from Poland. The course will assess what the end of World War II, joining the Eastern Bloc, the fall of communism, and finally the entry into post-Soviet Europe have meant for the film culture and the Polish national film tradition. We will also consider how Eastern European cinematic discourse is undergoing—or should undergo—revision, viewing it as an increasingly transnational phenomenon, rather than the example of a national film industry. The films will be viewed in the original language with English subtitles.

Instructor(s): Kinga Kosmala Terms Offered: Spring

Equivalent Course(s): POLI 22400, CMST 34400, POLI 32400
CMST 34400. From Post-War to Post-Wall: A History of Polish Film. 100 Units.
This course will explore post-World War II film from Poland—approaching the works both as examples of the cinematic art in the region and as a lens through which to view developments and transformations in East European culture. We will view ten films by most renowned directors from Poland. The course will assess what the end of World War II, joining the Eastern Bloc, the fall of communism, and finally the entry into post-Soviet Europe have meant for the film culture and the Polish national film tradition. We will also consider how Eastern European cinematic discourse is undergoing—or should undergo—revision, viewing it as an increasingly transnational phenomenon, rather than the example of a national film industry. The films will be viewed in the original language with English subtitles.
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Instructor(s): Kinga Kosmala Terms Offered: Spring
Equivalent Course(s): POLI 22400, CMST 34400, POLI 32400

CMST 34404. From Post-war to Post-wall: A History of Polish Film. 100 Units.
This course will explore post-World War II film from Poland – approaching the works both as examples of the cinematic art in the region, and as a lens through which to view developments and transformations in East European culture. We will view ten films by most renowned directors from Poland. The course will assess what the end of World War II, followed by joining the Eastern Bloc, the fall of communism, and finally by the entry into post-Soviet Europe have meant for the film culture and the Polish national film tradition. We will also consider how Eastern European cinematic discourse is undergoing – or should undergo – revision, viewing it as an increasingly transnational phenomenon, rather than the example of a national film industry. The films will be viewed in the original language with English subtitles.
Instructor(s): Kinga Kosmala Terms Offered: Spring
Equivalent Course(s): CMST 24404, POLI 22400, POLI 32400

CMST 24400-34400, CMST 24400-34404. From Post-War to Post-Wall: A History of Polish Film, From Post-War to Post-Wall: A History of Polish Film; From Post-war to Post-wall: A History of Polish Film.
CMST 24400. From Post-War to Post-Wall: A History of Polish Film. 100 Units.
This course will explore post-World War II film from Poland—approaching the works both as examples of the cinematic art in the region and as a lens through which to view developments and transformations in East European culture. We will view ten films by most renowned directors from Poland. The course will assess what the end of World War II, joining the Eastern Bloc, the fall of communism, and finally the entry into post-Soviet Europe have meant for the film culture and the Polish national film tradition. We will also consider how Eastern European cinematic discourse is undergoing—or should undergo—revision, viewing it as an increasingly transnational phenomenon, rather than the example of a national film industry. The films will be viewed in the original language with English subtitles.
Instructor(s): Kinga Kosmala Terms Offered: Spring
Equivalent Course(s): POLI 22400, CMST 34400, POLI 32400

CMST 34400. From Post-War to Post-Wall: A History of Polish Film. 100 Units.
This course will explore post-World War II film from Poland—approaching the works both as examples of the cinematic art in the region and as a lens through which to view developments and transformations in East European culture. We will view ten films by most renowned directors from Poland. The course will assess what the end of World War II, joining the Eastern Bloc, the fall of communism, and finally the entry into post-Soviet Europe have meant for the film culture and the Polish national film tradition. We will also consider how Eastern European cinematic discourse is undergoing—or should undergo—revision, viewing it as an increasingly transnational phenomenon, rather than the example of a national film industry. The films will be viewed in the original language with English subtitles.
Instructor(s): Kinga Kosmala Terms Offered: Spring
Equivalent Course(s): POLI 22400, CMST 24400, POLI 32400

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Instructor(s): Kinga Kosmala Terms Offered: Spring
Equivalent Course(s): POLI 22400, CMST 34400, POLI 32400
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Instructor(s): Kinga Kosmala Terms Offered: Spring
Equivalent Course(s): CMST 24404, POLI 22400, POLI 32400

CMST 24616. East Asian Melodrama. 100 Units.
Description forthcoming.
Instructor(s): X. Dong Terms Offered: Spring
Prerequisite(s): CMST 10100, ARTH 20000, ENGL 10800, ARTV 25300, or consent of instructor.
Equivalent Course(s): CMST 34616

CMST 24914. Delinquent Cinemas in Japan. 100 Units.
This course examines Japanese film history from the perspective of youth: films made for, about, and by young people. Starting with 1933’s Dragnet Girl and moving through 2003’s Bright Future, we will study a wide range of films dealing with juvenile delinquency and ask how the bad boys and girls of the screen reflect and embody the sociocultural crises, ideological debates, and aesthetic aspirations of their times. Young people have long been the Japanese film industry’s largest (and most economically important) demographic group. The ways in which young characters are used to hail, edify, and/or entertain their counterparts in the audience will be closely considered. Readings will mostly be secondary scholarship, but where appropriate we will address contemporaneous fiction and non-fiction texts as well. All readings are in English and available on Chalk. No prior Japanese or cinema studies background required.
Instructor(s): R. Davis Terms Offered: Spring
Equivalent Course(s): EALC 24930
CMST 25204. Media Ecology: Embodiment and Software. 100 Units.
Media ecology examines how the structure and content of our media environments—online and offline, in words, images, sounds, and textures—affect human perception, understanding, feeling, and value; or alternatively, media ecology investigates the massive and dynamic interrelation of processes and objects, beings and things, patterns and matter. At stake are issues about agency—human or material—and about determinism—how does society or culture interact with or shape its technologies, or vice versa? This course investigates theories of media ecology by exploring systems of meanings that humans embody (cultural, social, ecological) in conjunction with the emerging field of software studies about the cultural, political, social, and aesthetic impacts of software (e.g., code, interaction, interface). In our actual and virtual environments, how do we understand performing our multiple human embodiments in relation to other bodies (organism or machine) in pursuit of social or political goals?
Instructor(s): M. Browning Terms Offered: Autumn
Equivalent Course(s): HUMA 25202,HIPS 25203,LLSO 27801,TAPS 28452

CMST 25521. East European Horror Cinema. 100 Units.
Eastern Europe has menaced the “enlightened” West for centuries. It remains to this day a valuable source for negotiating the West’s phantasies. One need only look at the rich and varied story of the vampire through popular culture from the 18th-century revenant to the 21st-century sex symbol and family man to confirm this fascination. Eastern Europe (and I use this term here to conform to popular discourse) is the West’s necessary construct to enforce the ideation of its own health and weal. In this course, contemporary horror film produced both within and without Eastern Europe—and at times in partnership with the “West”—but all with the East as haunt, landscape, and affect are discussed with the West’s and East’s anxieties (social, political, artistic) in mind. Films include Eli Roth’s Hostel franchise, Julie Delpy’s The Countess, Timur Bekmambetov’s Night Watch and Day Watch, Pavel Ruminov’s Dead Daughters, Nacho Cerdà’s The Abandoned, György Palfi’s Taxidermia, and the highly controversial A Serbian Film directed by Srđan Spasojević. Readings range from work on defining the horror genre to philosophies of anxiety to critical interrogations of specific films. This class contains films with scenes that ought to be disturbing.
Instructor(s): Malynne Sternstein Terms Offered: Spring
Prerequisite(s): Knowledge of an East European or Central European Slavic language
Equivalent Course(s): EEUR 39301,CMST 35521,EEUR 29301

CMST 26302. Ernst Lubitsch: An International Style. 100 Units.
Description pending.
Instructor(s): X. Dong Terms Offered: Spring
Equivalent Course(s): CMST 36302,FNDL 26507
CMST 26404. The Cinema of Walt Disney. 100 Units.
This course offers a critical survey of the animated cartoons produced by Walt Disney during his lifetime. We will watch his major feature films and shorts with an eye to the relationship between cinematic form and technology. Although we will not neglect Disney’s place in global culture, our focus will be on developing a vocabulary for analyzing the visual style of celluloid animation and learning to conduct primary research in the history of film production and reception. Readings will draw equally from criticism by Disney’s contemporaries and recent works of historical and theoretical scholarship on animation in general and Disney in particular.
Instructor(s): H. Frank Terms Offered: Winter

CMST 26810. Agnes Varda. 100 Units.
This course examines the work of one of the most significant directors working in France today. Making important films from the 1960s to the present day, Varda has been crucial to the development of new film practices: both in the past—as with the birth of the French New Wave Cinema—and in the present by exploring new form of plastic narration and by working with moving images in gallery spaces.
Instructor(s): D. Bluher Terms Offered: Spring
Equivalent Course(s): CMST 36810, FNDL 26506

CMST 27210. Cinema and Theory. 100 Units.
The course proposes an introduction to audio-visual literacy through the analysis of films, selective readings, and short film exercises focusing on fundamental cinematic elements such as shot, framing, point of view, camera movement, editing, and relations of image and sound. Assignments will consist in in writing review sheets and a formal film analysis, and in creating three one-to-three-minute single-shot movies based on the works seen and discussed in class.
Instructor(s): D. Bluher Terms Offered: Autumn
Prerequisite(s): CMST 10100, ARTH 20000, ENGL 10800, ARTV 25300, or consent of instructor.
CMST 27220. Classical Film Theory. 100 Units.
This course will present a critical survey of the principal authors, concepts, and films in the classical period of film theory. The main though not exclusive emphasis will be the period of silent film and theorists writing in the context of French and German cinema. We will study the aesthetic debates of the period in their historical context, whose central questions include: Is film an art? If so, what specific and autonomous means of expression define it as an aesthetic medium? What defines the social force and function of cinema as a mass art? Weekly readings and discussion will examine major film movements of the classical period—for example, French impressionism and Surrealism—as well as the work of such major figures as Hugo Münsterberg, Rudolf Arnheim, Jean Epstein, Germaine Dulac, Béla Balázs, Erwin Panofsky, Hans Richter, Siegfried Kracauer, Walter Benjamin, and André Bazin.
Instructor(s): D.N. Rodowick Terms Offered: Autumn
Prerequisite(s): CMST 10100, ARTH 20000, ENGL 10800, ARTV 25300, or consent of instructor.
Equivalent Course(s): CMST 37220

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 27600. 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 class, 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): S. Huffman, L. Letinsky Terms Offered: Autumn, Spring
Prerequisite(s): ARTV 10100, 10200, or 10300
Note(s): Camera and light meter required.
Equivalent Course(s): ARTV 24000, ARTV 34000, CMST 37600
CMST 27810. Cinema and New Media. 100 Units.
Over the past two decades, new media such as television, computers and the web, digital image production, and video games have begun to transform, and even supplant, the social and cultural prominence of cinema. This course will look at how these media work: the history of their development, the changes they have brought about in a broader media culture, their political implications, and their social status and significance (e.g., the place they occupy in culture, the kinds of interactions they make possible). The focus will equally be on the ways in which cinema has responded to the changing digital landscape, which will be explored through both blockbuster and experimental films as well as video and web-based art. Readings will be taken from the history of film theory, recent work in media history and archeology, and theoretical studies of digital media and technology.
Instructor(s): D. Morgan Terms Offered: Autumn
Equivalent Course(s): CMST 37810

CMST 28005. Grain. 100 Units.
Grain is an elemental property of film, wood, and the human voice. This production seminar investigates the essential structure of these three materials through screenings, discussions, and studio work in 16mm film production, sculpture, and performance. Emphasis will be on direct manipulation of material—hand processing and editing black and white 16mm film and woodworking with hand tools. Texts by Bergson, Deleuze, Barthes, and Sennet will inform our engagement with matter and perception as will a 16mm film series including works by Griffith, Frampton, Snow, and Andersen, and sound works by Beuys, Cage, and others.
Instructor(s): K. Pandian Terms Offered: Autumn
Prerequisite(s): ARTV 10100, 10200 or 10300
Equivalent Course(s): ARTV 23848, ARTV 33848

CMST 28100. Issues in Film Music. 100 Units.
This course explores the role of film music in the history of cinema. What role does music play as part of the narrative (source music) and as nondiegetic music (underscoring)? How does music of different styles and provenance contribute to the semiotic universe of film? And how did film music assume a central voice in twentieth-century culture? We study music composed for films (original scores) as well as pre-existent music (e.g., popular and classical music). The twenty films covered in the course may include classical Hollywood cinema, documentaries, foreign (e.g., non-Western) films, experimental films, musicals, and cartoons.
Instructor(s): B. Hoeckner
Note(s): This course typically is offered in alternate years.
Equivalent Course(s): CMST 38100, MUSI 22901, MUSI 30901
CMST 28304. Absorption/Distanciation: Wagner, Brecht, Kluge. 100 Units.
Explores Richard Wagner's music-dramas, Bertolt Brecht's plays, and Alexander Kluge's films as a forum for the formulation, circulation, and contestation of absorption and distanciation. While a conventional historical account would map the tensions between absorption and distanciation as a one-way trip, moving from absorption (in Wagner) to distanciation (as coined by Brecht) to distraction (as deployed by Kluge), we will explore how each artist deploys each term to varying effects. Works to be considered include Wagner's *The Flying Dutchman* and *Parsifal*, Brecht's *Man Is Man* and *The Measures Taken*, and Kluge's *Yesterday Girl* and *The Power of Emotions*. Readings by each artist, as well as by Theodor Adorno, Walter Benjamin, Michael Fried, Miriam Hansen, Andreas Huyssen, and Gertrud Koch. In English.

Instructor(s): D. Levin Terms Offered: Winter
Equivalent Course(s): GRMN 33914, CMST 38304, TAPS 28439, MUSI 29614, MUSI 33914, GRMN 29614

CMST 28310. Post-War American Avant-Garde. 100 Units.
In the 1940's the American avant garde cinema gained a new identity with the work of filmmakers like Maya Deren and Kenneth Anger. Working primarily in 16mm, exhibiting mainly in non-commercial theaters, pursuing new models of sexuality, perception and political action, a generation of filmmakers formulated an alternative cinema culture and a new visionary aesthetic. This tradition gained further definition in the following, with journals, new critical discourses and a network of exhibition. Film modes moved through the mythic and dream-like cinema of Stan Brakhage and Bruce Baillie, the underground cinema of Ken Jacobs, Andy Warhol, and Jack Smith, and the structural films of Hollis Frampton, Michael Snow, and Ernie Gehr. The course will trace these developments and examine their legacy.

Instructor(s): T. Gunning Terms Offered: Winter
Prerequisite(s): CMST 10100, ARTH 20000, ENGL 10800, ARTV 25300, or consent of instructor

CMST 28500-28600. 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.

CMST 28500. History of International Cinema I: Silent Era. 100 Units.
This course introduces what was singular about the art and craft of silent film. Its general outline is chronological. We also discuss main national schools and international trends of filmmaking.

Instructor(s): T. Gunning Terms Offered: Autumn
Prerequisite(s): Prior or concurrent registration in CMST 10100 required.
Required of students majoring in Cinema and Media Studies.
Note(s): This is the first part of a two-quarter course.
Equivalent Course(s): ARTH 28500, ARTH 38500, ARTV 26500, ARTV 36500, CMLT 22400, CMLT 32400, CMST 48500, ENGL 29300, ENGL 48700, MAPH 36000
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): T. Gunning Terms Offered: Winter
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring in Cinema and Media Studies.
Note(s): CMST 28500/48500 strongly recommended
Equivalent Course(s): ARTH 28600, ARTH 38600, ARTV 26600, CMLT 22500, CMLT 32500, CMST 48600, ENGL 29600, ENGL 48900, MAPH 33700

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): T. Gunning Terms Offered: Winter
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring in Cinema and Media Studies.
Note(s): CMST 28500/48500 strongly recommended
Equivalent Course(s): ARTH 28600, ARTH 38600, ARTV 26600, CMLT 22500, CMLT 32500, CMST 48600, ENGL 29600, ENGL 48900, MAPH 33700

CMST 28801. Digital 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: Spring
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 22500, ARTV 32500, CMST 38801

CMST 28903. 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: Spring
Prerequisite(s): ARTV 10100, 10200 or 10300
Equivalent Course(s): ARTV 23801, ARTV 33801
CMST 29700. Reading and Research Course. 100 Units.
Terms Offered: Autumn, Winter, Spring
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 29800. Senior Colloquium. 100 Units.
This seminar is designed to provide fourth-year students with a sense of the variety of methods and approaches in the field (e.g., formal analysis, cultural history, industrial history, reception studies, psychoanalysis). Students present material related to their BA project, which is discussed in relation to the issues of the course. Instructor(s): J. Wild Terms Offered: Autumn
Prerequisite(s): CMST 10100. Required of students majoring in Cinema and Media Studies.

CMST 29900. BA Research Paper. 000 Units.
Terms Offered: Winter, Spring
Prerequisite(s): Consent of instructor. Required of students majoring in Cinema and Media Studies.
Note(s): Students are required to submit the College Reading and Research Form. This course may not be counted toward requirements for the major or as a free-elective credit.
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.

COURSES

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.
Themes of slavery, colonization, and the making of the Atlantic world are covered in the first quarter.
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): ANTH 24001,HIST 18301,SOSC 24001
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,HIST 18302,SOSC 24002

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,HIST 18303,SALC 20702,SOSC 24003

EALC 10800-10900-11000-15400. Introduction to the Civilizations of East Asia I-II-III-IV.
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.
Instructor(s): K. Pomeranz, Autumn; Staff, Summer Terms Offered: Autumn, Summer
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.
Instructor(s): J. Ketelaar, Winter; Staff, Summer Terms Offered: Winter, Summer
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15200,CRES 10900,SOSC 23600

EALC 11000. Introduction to the Civilizations of East Asia III. 100 Units.
Instructor(s): K-H. Choi Terms Offered: Spring
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15300,CRES 11000,SOSC 23700

EALC 15400. Introduction to the Civilizations of East Asia IV. 100 Units.
Instructor(s): M. Bradley Terms Offered: Not offered in 2014-15.
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15400,CRES 11200,SOSC 23801

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

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

This group of courses consists of two three-quarter sequences: HIPS 17300-17400-17501 or 17502, and HIPS 17400-17402-17503 or 17502. Taking these courses in sequence is recommended but not required. Each sequence meets the general education requirement in civilization studies. Each three-quarter sequence focuses on the origins and development of science in the West. Our aim is to trace the evolution of the biological, psychological, natural, and mathematical sciences as they emerge from the cultural and social matrix of their periods and, in turn, affect culture and society.

HIPS 17300. Science, Culture, and Society in Western Civilization I. 100 Units.
The first quarter examines the sources of Greek science in the diverse modes of ancient thought and its advance through the first centuries of our era. We look at the technical refinement of science, its connections to political and philosophical movements of fifth- and fourth-century Athens, and its growth in Alexandria.
Instructor(s): R. Richards Terms Offered: Not offered 2014-2015
Equivalent Course(s): HIST 17300
HIPS 17400. Science, Culture, and Society in Western Civilization II. 100 Units.
The second quarter is concerned with the period of the scientific revolution: the sixteenth to eighteenth centuries. The principal subjects are the work of Copernicus, Kepler, Galileo, Vesalius, Harvey, Descartes, and Newton. Instructor(s): A. Johns Terms Offered: Autumn Equivalent Course(s): HIST 17400

HIPS 17402. Science, Culture, and Society in Western Civilization II: History of Medicine 1. 100 Units.
Instructor(s): M. Rossi, A. Winter Terms Offered: Winter Equivalent Course(s): HIST 17402

HIPS 17501. Science, Culture, and Society in Western Civilization III: Medicine since the Renaissance. 100 Units.
This course is an examination of various themes in the history of medicine in Western Europe and America since the Renaissance. 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): A. Winter Terms Offered: Not offered 2014-2015 Equivalent Course(s): HIST 17501

HIPS 17502. Science, Culture, and Society in Western Civilization IV: Modern Science. 100 Units.
The advances science has produced have transformed life beyond anything that a person living in 1833 (when the term "scientist" was first coined) could have anticipated. Yet science continues to pose questions that are challenging and, in some instances, troubling. How will our technologies affect the environment? Should we prevent the cloning of humans? Can we devise a politically acceptable framework for the patenting of life? Such questions make it vitally important that we try to understand what science is and how it works, even if we never enter labs. This course uses evidence from controversies (e.g., Human Genome Project, International Space Station) to throw light on the enterprise of science itself. Instructor(s): J. Evans Terms Offered: Spring Equivalent Course(s): HIST 17502

HIPS 17503. Science, Culture, and Society in Western Civilization III: History of Medicine 2. 100 Units.
Instructor(s): A. Winter Terms Offered: Spring Equivalent Course(s): HIST 17503

HIST 10101-10102. Introduction to African Civilization I-II.
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 two-quarter sequence.
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. Case studies include the empires of Ghana, Mali, and Great Zimbabwe. The course also treats the diffusion of Islam, the origins and effects of European contact, and the trans-Atlantic slave trade.
Instructor(s): E. Osborn Terms Offered: Winter
Equivalent Course(s): ANTH 20701, CRES 20701

HIST 10102. Introduction to African Civilization II. 100 Units.
Part two takes a more anthropological focus, concentrating on Eastern and Southern Africa, including Madagascar. We explore various aspects of colonial and postcolonial society. Topics covered include the institution of colonial rule, ethnicity and interethnic violence, ritual and the body, love, marriage, money, youth and popular culture.
Instructor(s): J. Cole Terms Offered: Spring
Equivalent Course(s): ANTH 20702, CHDV 21401, CRES 20802

HIST 13001-13002-13003. History of European Civilization I-II-III.
European Civilization is a two-quarter sequence designed to use close readings of primary sources to enrich our understanding of Europeans of the past. As we examine the variety of their experiences, we will often call into question what we mean in the first place by “Europe” and “civilization.” Rather than providing a narrative of high politics, the sequence will emphasize the contested geographic, religious, social, and racial boundaries that have defined and redefined Europe and its people over the centuries. We will read and discuss sources covering the period from the early Middle Ages to the present, from a variety of genres: saga, biography, personal letters, property records, political treatises, memoirs, and government documents, to name only a few. Individual instructors may choose different sources and highlight different aspects of European civilization, but some of the most important readings will be the same in all sections. The two-quarter sequence may also be supplemented by a third quarter, in which students will have the opportunity to explore in greater depth a particular topic in the history of European civilization.

HIST 13001. History of European Civilization I. 100 Units.
Instructor(s): C. Fasolt, J. Lyon, J. Padgett, N. Ristuccia, Staff Terms Offered: Autumn, Winter
HIST 13002. History of European Civilization II. 100 Units.
Instructor(s): J. Boyer, J. Craig, J. Goldstein, J. Lyon, N. Ristuccia, Staff
Terms Offered: Winter, Spring

HIST 13003. History of European Civilization III. 100 Units.
Instructor(s): N. Ristuccia, Staff
Terms Offered: Spring
Note(s): Students who plan to complete a three-quarter sequence register for
HIST 13003 in Spring Quarter after completing HIST 13001-13002. Students may
not combine HIST 13003 with one other quarter of European Civilization to
construct a two-quarter sequence.

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.
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.
Instructor(s): K. Weintraub, Winter, Summer
Terms Offered: Winter, Summer
Prerequisite(s): These courses must be taken in sequence.

HIST 13300. History of Western Civilization III. 100 Units.
Instructor(s): K. Weintraub, Spring; Staff, 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.
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 uses the American
historical experience, set within the context of Western civilization to (1) introduce
students to the principles of historical thought, (2) probe the ways political and
social theory emerge within specific historical contexts, and (3) explore some of the
major issues and trends in American historical development. This sequence is not a
general survey of American history.
HIST 13500. America in World Civilization I. 100 Units.
This quarter examines the basic order of early colonial society; the social, political, and intellectual forces for a rethinking of that order; and the experiences of the Revolution and of making a new polity.
Instructor(s): E. Cook, Staff Terms Offered: Autumn
Prerequisite(s): These courses must be taken in sequence.

HIST 13600. America in World Civilization II. 100 Units.
This quarter focuses on the impact of economic individualism on the discourse on democracy and community; on pressures to expand the definition of nationhood to include racial minorities, immigrants, and women; on the crisis over slavery and sectionalism; and on class tensions and the polity.
Instructor(s): J. Dailey, Staff Terms Offered: Winter
Prerequisite(s): These courses must be taken in sequence.

HIST 13700. America in World Civilization III. 100 Units.
This quarter focuses on the definitions of Americanism and social order in a multicultural society; Taylorism and social engineering; culture in the shadow of war; the politics of race, ethnicity, and gender; and the rise of new social movements.
Instructor(s): M. Briones, J. Sparrow, Staff Terms Offered: Spring
Prerequisite(s): These courses must be taken in sequence.

HIST 13900-14000. Introduction to Russian Civilization I-II.
This two-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 legitimation; and symbols and practices of collective identity.

HIST 13900. Introduction to Russian Civilization I. 100 Units.
Instructor(s): E. Gilburd Terms Offered: Autumn
Note(s): Taking these courses in sequence is recommended but not required.
Equivalent Course(s): RUSS 25100, SOSC 24000

HIST 14000. Introduction to Russian Civilization II. 100 Units.
Instructor(s): E. Gilburd Terms Offered: Winter
Note(s): Taking these courses in sequence is recommended but not required.
Equivalent Course(s): RUSS 25200, SOSC 24100
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. 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).

HIST 16700. Ancient Mediterranean World I. 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): J. Hall, Staff Terms Offered: Autumn Equivalent Course(s): CLCV 20700

HIST 16800. Ancient Mediterranean World II. 100 Units. This quarter 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 is upon the dynamism and adaptability of Roman society, as it moved from a monarchy to a republic to an empire, and the implications of these political changes for structures of competition and cooperation within the community.
Instructor(s): C. Hawkins, Staff Terms Offered: Winter Equivalent Course(s): CLCV 20800

HIST 16900. Ancient Mediterranean World III. 100 Units. This quarter surveys the five centuries between the establishment of imperial autocracy in 27 BC and the fall of the Western empire in the fifth century AD.
Instructor(s): W. Kaegi Terms Offered: Spring Equivalent Course(s): CLCV 20900

JWSC 20001-20002-20003. Jewish History and Society I-II-III. Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. Students explore the ancient, medieval, and modern phases of Jewish culture(s) by means of documents and artifacts that illuminate the rhythms of daily life in changing economic, social, and political contexts. Texts in English.
JWSC 20001. Jewish History and Society I: The Archaeology of Israel - History, Society, Politics. 100 Units.
The course will offer a historical and critical perspective on 150 years of archaeology in Israel/Palestine, beginning with the first scientific endeavors of the 19th century and covering British Mandate and pre-state Jewish scholarship, as well as developments in the archaeology of Israel since 1948. I will devote particular attention to the mutual construction of archaeological interpretation and Israeli identity and to the contested role of archaeology in the public sphere both within Israeli society and in the Israeli-Palestinian conflict. The course will conclude with a discussion of the plausibility and possible content of an indigenous post-conflict archaeology in Israel and Palestine, based on 21st century paradigm shifts in archaeological discourse and field work.
Instructor(s): R. Greenberg Terms Offered: Spring
Equivalent Course(s): CRES 20001, HIST 22113, NEHC 20401, NEHC 30401, RLST 20604

JWSC 20002. Jewish History and Society II: Messianism and Modernity. 100 Units.
This course will consider the changing function of the notion of the messiah as it developed and changed in the modern era. It takes as its concrete starting point the Sabbatian Heresy of the 17th century and concludes with Derrida’s philosophical development of the concept of the messianic. The course’s aim is to use messianism as a focal point around which to consider the dynamic relationship between philosophy and Jewish civilization. It will examine the changing representations of the Messiah within the history of Jewish civilization. Concurrently it will consider the after-effect of these representations on discourses of modernity and vice-versa, illustrating both how Enlightenment conceptions of progress helped to create the notion of “messianism” understood as an abstract idea, and how the modern/post-modern philosophical conception of the “messianic” as a force that interrupts time is dependent upon historical studies of the messianic dimension of traditional Judaism.
Instructor(s): S. Hammerschlag Terms Offered: Winter
Equivalent Course(s): HIST 22406, NEHC 20402, NEHC 30402, RLST 25801
JWSC 20003. Jewish History and Society III: Israel Society and Jewish Cultures - Religiosity, Nation, Migration. 100 Units.
The class will discuss the connections between Israeli history and Jewish history. We will explore the history of the state since its establishment, its intellectual elites, their cultural production, as well as the protests, demonstrations, and sit-ins organized by Israeli Jews in Israel during the years 1948-2012. The class will reflect on tensions between Israelis of different origins, Mizrahi, Ashkenazi and Ethiopian communities in particular, and will discuss whether the arrival of various communities of Jews to Israel signified a liberating exodus from an oppressive exile; we will therefore consider different periodizations of Israeli history in which the moment of arrival to Israel of various migrants/olim (like Holocaust survivors, Mizrahi Jews, and others) marked the beginning of a difficult journey, aimed at achieving social mobility and citizenship rights in the Jewish state. We will also look at conflicts based on religion, especially the encounters between Haredi, national-religious and secular Jews in Israel. Finally, we will explore Israel’s relations with its Palestinian citizens and the Palestinian subjects in the occupied West Bank. The class will consider instances of politicized violence in Israel, and reflect on the ways in which their analysis could inform our thinking about social identities, nationalism, and religiosity. We will try to read against, and beyond, national Zionist narratives; unpack many national silences regarding the social and economic tensions embodied in these events, and study their implications with respect to visions of pluralism, binationalism, integration, and nationalism in Israel.
Instructor(s): O. Bashkin Terms Offered: Autumn
Equivalent Course(s): HIST 22202,NEHC 20403,NEHC 30403,RLST 20605

JWSC 20004-20005-20006. Jewish Thought and Literature I-II-III.
Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. Students in this sequence explore Jewish thought and literature from ancient times until the modern era through a close reading of original sources. A wide variety of works is discussed, including the Hebrew Bible (Old Testament) and texts representative of rabbinic Judaism, medieval Jewish philosophy, and modern Jewish culture in its diverse manifestations. Texts in English.

JWSC 20004. Jewish Thought and Literature I: Introduction to the Hebrew Bible. 100 Units.
The course will survey the contents of all twenty-four books of the Hebrew Bible, and introduce critical questions regarding its central and marginal figures, events, 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 its relation to the larger culture of the ancient Near East.
Instructor(s): S. Chavel Terms Offered: Autumn
Equivalent Course(s): RLST 11005,BIBL 31000
JWSC 20005. Jewish Thought and Literature II: The Bible and Archaeology. 100 Units.
In this course we will look at how interpretation of evidence unearthed by archaeologists contributes to a historical-critical reading of the Bible, and vice versa. We will focus on the cultural background of the biblical narratives, from the stories of Creation and Flood to the destruction of the Jerusalem temple by the Romans in the year 70. No prior coursework in archaeology or biblical studies is required, although it will be helpful for students to have taken JWSC 20004 (Introduction to the Hebrew Bible) in the Autumn Quarter.
Instructor(s): D. Schloen Terms Offered: Spring
Equivalent Course(s): NEHC 20405, NEHC 30405, RLST 20408

JWSC 20006. Jewish Thought and Literature III: Biblical Voices in Modern Hebrew Literature. 100 Units.
The Hebrew Bible is the most important intertextual point of reference in Modern Hebrew literature, a literary tradition that begins with the (sometimes contested) claim to revive the ancient language of the Bible. In this course, we will consider the Bible as a source of vocabulary, figurative language, voice and narrative models in modern Hebrew and Jewish literature, considering the stakes and the implications of such intertextual engagement. Among the topics we will focus on: the concept of language-revival, the figure of the prophet-poet, revisions and counter-versions of key Biblical stories (including the story of creation, the binding of Isaac and the stories of King David), the Song of Songs in Modern Jewish poetry.
Instructor(s): N. Rokem Terms Offered: Winter
Equivalent Course(s): NEHC 20406, NEHC 30406, CMLT 20401, CMLT 30401, RLST 20406, RLIT 30406, FNDL 20415

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.
Instructor(s): R. Granados-Salinas, R. Gutiérrez Terms Offered: Autumn
Equivalent Course(s): ANTH 23101, CRES 16101, HIST 16101, HIST 36101, LACS 34600, SOVC 26100
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): M. Tenorio Terms Offered: Winter
Equivalent Course(s): ANTH 23102, CRES 16102, HIST 16102, HIST 36102, 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): D. Borges Terms Offered: Spring
Equivalent Course(s): ANTH 23103, CRES 16103, HIST 16103, HIST 36103, LACS 34800, SOSC 26300

MUSI 12100-12200. Music in Western Civilization I-II.
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 dramatic, musical, and visual arts. 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.
Instructor(s): A. Robertson Terms Offered: Winter
Equivalent Course(s): HIST 12700, SOSC 21100

MUSI 12200. Music in Western Civilization II: 1750 to the Present. 100 Units.
Terms Offered: Spring
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.
Terms Offered: Not offered in 2014-15; will be offered in 2015-16
NEHC 20002. Ancient Near Eastern History and Society II: Mesopotamia. 100 Units.
This course introduces the history of Mesopotamia. We begin with the origins of writing and cities in Sumer (ca. 3200 BC); then cover the great empires of Assyria, Babylon, and Persia; and end with the arrival of Alexander the Great in the late fourth century BC.
Instructor(s): Johnson, Ritner, Muhs Terms Offered: Not offered in 2014-15; will be offered in 2015-16

NEHC 20003. Ancient Near Eastern History and Society III: Anatolia and Levant. 100 Units.
This course surveys the political, social, and economic history of ancient Anatolia and the Levant (Syria-Palestine) from ca. 2300 BC until the conquest of the region by Alexander that inaugurated the Hellenistic period in the Near East.
Instructor(s): P. Goedegebuure Terms Offered: Not offered in 2014-15; will be offered in 2015-16

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 takes as its topic the literary tradition surrounding Gilgamesh, the legendary king of the Mesopotamian city-state of Uruk. The course will focus on the Babylonian Epic of Gilgamesh and its Sumerian forerunners, and their cultural and historical contexts. We will also read a number of Sumerian and Akkadian compositions that are thematically related to the Gilgamesh tradition, including Atrahasis, the Sumerian Flood story, and the Epics of Enmerkar and Lugalbanda, also of first dynasty of Uruk.
Instructor(s): C. Woods 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 and Literature II: Anatolian Literature. 100 Units.
Instructor(s): H. Haroutunian Terms Offered: Winter
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 and Literature III: Egypt. 100 Units.
Instructor(s): B. Muhs Terms Offered: Spring
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies
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.

NEHC 20011. Ancient Empires I: The Neo-Assyrian Empire. 100 Units.
Instructor(s): H. Haroutunian Terms Offered: Autumn
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: The Ottoman Empire. 100 Units.
Instructor(s): H. Karateke 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 25800, HIST 15603

NEHC 20013. Ancient Empires III: The Egyptian Empire of the New Kingdom. 100 Units.
Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Instructor(s): N. Moeller 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: Not offered in 2014-15
Equivalent Course(s): 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: Not offered in 2024-15
Note(s): Not open to first-year students
Equivalent Course(s): 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: Not offered in 2014-15
Note(s): Not open to first-year students
Equivalent Course(s): HIST 15704

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): C. Fleischer
Terms Offered: Autumn
Prerequisite(s): Not open to first-year students
Note(s): Taking these courses in sequence is recommended but not required.
Equivalent Course(s): HIST 25704,HIST 35704,ISLM 30500,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 25804, HIST 35804, 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): A. 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 25904, HIST 35904, ISLM 30700

NEHC 20601-20602-20603. 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.

NEHC 20601. Islamic Thought and Literature I. 100 Units.
This course covers the period from ca. 600 to 950, concentrating on the career of the Prophet Muhammad; Qur’an and Hadith; the Caliphate; the development of Islamic legal, theological, philosophical, and mystical discourses; sectarian movements; and Arabic literature.
Instructor(s): T. Qutbuddin Terms Offered: Autumn
Equivalent Course(s): RLST 20401, SOSC 22000

NEHC 20602. Islamic Thought and Literature II. 100 Units.
This course covers the period from ca. 950 to 1700. We survey such works as literature, theology, philosophy, sufism, politics, and history that were written in Arabic, Persian, and Turkish. We also consider the art, architecture, and music of the Islamicate traditions. Through primary texts, secondary sources, and lectures, we 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): F. 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, SOSC 22100
**NEHC 20603. Islamic Thought and Literature III. 100 Units.**  
This course covers the period from ca. 1700 to the present, exploring works of Arab intellectuals who interpreted various aspects of Islamic philosophy, political theory, and law in the modern age. We look at diverse interpretations concerning the role of religion in a modern society, at secularized and historicized approaches to religion, and at the critique of both religious establishments and nation-states as articulated by Arab intellectuals. Generally, we discuss secondary literature first and the primary sources later.  
Instructor(s): O. Bashkin  
Terms Offered: Spring  
Note(s): This course does not apply to the medieval studies major or minor.  
Equivalent Course(s): 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, HIST 10800, SASC 20000, 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): D. Chakrabarty  
Terms Offered: Spring  
Equivalent Course(s): ANTH 24102, HIST 10900, SASC 20100, SOSC 23100

**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 (p. 1229) section of this catalog or visit study-abroad.uchicago.edu.
CLASSICAL STUDIES

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.

PROGRAM REQUIREMENTS

LANGUAGE AND LITERATURE VARIANT

Students who take the Language and Literature Variant may focus exclusively on Greek or exclusively on Latin, or they may study both languages with an emphasis on one or the other. 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.

No course that is used to meet one of the following requirements may be used simultaneously to meet a requirement under any other category.

1. Six courses in Greek or Latin in the major that must include the 20100-20200-20300 Intermediate sequence or higher in at least one language. The first-year language sequence cannot be counted towards the major requirements unless a student takes both Latin and Greek courses. The requirement can be satisfied by, for example:

<table>
<thead>
<tr>
<th>LATN</th>
<th>Intermediate Latin I-II-III</th>
</tr>
</thead>
<tbody>
<tr>
<td>20100-20200-20300</td>
<td>300</td>
</tr>
</tbody>
</table>

One of the following:

<table>
<thead>
<tr>
<th>LATN</th>
<th>Roman Elegy</th>
</tr>
</thead>
<tbody>
<tr>
<td>21100</td>
<td>&amp; LATN 21200 and Roman Novel</td>
</tr>
<tr>
<td>21300</td>
<td>and Vergil</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GREK</th>
<th>Introduction to Attic Greek I-II-III</th>
</tr>
</thead>
<tbody>
<tr>
<td>10100-10200-10300</td>
<td>300</td>
</tr>
</tbody>
</table>
2. Six courses in Greek or Roman art, history, philosophy, science, religion, material culture, or classical literature in translation, with courses divided between at least two fields, and with approval of the director of undergraduate studies. Any course that carries a Classical Civilization (CLCV) listing or a Classics (CLAS) 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. A research skills paper of from ten to twelve pages, to be submitted to the director of undergraduate studies by the end of Spring Quarter of the third year. The paper will normally substitute for a final paper in a Greek (above 20300), Latin (above 20300), Classical Civilization (CLCV), or Classics (CLAS) course, and 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 tests; material culture; etc.) but also on research of relevant secondary bibliography. Students should declare at the start of the quarter if they wish to write the research skills paper in a given course, and should work closely throughout the quarter with the instructor, who must be a member of the Classics faculty.

4. CLCV 29800 BA Paper Seminar, a one-quarter course spread over two quarters in the fourth year, as described below.

Summary of Requirements: Language and Literature Variant

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 courses in Greek or Latin (must include 20100-20200-20300)</td>
<td>600</td>
</tr>
<tr>
<td>6 courses in Greek or Roman art, history, philosophy, science, religion,</td>
<td>600</td>
</tr>
<tr>
<td>material culture, or classical literature in translation</td>
<td></td>
</tr>
<tr>
<td>CLCV 29800 BA Paper Seminar</td>
<td>100</td>
</tr>
<tr>
<td>Total Units</td>
<td>1300</td>
</tr>
</tbody>
</table>

* Credit will not be granted by examination.

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.

No course that is used to meet one of the following requirements may be used simultaneously to meet a requirement under any other category.

1. Six courses in one classical language (Greek or Latin) at the 20000 level or above and six courses in the other (three of which may be at the introductory level).

2. 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 fields, and with approval of the director of undergraduate studies. Any course that carries a Classical Civilization (CLCV) listing or a
Classics (CLAS) 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. A research skills paper of from ten to twelve pages, to be submitted to the director of undergraduate studies by the end of Spring Quarter of the third year. The paper will normally substitute for a final paper in a Greek (above 20300), Latin (above 20300), Classical Civilization (CLCV), or Classics (CLAS) course, and 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 write the research skills paper in a given course, and should work closely throughout the quarter with the instructor, who must be a member of the Classics faculty.

4. CLCV 29800 BA Paper Seminar, a one-quarter course spread over two quarters in the fourth year, as described below.

Summary of Requirements: Language Intensive Variant

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 courses in Greek *</td>
<td>600</td>
</tr>
<tr>
<td>6 courses in Latin *</td>
<td>600</td>
</tr>
<tr>
<td>4 courses in Greek or Roman art, history, philosophy, religion, science, material culture, or classical literature in translation</td>
<td>400</td>
</tr>
<tr>
<td>CLCV 29800 BA Paper Seminar</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>1700</strong></td>
</tr>
</tbody>
</table>

* Six courses in one classical language (Greek or Latin) at the 20000 level or above, and six courses in the other (three of which may be at the introductory level). Credit will not be granted by examination.

**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 CLCV 20700-20800 Ancient Mediterranean World I-II, the Athens Program, or the Rome Program. 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 among 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.
1. Three courses in Greek or Latin beyond the level of placement. Students who have not received credit by placement tests or Advanced Placement examinations may register for first-year Greek or Latin courses.

2. Nine courses in art, history, philosophy, religion, science, material culture, or classical literature in translation, with courses divided between at least four fields, and with approval of the director of undergraduate studies. Any course that carries a Classical Civilization (CLCV) listing or a Classics (CLAS) 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. A research skills paper of from ten to twelve pages, to be submitted to the director of undergraduate studies by the end of Spring Quarter of the third year. The paper will normally substitute for a final paper in a Greek (above 20300), Latin (above 20300), Classical Civilization (CLCV), or Classics (CLAS) course, and 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 write the research skills paper in a given course, and should work closely throughout the quarter with the instructor, who must be a member of the Classics faculty.

4. CLCV 29800 BA Paper Seminar, a one-quarter course spread over two quarters in the fourth year, as described below.

Summary of Requirements: Greek and Roman Cultures Variant

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 courses in Greek or Latin</td>
<td>300</td>
</tr>
<tr>
<td>9 courses in Greek or Roman art, history, philosophy, religion, science, material culture, or classical literature in translation</td>
<td>900</td>
</tr>
<tr>
<td>CLCV 29800 BA Paper Seminar</td>
<td>100</td>
</tr>
<tr>
<td>Total Units</td>
<td>1300</td>
</tr>
</tbody>
</table>

* Credit will not be granted by examination.

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 that must be approved by a member of the Classics faculty who agrees to be the director of the BA paper. At the same time, students should meet with the preceptor of the BA Paper Seminar to plan a program of research.
Students may register for the 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 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. Hard copies are to be submitted to the faculty director, seminar preceptor, and director of undergraduate studies. 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**

The following first-year sequences in Greek and Latin and the courses in Greek and Latin composition are open for P/F grading for students not using these courses to meet language requirements for the major. All courses taken to meet requirements in the major must be taken for quality grades.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GREK 10100-10200-10300</td>
<td>Introduction to Attic Greek I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>GREK 11100-11200-11300</td>
<td>Accelerated Introduction to Attic Greek I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>LATN 10100-10200-10300</td>
<td>Introduction to Classical Latin I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>LATN 11100-11200-11300</td>
<td>Accelerated Introduction to Classical Latin I-II-III</td>
<td>300</td>
</tr>
</tbody>
</table>
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. The BA paper must be judged worthy of honors by the faculty director, the preceptor, and an additional faculty reader. Before the end of fifth week of Winter Quarter, the preceptor will make an initial recommendation for honors to the director of undergraduate studies, who will then consult with the faculty director. If the recommendation is approved, the student will select a second faculty reader in consultation with the faculty director.

Prizes
The Arthur Adkins Summer Research Fellowship (up to $5,000) 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 (in the first week of Spring Quarter) a transcript, statement (two to three pages) outlining their project and its relationship to existing knowledge in the field, plan of research together with a provisional budget for the summer, and letter from a faculty supervisor.

The Classics Prize is a cash award of $300 made annually to the student who graduates with the best record of achievement in the Classical Studies major.

The David Grene Summer Fellowship (up to $5,000) is targeted to undergraduates whose intellectual interests in the classical world have led them to an area of knowledge that 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 (e.g., paleography, 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 (e.g., American School of Classical Studies at Athens, American Academy in Rome), or it may be tailored entirely according to the student’s own plan. Applicants must submit (in the first week of Spring Quarter) a transcript, project statement, provisional budget, and faculty letter of recommendation.

The John G. Hawthorne Travel Prize (up to $4,000) is awarded annually 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. The award 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 (in the first week of Spring Quarter) a transcript, project statement, provisional budget, and faculty letter of recommendation.

The Nancy P. Helmbold Travel Award (up to $3,500) is awarded annually to an outstanding undergraduate student of Greek and/or Latin for travel to Greece
or Italy. Applicants must submit (in the first week of Spring Quarter) a transcript, project statement, proposed budget, and faculty letter of recommendation.

The Paul Shorey Foreign Travel Grant ($300) is awarded annually 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 Pausanias Summer Research Fellowship (up to $5,000) is awarded annually to an undergraduate student who is majoring or minoring in Classical Studies and is conducting research abroad in a site of interest for classical studies. The award may be used to pursue a project of the student's own design or to participate in an appropriate institutional program abroad. Applicants must submit (in the first week of Spring Quarter) a transcript, project statement, provisional budget, and faculty letter of recommendation.

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.

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.

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*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GREK 10100-10200-10300</td>
<td>Introduction to Attic Greek I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>GREK 20100-20200-20300</td>
<td>Intermediate Greek I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>CLCV 21200</td>
<td>History and Theory of Drama I **</td>
<td>100</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>700</td>
</tr>
</tbody>
</table>
* The language requirement for the minor program must be met by registering for courses bearing University of Chicago course numbers.

** or, for example, CLCV 21400 Marg Populations Of Rom Empire

### Greek (or Latin) Sample Variant*

One of the following sequences:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GREK 20100-20200-20300</td>
<td>Intermediate Greek I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>LATN 20100-20200-20300</td>
<td>Intermediate Latin I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>CLCV 20700-20800-20900</td>
<td>Ancient Mediterranean World I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>CLCV 21400</td>
<td>Marg Populations Of Rom Empire**</td>
<td>100</td>
</tr>
</tbody>
</table>

Total Units 700

* The language requirement for the minor program must be met by registering for courses bearing University of Chicago course numbers.

** or, for example, CLCV 21200 History and Theory of Drama I

### Classical Civilization Sample Variant*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLCV 20700-20800-20900</td>
<td>Ancient Mediterranean World I-II-III**</td>
<td>300</td>
</tr>
<tr>
<td>CLCV 22000</td>
<td>Greek Tragedy/Its Influences</td>
<td>100</td>
</tr>
<tr>
<td>CLCV 22100</td>
<td>Epictetus/Marcus Aurelius</td>
<td>100</td>
</tr>
<tr>
<td>CLCV 24200</td>
<td>Invention of Love Poem</td>
<td>100</td>
</tr>
<tr>
<td>CLCV 23100</td>
<td>Ancient Philosophy</td>
<td>100</td>
</tr>
</tbody>
</table>

Total Units 700

* The language requirement for the minor program must be met by registering for courses bearing University of Chicago course numbers.

** 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.
CLASSICS - CLASSICAL CIVILIZATION COURSES

CLCV 14113. Introduction to Roman Art and Archaeology. 100 Units.
This course offers a survey of the art and archaeology of the Roman world from the founding of Rome in the eighth century BC to the Christianization of the Empire in the fourth century AD. Students will witness the transformation of Rome from a humble village of huts surrounded by marshland in central Italy into the centripetal force of a powerful Empire that spanned mind-bogglingly distant reaches of space and time. Throughout the course, we will consider how the built environments and artifacts produced by an incredible diversity of peoples and places can make visible larger trends of historical, political, and cultural change. What, we will begin and end by asking, is Roman about Roman art?
Instructor(s): P. Crowley Terms Offered: Winter
Equivalent Course(s): ARTH 14105

CLCV 20200. North Africa, Late Antiquity to Islam. 100 Units.
Examination of topics in continuity and change from the third through ninth centuries CE, including changes in Roman, Vandalic, Byzantine, and early Islamic Africa. Topics include the waning of paganism and the respective spread and waning of Christianity, the dynamics of the seventh-century Muslim conquest and Byzantine collapse. Transformation of late antique North Africa into a component of Islamic civilization. Topography and issues of the autochthonous populations will receive some analysis. Most of the required reading will be on reserve, for there is no standard textbook. Readings in translated primary sources as well as the latest modern scholarship. Final examination and ten-page course paper.
Instructor(s): W. Kaegi Terms Offered: Autumn
Equivalent Course(s): HIST 25701, HIST 35701, CRES 25701, CLAS 30200, NEHC 20634, NEHC 30634

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. 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): J. Hall, Staff Terms Offered: Autumn
Equivalent Course(s): HIST 16700
CLCV 20800. Ancient Mediterranean World II. 100 Units.
This quarter 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 is upon the dynamism and adaptability of Roman society, as it moved from a monarchy to a republic to an empire, and the implications of these political changes for structures of competition and cooperation within the community.
Instructor(s): C. Hawkins, Staff Terms Offered: Winter
Equivalent Course(s): HIST 16800

CLCV 20900. Ancient Mediterranean World III. 100 Units.
This quarter surveys the five centuries between the establishment of imperial autocracy in 27 BC and the fall of the Western empire in the fifth century AD.
Instructor(s): W. Kaegi Terms Offered: Spring
Equivalent Course(s): HIST 16900

CLCV 20800-20900. Ancient Mediterranean World II-III.
CLCV 20800. Ancient Mediterranean World II. 100 Units.
This quarter 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 is upon the dynamism and adaptability of Roman society, as it moved from a monarchy to a republic to an empire, and the implications of these political changes for structures of competition and cooperation within the community.
Instructor(s): C. Hawkins, Staff Terms Offered: Winter
Equivalent Course(s): HIST 16800

CLCV 20900. Ancient Mediterranean World III. 100 Units.
This quarter surveys the five centuries between the establishment of imperial autocracy in 27 BC and the fall of the Western empire in the fifth century AD.
Instructor(s): W. Kaegi Terms Offered: Spring
Equivalent Course(s): HIST 16900

CLCV 20900. Ancient Mediterranean World III. 100 Units.
This quarter surveys the five centuries between the establishment of imperial autocracy in 27 BC and the fall of the Western empire in the fifth century AD.
Instructor(s): W. Kaegi Terms Offered: Spring
Equivalent Course(s): HIST 16900
CLCV 21200. History and Theory of Drama I. 100 Units.
The course is a survey of major trends and theatrical accomplishments in drama from the ancient Greeks through the Renaissance: Aeschylus, Sophocles, Euripides, Aristophanes, classical Sanskrit theater, medieval religious drama, Japanese Noh drama, Kyd, Marlowe, Shakespeare, and Molière, along with some consideration of dramatic theory by Aristotle, Sir Philip Sidney, Corneille, and others. Students have the option of writing essays or putting on short scenes in cooperation with other members of the course. The goal of these scenes is not to develop acting skill but, rather, to discover what is at work in the scene and to write up that process in a somewhat informal report. End-of-week workshops, in which individual scenes are read aloud dramatically and discussed, are optional but highly recommended. (D)
Instructor(s): D. Bevington Terms Offered: Autumn
Prerequisite(s): Preference given to students with third- or fourth-year standing.
Note(s): May be taken in sequence with ENGL 13900/31100 or individually. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): ENGL 13800, CLAS 31200, CMLT 20500, CMLT 30500, ENGL 31000, TAPS 28400

CLCV 21415. Gender and Sexuality in Roman Art. 100 Units.
In the remote, but omnipresent past of classical antiquity, what kinds of experiences and practices fell under the umbrella of terms and concepts that we moderns call “gender” and “sexuality”? This course explores the fundamentally visual aspect of this question by drawing attention first and foremost to works of Roman art, but also to topics such as the erotics of vision, the senses of shame and modesty, and bodily comportment. While the robust corpus of ancient and modern literature on these topics will constitute an important part of our discussions, we will likewise consider the ways in which ancient art provides forms of evidence that are analogous, but never coextensive, with that of ancient texts. Finally, taking a cue from Tom Stoppard’s play The Invention of Love (1997), in which A. E. Housman declares that the “barbarity” of homosexuality is that it’s “half Greek and half Latin,” we will attend to the ways in which the dynamics of gender and sexuality took shape in a historical continuum in which the lines between what was “Greek” and what was “Roman” became increasingly blurred.
Instructor(s): P. Crowley Terms Offered: Autumn
Equivalent Course(s): ARTH 21415, ARTH 31415, CLAS 31415

CLCV 21700. Archæology for Ancient Historians. 100 Units.
This course is intended to act not as an introduction to Classical archæology but as a methods course illuminating the potential contribution of material cultural evidence to ancient historians while at the same time alerting them to the possible misapplications. Theoretical reflections on the relationship between history and archaeology will be interspersed with specific case studies from the Græco-Roman world.
Instructor(s): J. Hall Terms Offered: Winter
Equivalent Course(s): HIST 20901, HIST 39800, CLAS 31700, ANCM 31700
CLCV 21807. Greek Art and Archaeology. 100 Units.
This course will survey the art and archaeology of ancient Greece from ca. 1000 BCE–ca. 200 BCE. Participants 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. The big question is: How can we make sense of the past by means of artifacts? Instructor(s): R. Neer Terms Offered: Spring
Prerequisite(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts. Equivalent Course(s): ARTH 14107

CLCV 21812. Greek Art and Archaeology I: From the Bronze Age to the Persian Wars. 100 Units.
This course will survey the art and archaeology of the ancient Greek world from the Bronze Age to the Persian Wars (480 BC). We will study early civilizations of Minoan Crete and Mycenaean Greece, and their dramatic collapse in the twelfth century BC. We will then see the emergence of a new political and social system based on city-states, featuring distinctive forms of sculpture, architecture, pottery, and urban design. Along the way, students will acquire a conceptual toolkit for looking at works of art and for thinking about the relation of art to social life. The big question is: How can we make sense of the past by means of artifacts? Instructor(s): R. Neer Terms Offered: Autumn
Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the dramatic, musical, and visual arts. This course is the first of a two-course sequence; registration in the second course is not required for participation in the first. Equivalent Course(s): ARTH 14307

CLCV 22314. The Ancient Romans and Their “Religion” 100 Units.
Roman religion is very rarely accorded a place of prominence in the history of religions of Late Antiquity or the modern academic study of religion. Too often when Roman religion is acknowledged it is as part of a more general picture of Greco-Roman paganism’s decline in the wake of Christianity’s rise to power. The purpose of this course then is to consider how we might understand Roman religion as a discrete yet dynamic set of discourses, practices, communities, and institutions in the contexts of both the late antique religious world and the modern academic study of religion. To this end, this course will introduce students not only to the basic elements of Roman religious life, but also to the dominant scholarly models used to engage the ancient sources. Finally, at a more theoretical level, this course also will challenge students to think critically about how religion as a modern analytic category may or may not be useful in understanding ancient cultures. Instructor(s): D. Durdin Terms Offered: Winter 2015
Note(s): No knowledge of ancient languages required. Equivalent Course(s): RLST 22311
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. Gardnier 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): A. Callard Terms Offered: Autumn
Prerequisite(s): Completion of the general education requirement in humanities
Equivalent Course(s): PHIL 25000

CLCV 23514. Augustan Culture. 100 Units.
Augustus’ accession to power after decades of civil war was a moment of tremendous cultural and political change. His own writings and the historians’ writings about him will be contextualized with readings from the great literary figures of the time, Livy, Vergil, Horace, Propertius, and Ovid, and supplemented with an overview of the art and architecture of the period.
Instructor(s): M. Lowrie Terms Offered: Spring
Equivalent Course(s): CLAS 33514

CLCV 24113. The Archaeology of Death in Ancient Rome. 100 Units.
This course serves as a general introduction to the commemoration of death in Roman funerary monuments, giving particular attention to the social bonds they were meant to express and reinforce through visual modes of address. Memorials dedicated by a socially diverse group of patrons including both elites and non-elites, metropolitan Romans and far-flung provincials, will be studied in relation to an equally diverse body of material evidence including tomb architecture and cemetery planning, inscriptions, sarcophagi and cinerary urns, and portraiture. The course will also take advantage of sites in Chicago such as Rosehill or Graceland Cemetery as important points of comparison with the ancient material.
Instructor(s): P. Crowley Terms Offered: Spring
Equivalent Course(s): ARTH 24105
CLCV 24115. Roman Art I: Republican and Early Imperial Art and Architecture. 100 Units.
This course offers an introductory survey of the art and architecture of the Roman world from the legendary founding of Rome in the eighth century BC up through the beginning of the second century AD, when the Empire reached its point of greatest expansion. Students will witness the transformation of Rome from a humble village of huts surrounded by marshland in central Italy into the centripetal force of a powerful Empire that spanned mind-bogglingly distant reaches of space and time. Throughout the course, we will consider how the built environments and artifacts produced by an incredible diversity of peoples and places can make visible larger trends of historical, political, and cultural change. What, we will begin and end by asking, is Roman about Roman art?
Instructor(s): P. Crowley Terms Offered: Autumn
Prerequisite(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): ARTH 14115

CLCV 24215. Roman Art II: Late Antique and Early Christian Art and Architecture. 100 Units.
This course offers an introductory survey of the art and architecture of the Roman world starting from the beginning of the second century AD, when the Empire reached its point of greatest expansion. It then proceeds through a period of relative peace and prosperity before witnessing the effects of a political, social, and economic “crisis” of the third century AD, the adoption of Christianity as the state religion, and the tremendous consequences of moving the capital from Rome to Constantinople. Throughout the course, we will consider how the built environments and artifacts produced by an incredible diversity of peoples and places can make visible larger trends of historical, political, and cultural change.
What, we will begin and end by asking, is Roman about Roman art?
Instructor(s): P. Crowley Terms Offered: Winter
Prerequisite(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): ARTH 14215

CLCV 24306. Byzantine Empire, 330-610. 100 Units.
A lecture course, with limited discussion, of the formation of early Byzantine government, society, and culture. Although a survey of event and changes, including external relations, many of the latest scholarly controversies will also receive scrutiny. There will be some discussion of relevant archaeology and topography. No prerequisite. Readings will include some primary sources in translation and examples of modern scholarly interpretations. Final examination and a short paper.
Instructor(s): W. Kaegi Terms Offered: Autumn
Equivalent Course(s): HIST 21701,HIST 31701,CLAS 34306
CLCV 24307. Byzantine Empire, 610-1025. 100 Units.
A lecture course, with limited discussion, of the principle developments with respect to government, society, and culture in the Middle Byzantine Period. Although a survey of event and changes, including external relations, many of the latest scholarly controversies will also receive scrutiny. No prerequisite. Readings will include some primary sources in translation and examples of modern scholarly interpretations. Final examination and a short paper. Graduate students may register for grade of R (audit) or P (Pass) instead of a letter grade, except for History graduate students taking this as a required course.
Instructor(s): W. Kaegi Terms Offered: Spring
Equivalent Course(s): HIST 21702,HIST 31702,CLAS 34307

CLCV 24506. Alexander the Great. 100 Units.
This course provides both a survey of the career of Alexander the Great and an introduction to the historiographical traditions (ancient and modern) that shape our understanding of his legacy. We will focus primarily on two clusters of problems. First, we will examine what Alexander’s career can tell us about the dynamics of ancient empires. Second, we will grapple with the interpretative challenges generated by our evidence, which consists largely of literary accounts produced by authors who wrote long after Alexander’s own lifetime and who relied on earlier texts that no longer survive. All sources will be read in translation.
Instructor(s): C. Hawkins Terms Offered: Autumn
Equivalent Course(s): HIST 20802,HIST 30802,CLAS 34506

CLCV 24508. Economy and Society in Ancient Greece and Rome. 100 Units.
In this course we will explore not only the nature of ancient Greek and Roman economies, but also the way in which social and political structures constrained or facilitated the efforts of individuals to devise successful strategies within those economies. We will consider trade, manufacture, and agriculture, and we will devote considerable attention to issues of methodology: What questions should we ask about ancient economic life, and with what evidence can we answer them?
Instructor(s): C. Hawkins Terms Offered: Spring

CLCV 24914. Ancient Greek Magic. 100 Units.
Instructor(s): C. Faraone Terms Offered: Winter
Equivalent Course(s): CLAS 34914

CLCV 25510. Homer’s Odyssey. 100 Units.
This course is a close reading of the Odyssey. Discussion topics include identity, maturation, hospitality and friendship, gender, travel, and fantasies about other cultures. Texts in English.
Instructor(s): W. Olmsted Terms Offered: Autumn
Prerequisite(s): Required of new Fundamentals majors; open to others with consent of instructor.
Equivalent Course(s): FNDL 21901
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.

CLCV 25700. Ancient Empires I: The Neo-Assyrian Empire. 100 Units.
Instructor(s): H. Haroutunian Terms Offered: Autumn
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: The Ottoman Empire. 100 Units.
Instructor(s): H. Karateke 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): HIST 15603, NEHC 20012

CLCV 25900. Ancient Empires III: The Egyptian Empire of the New Kingdom. 100 Units.
Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Instructor(s): N. Moeller Terms Offered: Spring
Equivalent Course(s): NEHC 20013, HIST 15604

CLCV 25800. Ancient Empires II: The Ottoman Empire. 100 Units.
Instructor(s): H. Karateke 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): HIST 15603, NEHC 20012

CLCV 25900. Ancient Empires III: The Egyptian Empire of the New Kingdom. 100 Units.
Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Instructor(s): N. Moeller Terms Offered: Spring
Equivalent Course(s): NEHC 20013, HIST 15604
CLCV 26514. Travel and Pilgrimage in the Roman Empire. 100 Units.
This course will take a trip around the Roman Empire, exploring the different motivations and contexts for travel in Antiquity. Through surviving literary texts we will survey varieties of travel, including military campaigns, scientific exploration, conquest, commerce and piracy, economic displacement, pilgrimage, and even tourism. Stops in different provinces of the Empire will provide geographical information as well as details about the practicalities of travel: vessels, caravans and other means, cost of travel, infrastructure at the traveler’s disposal, maritime and land routes, safe-conducts, guidebooks and language aids for the traveler. Along the way, the course will also provide an introduction to the diversity and uniformity of the Roman Empire.
Instructor(s): S. Torallas Tovar Terms Offered: Autumn
Equivalent Course(s): CLAS 36514, NEHC 26514, NEHC 36514

CLCV 26914. Death in the Classical World: Texts and Monuments. 100 Units.
This course will focus on the evolution of beliefs and rituals related to death in the Mediterranean cultures of the Greek world and the Roman Empire, including the Egyptians among others. The course will draw on literary and documentary sources as well as archaeology and remnants of material culture. The topics that will be covered include not only the practicalities of death (funerary rituals, legal aspects of death like wills and inheritance), but also beliefs and myths of the afterlife, magical rituals such as necromancy, the impact of Christianization on Roman understandings of death, and later Christian developments like the cult of the saints.
Instructor(s): S. Torallas Tovar Terms Offered: Spring
Equivalent Course(s): CLAS 36914, NEHC 26914, NEHC 36914

CLCV 27714. Comparative Syntax of Greek and Latin. 100 Units.
On the occasion of the publication of two new grammars, the Cambridge Grammar of Classical Greek and volume 1 of the Oxford Latin Syntax, this course will compare Greek and Latin syntax and semantics and, more generally, serve as an introduction to the linguistic study of these two corpus languages.
Instructor(s): H. Dik Terms Offered: Spring
Prerequisite(s): At least two years each of Greek and Latin
Equivalent Course(s): CLAS 37714
CLCV 28300. Ephron Seminar: Getting to Happiness: Philosophy as a Way of Life from Antiquity to the Present. 100 Units.
What did it mean to be a student of philosophy in Hellenistic and Roman antiquity? From Epicurus to Marcus Aurelius, ancient philosophers recommended a variety of philosophical practices in their pursuit of happiness. We will read primary and secondary texts about a range of topics in which ancient philosophers offered practical counsel to their students and readers: managing desires, controlling anger, finding the right friends, navigating the challenges of relationships, and coping with grief and the fear of death. For each topic, we will read ancient authors affiliated with different philosophical schools—Epicureanism, Stoicism, Skepticism, and Middle Platonism—and discuss their often divergent recommendations. In addition, we will survey how the ancient tradition of practical philosophy was revived from the Middle Ages and the Renaissance to the present, and ask what we can learn from this tradition today.
Instructor(s): B. VanWassenhove Terms Offered: Spring
Note(s): The goal of this annual seminar of changing context is to promote innovative course design. Examples of past topics are gender, death, violence, and law in the ancient world.

CLCV 29113. Myth Course. 100 Units.
This course examines the social, political, cultural, and religious functions of ancient myth, as well as the various theoretical interpretations of myth that have been proposed in a variety of fields in order to investigate what myth can tell us about the ancient Greeks and Romans as well as those who regard themselves as the inheritors of classical culture.
Instructor(s): Staff Terms Offered: Spring

CLCV 29700. Reading Course. 100 Units.
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.
Terms Offered: Autumn, Winter
Prerequisite(s): Fourth-year standing
CLASSICS - GREEK COURSES

Gvak 10100-10200-10300. Introduction to Attic Greek I-II-III.
This sequence covers the introductory Greek grammar in twenty-two weeks and is intended for students who have more complex schedules or believe that the slower pace allows them to better assimilate the material. Like Gvak 11100-11200-11300, this sequence prepares students to move into the intermediate sequence (Gvak 20100-20200-20300).

Gvak 10100. Introduction to Attic Greek I. 100 Units.
This course introduces the basic rules of ancient Greek. Class time is spent on the explanation of grammar, translation from Greek to English and from English to Greek, and discussion of student work.
Instructor(s): Staff. Terms Offered: Autumn
Note(s): Knowledge of Greek not required.

Gvak 10200. Introduction to Attic Greek II. 100 Units.
Study of the introductory textbook continues through this quarter, covering further verbal morphology (participle, subjunctive, optative) and syntax of complex clauses. Students apply and improve their understanding of Greek through reading brief passages from classical prose authors, including Plato and Xenophon.
Terms Offered: Winter
Prerequisite(s): Gvak 10100

Gvak 10300. Introduction to Attic Greek III: Prose. 100 Units.
Concurrently with finishing the final chapters of the textbook in the beginning of the quarter, students read a continuous prose text (Lysias 1). This is followed by extensive review of the year’s grammar and vocabulary and further reading (Plato’s Crito). The aim is familiarity with Greek idiom and sentence structure.
Terms Offered: Spring
Prerequisite(s): Gvak 10200

Gvak 10200-10300. Introduction to Attic Greek II-III.

Gvak 10200. Introduction to Attic Greek II. 100 Units.
Study of the introductory textbook continues through this quarter, covering further verbal morphology (participle, subjunctive, optative) and syntax of complex clauses. Students apply and improve their understanding of Greek through reading brief passages from classical prose authors, including Plato and Xenophon.
Terms Offered: Winter
Prerequisite(s): Gvak 10100
GREK 10300. Introduction to Attic Greek III: Prose. 100 Units.
Concurrently with finishing the final chapters of the textbook in the beginning of the quarter, students read a continuous prose text (Lysias 1). This is followed by extensive review of the year’s grammar and vocabulary and further reading (Plato’s *Crito*). The aim is familiarity with Greek idiom and sentence structure.
Terms Offered: Spring
Prerequisite(s): GREK 10200

GREK 10300. Introduction to Attic Greek III: Prose. 100 Units.
Concurrently with finishing the final chapters of the textbook in the beginning of the quarter, students read a continuous prose text (Lysias 1). This is followed by extensive review of the year’s grammar and vocabulary and further reading (Plato’s *Crito*). The aim is familiarity with Greek idiom and sentence structure.
Terms Offered: Spring
Prerequisite(s): GREK 10200

GREK 11100-11200-11300. Accelerated Introduction to Attic Greek I-II-III.
This sequence covers the introductory Greek grammar in fifteen weeks. Like GREK 10100-10200-10300, this sequence prepares students to move into the intermediate sequence (GREK 20100-20200-20300).

GREK 11100. Accelerated Introduction to Attic Greek I. 100 Units.
This course introduces the rudiments of ancient Greek. Class time is spent on the explanation of grammar, translation from Greek to English and from English to Greek, and discussion of student work.
Instructor(s): H. Dik Terms Offered: Autumn

GREK 11200. Accelerated Introduction to Attic Greek II. 100 Units.
The remaining chapters of the introductory textbook are covered. Students then apply and improve their knowledge of Greek as they read selections from Xenophon.
Instructor(s): H. Dik Terms Offered: Winter
Prerequisite(s): GREK 11100

GREK 11300. Accelerated Introduction to Attic Greek III. 100 Units.
Students apply the grammatical skills taught in GREK 11100-11200 by reading a continuous prose text by a classical author such as Lysias, Xenophon, or Plato. The aim is familiarity with Greek idiom and sentence structure.
Terms Offered: Spring
Prerequisite(s): GREK 11200

GREK 11200. Accelerated Introduction to Attic Greek II. 100 Units.
The remaining chapters of the introductory textbook are covered. Students then apply and improve their knowledge of Greek as they read selections from Xenophon.
Instructor(s): H. Dik Terms Offered: Winter
Prerequisite(s): GREK 11100
GREK 11300. Accelerated Introduction to Attic Greek III. 100 Units.
Students apply the grammatical skills taught in GREK 11100-11200 by reading a continuous prose text by a classical author such as Lysias, Xenophon, or Plato. The aim is familiarity with Greek idiom and sentence structure.
Terms Offered: Spring
Prerequisite(s): GREK 11200

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 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.

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): C. Faraone 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.
Instructor(s): H. Dik Terms Offered: Winter
Prerequisite(s): GREK 20100 or equivalent

GREK 20300. Intermediate Greek III: Homer. 100 Units.
This course is a close reading of two books of Homer, one from the Iliad and one from the Odyssey, with an emphasis on language, meter, and literary tropes.
Instructor(s): S. Nooter Terms Offered: Spring
Prerequisite(s): GREK 20200 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.
Instructor(s): H. Dik Terms Offered: Winter
Prerequisite(s): GREK 20100 or equivalent

GREK 20300. Intermediate Greek III: Homer. 100 Units.
This course is a close reading of two books of Homer, one from the Iliad and one from the Odyssey, with an emphasis on language, meter, and literary tropes.
Instructor(s): S. Nooter Terms Offered: Spring
Prerequisite(s): GREK 20200 or equivalent
GREK 21100. Elegiac Poetry. 100 Units.
This course is a study of poems composed over several centuries in elegiac and iambic meters. Readings will include works by Archilochus, Callinus, Semonides, Hipponax, and Callimachus.
Terms Offered: Will be offered 2016
Prerequisite(s): GREK 20300 or equivalent
Equivalent Course(s): GREK 31100

GREK 21200. Philosophy: Plato’s Phaedrus. 100 Units.
The Phaedrus is one of the most fascinating and compelling of Plato's Dialogues. Beginning with a playful treatment of the theme of erotic passion, it continues with a consideration of the nature of inspiration, love, and knowledge. The centerpiece is one the the most famous of the Platonic myths, the moving description of the charioteer and its allegory of the vision, fall, and incarnation of the soul.
Terms Offered: Will be offered 2016
Prerequisite(s): GREK 20300 or equivalent
Equivalent Course(s): GREK 31200, BIBL 31200

GREK 21300. Tragedy. 100 Units.
This course is an introduction to Aeschylean drama, seen through the special problems posed by one play, Prometheus Bound. Lectures and discussions are concerned with the play, the development and early form of Attic drama, and philosophical material. Modern Aeschylean scholars are also read and discussed.
Terms Offered: Will be offered 2016
Prerequisite(s): GREK 20300 or equivalent
Equivalent Course(s): GREK 31300

GREK 21700. Lyric and Epinician Poetry. 100 Units.
This course will examine the lyric and epinician genres of archaic and classical Greece, focusing on song performed both by choruses and by individuals, and on themes ranging from mortality to joy, morality to sex, and politics to drinking. The imagery and performance of these poems will be explored, as well as the mechanics of meter, structure, and dialect. Readings will include Alcman, Sappho, Anacreon, Alcaeus, Simonides, Bacchylides, Pindar, and Timotheus.
Terms Offered: Will be offered 2015-16
Prerequisite(s): GREK 20300 or equivalent
Equivalent Course(s): GREK 31700

GREK 21800. Greek Epic. 100 Units.
This course is a reading of Book 3 of the Argonautica of Apollonius of Rhodes. We consider character, story world, and the presence of the poet as we endeavor to understand what has become of epic poetry in the hands of its Hellenistic inheritors.
Terms Offered: Will be offered 2015-16
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 Demonicum*, 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: Will be offered 2015-16
Prerequisite(s): Two years or more of Greek.
Equivalent Course(s): GREK 31900

GREK 22314. Hellenistic/Imperial Literature. 100 Units.
This class features selections from the poetry and/or prose of the Hellenistic and Imperial periods. This year we will read selections from Hellenistic poetry, with a particular focus on the Hymns of Callimachus.
Terms Offered: Spring
Equivalent Course(s): GREK 32314

GREK 22400. Greek Comedy: Aristophanes. 100 Units.
We will read in Greek Aristophanes' *Frogs*, a play widely admired as an early instance of clever literary criticism and creative metatheatricality that brings its audience into the underworld and suggests several fantasies of salvation, a play whose production marks the end of the great century of Greek drama. Reading will include translation as well as secondary readings.
Instructor(s): Sarah Nooter Terms Offered: Autumn
Prerequisite(s): GREK 20600 or equivalent
Equivalent Course(s): GREK 32400

GREK 22500. Greek Historians: Herodotus. 100 Units.
Book I is read in Greek; the rest of the *Histories* are read in translation. With readings from secondary literature, historical and literary approaches to the *Histories* are discussed, and the status of the *Histories* as a historical and literary text.
Instructor(s): David Martinez Terms Offered: Winter
Prerequisite(s): GREK 20600 or equivalent
Equivalent Course(s): GREK 32500

GREK 29700. Reading Course. 100 Units.
Terms Offered: Autumn, Winter
Prerequisite(s): Students are required to submit the College Reading and Research Course Form.
CLASSICS - LATIN COURSES

LATN 10100-10200-10300. Introduction to Classical Latin I-II-III.
This sequence covers the introductory Latin grammar in twenty-two weeks and is intended for students who have more complex schedules or believe that the slower pace allows them to better assimilate the material. Like LATN 11100-11200-11300, this sequence prepares students to move into the intermediate sequence (LATN 20100-20200-20300).

LATN 10100. Introduction to Classical Latin I. 100 Units.
This course introduces students to the rudiments of ancient Latin. Class time is spent on the explanation of grammar, translation from Latin to English and from English to Latin, and discussion of student work.
Instructor(s): E. Asmis Terms Offered: Autumn

LATN 10200. Introduction to Classical Latin II. 100 Units.
This course continues through the basic text begun in LATN 10100.
Instructor(s): M. Allen Terms Offered: Winter
Prerequisite(s): LATN 10100

LATN 10300. Introduction to Classical Latin III. 100 Units.
After finishing the text, the course involves reading in Latin prose and poetry, during which reading the students consolidate the grammar and vocabulary taught in LATN 10100 and 10200.
Terms Offered: Spring
Prerequisite(s): LATN 10200

LATN 11100-11200-11300. Accelerated Introduction to Classical Latin I-II-III.
This sequence covers the introductory Latin grammar in fifteen weeks and is appropriate as both an accelerated introduction and a systematic grammar review for students who have previously studied Latin. Like LATN 10100-10200-10300, this sequence prepares students to move into the intermediate sequence (LATN 20100-20200-20300).

LATN 11100. Accelerated Introduction to Classical Latin I. 100 Units.
This course covers the first half of the introductory Latin textbook. Classes are devoted to the presentation of grammar, discussion of problems in learning Latin, and written exercises.
Instructor(s): M. Allen Terms Offered: Autumn
LATN 11200. Accelerated Introduction to Classical Latin II. 100 Units.
This course begins with the completion of the basic text begun in LATN 11100 and concludes with readings from Cicero, Caesar, or other prose texts in Latin.
Instructor(s): P. White Terms Offered: Winter
Prerequisite(s): LATN 11100

LATN 11300. Accelerated Introduction to Classical Latin III. 100 Units.
Students apply the grammatical skills taught in LATN 11100-11200 by reading a continuous prose text, such as a complete speech of Cicero. Our aim is familiarity with Latin idiom and sentence structure.
Terms Offered: Spring
Prerequisite(s): LATN 11200

LATN 11200. Accelerated Introduction to Classical Latin II. 100 Units.
This course begins with the completion of the basic text begun in LATN 11100 and concludes with readings from Cicero, Caesar, or other prose texts in Latin.
Instructor(s): P. White Terms Offered: Winter
Prerequisite(s): LATN 11100

LATN 11300. Accelerated Introduction to Classical Latin III. 100 Units.
Students apply the grammatical skills taught in LATN 11100-11200 by reading a continuous prose text, such as a complete speech of Cicero. Our aim is familiarity with Latin idiom and sentence structure.
Terms Offered: Spring
Prerequisite(s): LATN 11200

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: Cicero. 100 Units.
Readings concentrate on Cicero’s Catalinarian 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.
Terms Offered: Autumn
Prerequisite(s): LATN 10300 or 11300, or equivalent

LATN 20200. Intermediate Latin II: Aeneid. 100 Units.
This course is a reading of selections from the first six books of the Aeneid, with emphasis on Vergil’s language, versification, and literary art. Students are also required to read the whole of the epic in an English translation.
Instructor(s): M. Payne Terms Offered: Winter
Prerequisite(s): LATN 20100 or equivalent
LATN 20300. Intermediate Latin III: Seneca. 100 Units.
Readings consist of Seneca’s tragedy *Thyestes* and selections from his prose letters and essays. Secondary readings on Rome in the Age of Nero, Hellenistic philosophy, and other related topics may also be assigned.
Instructor(s): M. Lowrie Terms Offered: Spring
Prerequisite(s): LATN 20200 or equivalent

LATN 20200. Intermediate Latin II: Aeneid. 100 Units.
This course is a reading of selections from the first six books of the *Aeneid*, with emphasis on Vergil’s language, versification, and literary art. Students are also required to read the whole of the epic in an English translation.
Instructor(s): M. Payne Terms Offered: Winter
Prerequisite(s): LATN 20100 or equivalent

LATN 20300. Intermediate Latin III: Seneca. 100 Units.
Readings consist of Seneca’s tragedy *Thyestes* and selections from his prose letters and essays. Secondary readings on Rome in the Age of Nero, Hellenistic philosophy, and other related topics may also be assigned.
Instructor(s): M. Lowrie Terms Offered: Spring
Prerequisite(s): LATN 20200 or equivalent

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.
Terms Offered: Will be offered 2016-17
Equivalent Course(s): CMLT 21101, CMLT 31101, LATN 31100

LATN 21200. Roman Novel. 100 Units.
We shall read from various Latin texts that participate in the tradition of the Ancient novel.
Terms Offered: Will be offered 2016-17
Equivalent Course(s): LATN 31200

LATN 21300. Vergil. 100 Units.
Vergil, *Aeneid*. Since many students have greater familiarity with the first half of the *Aeneid*, we will focus on the second half. Books 8, 10, and 12 will be read in entirety in Latin, with substantial selections from books 7, 9, and 11; we will also read the whole poem in translation. Topics of interest include: foundation and refoundation, the epic genre, the relation of myth to history, contemporary politics, and the social function of literature.
Terms Offered: Will be offered 2016-17
Equivalent Course(s): FNDL 25201, LATN 31300
LATN 21700. Epic. 100 Units.
We will read two books of Ovid’s *Metamorphoses* in Latin and the entire poem in translation. Discussion topics will include prosody, diction, narrative technique, epic tradition, and comparative mythology.
Terms Offered: will be offered 2015-16.
Prerequisite(s): LATN 203 or equivalent
Equivalent Course(s): LATN 31700

LATN 21800. Roman Historian. 100 Units.
Primary readings are drawn from books 1 and 2 of the *Histories*, in which Tacitus describes a series of coups and revolts that made 69 AD the “Year of the Four Emperors.” 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: Will be offered 2015-16.
Prerequisite(s): LATN 20300 or equivalent
Equivalent Course(s): LATN 31800

LATN 21900. Roman Comedy. 100 Units.
This course is a reading of a comic play by Plautus or Terence with discussion of original performance context and issues of genre, Roman comedy’s relation to Hellenistic New Comedy, and related questions.
Terms Offered: Will be offered 2015-16.
Prerequisite(s): LATN 20300 or equivalent
Equivalent Course(s): 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 will be: 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 will include Lucretius’ vision of an infinite universe, of heaven, and of the hell that humans have created for themselves on earth.
Instructor(s): E. Asmis Terms Offered: Winter
Equivalent Course(s): LATN 32100,FNDL 24212

LATN 22200. Roman Satire. 100 Units.
The object of this course is to study the emergence of satire as a Roman literary genre with a recognized subject matter and style. Readings include Horace *Satires* 1.1, 4, 6, and 10 and 2.1, 5 and 7; Persius 1 and 5; and Juvenal 1 and 3.
Instructor(s): S. Bartsch-Zimmer Terms Offered: Spring
Equivalent Course(s): LATN 32200
LATN 22300. Roman Oratory. 100 Units.
Two of Cicero's speeches for the defense in the criminal courts of Rome receive a close reading in Latin and in English. The speeches are in turn considered in relation to Cicero's rhetorical theory as set out in the *De Oratore* and in relation to the role of the criminal courts in Late Republican Rome.
Instructor(s): P. White Terms Offered: Autumn
Equivalent Course(s): LATN 32300

LATN 22400. Post-Vergilian Epic. 100 Units.
Lucan. The goal of this course is threefold: 1. To read through some 2,000 lines of the *Bellum Civile* in Latin; 2. To read all of the epic in English; 3. To explore the critical responses to this play in the 20th century.
Terms Offered: Will be offered 2014-15
Prerequisite(s): LATN 20300 or equivalent
Equivalent Course(s): LATN 32400

LATN 25000. Augustine's Confessions. 100 Units.
Substantial selections from books 1 through 9 of the *Confessions* are read in Latin (and all thirteen books in English), with particular attention to Augustine's style and thought. Further readings in English provide background about the historical and religious situation of the late fourth century AD.
Instructor(s): P. White Terms Offered: Winter
Prerequisite(s): LATN 20600 or equivalent
Equivalent Course(s): LATN 35000,FNDL 24310

LATN 26513. Tacitus: History and Politics in Republican Monarchy. 100 Units.
We will read the *Life of Agricola* and selections from the historical works, engaging with the politics of virtue and historical memory and the changing dynamics of literary productions in the early Principate.
Instructor(s): C. Ando Terms Offered: Spring
Equivalent Course(s): FNDL 26513,LATN 36513

LATN 28614. Cicero on Friendship and Aging. 100 Units.
Two of Cicero's most enduring works are *De Amicitia* (*On Friendship*) and *De Senectute* (*On Old Age*). We will read the entirety of both works in Latin and study their relationship to Cicero's thought and life. Other readings in translation will include related works of Cicero and quite a few of his letters to Atticus and other friends. The first hour of each course meeting will be devoted to translation, the rest to discussion, in order to give opportunities for auditors who are reading in translation. The requirements include a midterm, a final exam, and a paper. Anyone from anywhere in the University may register if you meet the prerequisite.
Instructor(s): M. Nussbaum Terms Offered: Winter
Prerequisite(s): This is a Latin course that presupposes five quarters of Latin or the equivalent preparation. Others interested in taking it may register for an Independent Study and have different requirements, more writing and no Latin, but they will take a final exam (different).
Equivalent Course(s): PHIL 34208,FNDL 24208,PHIL 24208,LAWS 52403,CLAS 38614,RETH 38614
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.

CLASSICS - MODERN GREEK COURSES

MOGK 11100-11200. Accelerated Elementary Modern Greek I-II.
This course is designed to help students acquire communicative competence in Modern Greek and a basic understanding of its structures. Through a variety of exercises, students develop all skill sets.

MOGK 11100. Accelerated Elementary Modern Greek I. 100 Units.
Terms Offered: Autumn
Equivalent Course(s): LGLN 11100, MOGK 30100

MOGK 11200. Accelerated Elementary Modern Greek II. 100 Units.
Terms Offered: Winter
Equivalent Course(s): LGLN 11200, MOGK 30200

MOGK 11200. Accelerated Elementary Modern Greek II. 100 Units.
Terms Offered: Winter
Equivalent Course(s): LGLN 11200, MOGK 30200
COMPARATIVE HUMAN DEVELOPMENT

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.

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.

PROGRAM REQUIREMENTS

The undergraduate program in Comparative Human Development has the following components:

Core Courses

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 Designs in Social Sciences 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 register for one quantitative or one qualitative Methods course or one research methods (or statistics) course in a related department. Courses that are not on the following list may be petitioned to count for Methods (see Petitions below).

The following are courses that will fulfill the Methods requirement:
STAT 20000 Elementary Statistics
PSYC 20100 Psychological Statistics
CHDV 20101 Applied Statistics in Human Development Research
CHDV 20405 Pornography and Language
CHDV 26228 Ethnographic Methods
CHDV 29301 Qualitative Research Methods
CHDV 30102 Causal Inference
CHDV 32411 Mediation, Moderation, and Spillover Effects
CHDV 37802 Challenging Legends and Other Received Truths: A Socratic Practicum
CHDV 42214 Ethnographic Writing

Distribution

Students must take one course in each of three of the four areas below. These three courses must be taught within the Department of Comparative Human Development and must be designated as fulfilling the particular distribution requirement. (Examples of topics within each area are listed.)

A. Comparative Behavioral Biology: includes courses on the biopsychology of attachment, evolutionary social psychology, evolution of parenting, biological psychology, primate behavior and ecology, behavioral endocrinology

Courses since 2012 that fulfill area A:
CHDV 21500 Darwinian Health
CHDV 21800 Primate Behavior and Ecology
CHDV 22201 Developmental Biopsychology
CHDV 23249 Animal Behavior
CHDV 26227 Neuroscience and the Social Sciences
CHDV 26232 Comparative Cognitive Development
CHDV 26660 Genes and Behavior
CHDV 27950 Evolution and the Economics of Human Behavior
CHDV 30901 Biopsychology of Sex Differences
CHDV 34800 Kinship and Social Systems
CHDV 37850 Evolutionary Psychology
CHDV 40900 Behavioral Ecology

B. Life Course Development: includes courses on developmental psychology; introduction to language development; psychoanalysis and child development; development through the life-course; the role of early experience in development; sexual identity; life-course and life story; adolescence, adulthood, and aging; the study of lives

Courses since 2012 that fulfill area B:
CHDV 20207 Race, Ethnicity, and Human Development
CHDV 20209 Adolescent Development
CHDV 21000 Cultural Psychology
CHDV 21901 Language, Culture, and Thought
CHDV 23900 Introduction to Language Development
CHDV 25900 Developmental Psychology
CHDV 26226 Becoming Adult in Postmodern Context(s)
CHDV 26233 Critical Approaches to Child Mental Health
CHDV 26235 Life Course Development
CHDV 30405 Anthropology of Disability
CHDV 41160 New Perspectives on Vulnerability
CHDV 41601 Seminar in Language Development
CHDV 45501 Cognition and Education
CHDV 45601 Moral Development and Comparative Ethics

C. Culture and Community: includes courses on cultural psychology; psychological anthropology; social psychology; cross-cultural child development; language, culture, and thought; language socialization; psychiatric and psychodynamic anthropology; memory and culture

Courses that fulfill area C:
CHDV 20207 Race, Ethnicity, and Human Development
CHDV 20405 Pornography and Language
CHDV 21000 Cultural Psychology
CHDV 21401 Introduction to African Civilization II
CHDV 21901 Language, Culture, and Thought
CHDV 23204 Medical Anthropology
CHDV 23301 Culture, Mental Health, and Psychiatry
The College

CHDV 23909 Producing Home: The Remaking of Place and Space in Diaspora
CHDV 26000 Social Psychology
CHDV 26228 Ethnographic Methods
CHDV 26233 Critical Approaches to Child Mental Health
CHDV 27501 Local Bodies, Global Capital
CHDV 27821 Urban Schools and Communities
CHDV 30302 Problems of Public Policy Implementation
CHDV 30320 Violence and Trauma
CHDV 30405 Anthropology of Disability
CHDV 32101 Culture and Power, Part II: Discourse and Performativity
CHDV 41160 New Perspectives on Vulnerability
CHDV 42212 Love, Capital and Conjugality: Africa and India in Comparative Perspective
CHDV 42213 Colonial and Postcolonial Intimacies: African, Indian and European Encounters
CHDV 45601 Moral Development and Comparative Ethics
CHDV 48415 Displaced Nations and the Politics of Belonging

D. Mental Health and Personality: includes courses on personality theory and research; social and cultural foundations of mental health; modern psychotherapies; 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

Courses that fulfill area D:
CHDV 20209 Adolescent Development
CHDV 23204 Medical Anthropology
CHDV 23301 Culture, Mental Health, and Psychiatry
CHDV 23800 Theories of Emotion and the Psychology of Well Being
CHDV 26233 Critical Approaches to Child Mental Health
CHDV 27700 Modern Psychotherapies
CHDV 30320 Violence and Trauma
CHDV 30405 Anthropology of Disability
CHDV 40110 Color, Ethnicity, Cultural Context, and Human Vulnerability
CHDV 41160 New Perspectives on Vulnerability

Specialization
Students must take three additional courses in one of the three areas they have chosen in their distribution requirement (for a total of four courses in one area). Two of the four courses in one’s specialization must be offered within the Department of Comparative Human Development. A student must petition for a course to count toward his or her specialization if the course is not already designated as fulfilling
that specialization, or for any course offered outside the Department of Comparative Human Development.

Electives

A student must choose three additional courses in Comparative Human Development, or in a related discipline with prior approval of the CHDV program chair (petition required).

Petitions

Students may petition for non-CHDV courses to count toward the Methods, Specialization, and Electives requirements. Petitions are not usually allowed for the Core Courses or Distribution requirements. A maximum of four petitions is allowed. 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 turned in before the quarter in which the student would like to take the course. At the latest, the petitions must be turned in by end of the first week of the quarter in which the student is taking the course. All petitions must have a copy of the course syllabus attached.

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. 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. Students who seek departmental honors must complete CHDV 29800 BA Honors Seminar and then must register for CHDV 29900 Honors Paper Preparation with a CHDV faculty member who agrees to supervise their honors paper. The paper should be 30 to 40 pages in length, reflect original research of an empirical, scholarly, or theoretical nature, and must be rated as worthy of honors by the student’s CHDV faculty supervisor and a qualified second reader (typically another faculty member).

Permission to undertake a BA honors paper will be granted by the CHDV undergraduate chair to students who (1) have successfully completed the BA Honors Seminar and (2) have filed a properly completed BA Honors Paper Proposal Form with the departmental secretary in HD S 102 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 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 Winter Quarter of the third year, shows promise of meeting the standards set for honors by the end of Winter Quarter of the fourth year. This course is always offered during Spring
Quarter and *may* be offered Winter Quarter as well (this is not guaranteed). This course must be taken for a quality grade and may be counted as one of the required electives.

**Honors Paper Preparation Course**

This tutorial course, CHDV 29900 Honors Paper Preparation, aims to help students successfully complete work on their BA honors paper. Students must register for the course with their CHDV faculty supervisor either in the Autumn or Winter Quarter of their fourth year, as a 13th required course. Students who have already undertaken a BA honors project who plan to study elsewhere during their fourth year must have prior approval from their CHDV faculty BA project supervisor and the CHDV undergraduate chair. The grade the BA honors paper receives will become the grade of record for CHDV 29900.

**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**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>CHDV 20000</td>
<td>Introduction to Human Development</td>
<td>100</td>
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<tr>
<td>CHDV 20100</td>
<td>Human Development Research Designs in Social Sciences</td>
<td>100</td>
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<tr>
<td>1 methods course</td>
<td></td>
<td>100</td>
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<tr>
<td>3 distribution courses</td>
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<td>300</td>
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<tr>
<td>3 additional courses as a specialization in one of the student's distribution areas</td>
<td>300</td>
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<tr>
<td>3 electives</td>
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<td></td>
<td><strong>Total Units</strong></td>
<td><strong>1200</strong></td>
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* Students applying for departmental honors must also register for CHDV 29900 Honors Paper Preparation for a total of 1300 units (13 courses), but may count CHDV 29800 BA Honors Seminar as one of their three required program electives.

**Grading**

All courses required for the major in Comparative Human Development must be taken for quality grades.
The courses below are a guide. For up-to-date course plans, please visit the University Time Schedules (http://timeschedules.uchicago.edu) or the Planned Courses (http://humdev.uchicago.edu/courses/index.shtml) page on the department website.

**Comparative Human Development Courses**

**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): Staff Terms Offered: Autumn
Note(s): For CHD majors or intended majors.
Equivalent Course(s): PSYC 20850

**CHDV 20100. Human Development Research Designs in Social Sciences. 100 Units.**
This course aims to expose students to a variety of examples of well-designed social research addressing questions of great interest and importance. One goal is clarify what it means to do “interesting” research. A second goal is to appreciate the features of good research design. A third goal is to examine the variety of research methodologies in the social sciences, including ethnography, clinical case interviewing, survey research, experimental studies of cognition and social behavior, behavior observations, longitudinal research, and model building. The general emphasis is on what might be called the aesthetics of well-designed research.
Instructor(s): Staff Terms Offered: Winter
Note(s): Required course for Comparative Human Development majors.
Equivalent Course(s): PSYC 21100
CHDV 20101. Applied Statistics in Human Development Research. 100 Units.
This course provides an introduction to quantitative methods of inquiry and a
foundation for more advanced courses in applied statistics for students in social
sciences with a focus on human development research. The course covers univariate
and bivariate descriptive statistics, an introduction to statistical inference, t test, two-
way contingency table, analysis of variance, and regression. All statistical concepts
and methods will be illustrated with application studies in which we will consider
the research questions, study design, analytical choices, validity of inferences, and
reports of findings. The examples include (1) examining the relationship between
home environment and child development and (2) evaluating the effectiveness
of class size reduction for promoting student learning. At the end of the course,
students should be able to define and use the descriptive and inferential statistics
taught in this course to analyze data and to interpret the analytical results. Students
will learn to use the SPSS software. No prior knowledge in statistics is assumed.
Instructor(s): G. Hong Terms Offered: Spring
Prerequisite(s): High school algebra and probability are the only mathematical
prerequisites.
Equivalent Course(s): CHDV 30101

CHDV 20129. Economic Development in the Inner City. 100 Units.
This course will explore conceptually what the issues are around the economic
position of cities in the early 21st century, and how to think creatively about
strategies to generate economic growth that would have positive consequences
for low-income residents. Community Development Corporations, empowerment
zones, housing projects, and business development plans through credit and
technical assistance will all be considered.
Instructor(s): R. Taub Terms Offered: Winter
Note(s): Not offered 2014-5
Equivalent Course(s): CHDV 30129, SOCI 30129

CHDV 20206. Anthropology of Language. 100 Units.
The course is about how language both shapes our social relationships and is
shaped by them. It covers basic linguistic concepts in the study of language (such
as phoneme, morpheme, syntax), but it focuses on the concepts and methods that
anthropologists and philosophers have devised to understand the often overlooked
or misunderstood role that language plays in our day-to-day lives. The course
provides an introduction to the history of linguistic anthropology and to the
differences between “structuralist” and “post-structuralist” understandings of
language. It concludes with an extended consideration of hate speech: what it is,
what it does and how it might best be contested.
Instructor(s): D. Kulick Terms Offered: Winter
Note(s): Not offered 2014-15
CHDV 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.
Equivalent Course(s): CRES 20207

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: Winter
Equivalent Course(s): PSYC 20209

CHDV 20304. Urban Neighborhoods and Urban Schools: Community Economic Opportunity and the Schools. 100 Units.
This course explores the interplay between schools and neighborhoods and how this plays out in shaping life chances.
Instructor(s): M. Keels Terms Offered: Winter
Note(s): Not offered 2014-15
Equivalent Course(s): PBPL 29304, SOCI 30314
CHDV 20400. Intensive Study of a Culture: Lowland Maya History and Ethnography. 100 Units.
The survey encompasses the dynamics of first contact; long-term cultural accommodations achieved during colonial rule; disruptions introduced by state and market forces during the early postcolonial period; the status of indigenous communities in the twentieth century; and new social, economic, and political challenges being faced by the contemporary peoples of the area. We stress a variety of traditional theoretical concerns of the broader Mesoamerican region stressed (e.g., the validity of reconstructive ethnography; theories of agrarian community structure; religious revitalization movements; the constitution of such identity categories as indigenous, Mayan, and Yucatecan). In this respect, the course can serve as a general introduction to the anthropology of the region. The relevance of these area patterns for general anthropological debates about the nature of culture, history, identity, and social change are considered.
Instructor(s): J. Lucy Terms Offered: Autumn
Note(s): This Course will not be offered 2014-15
Equivalent Course(s): LACS 20400, ANTH 21230, ANTH 30705, CHDV 30401, CRES 20400, LACS 30401

CHDV 20405. 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.
Note(s): Not offered 2014-15
Equivalent Course(s): LING 29405, ANTH 27305
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): Third- or fourth-year standing. Instructor consent required.
Equivalent Course(s): AMER 33000, ANTH 24320, ANTH 35110, CHDV 31000, GNSE 21001, GNSE 31000, PSYC 23000, PSYC 33000

CHDV 21401. Introduction to African Civilization II. 100 Units.
Part two takes a more anthropological focus, concentrating on Eastern and Southern Africa, including Madagascar. We explore various aspects of colonial and postcolonial society. Topics covered include the institution of colonial rule, ethnicity and interethnic violence, ritual and the body, love, marriage, money, youth and popular culture.
Instructor(s): J. Cole Terms Offered: Spring
Equivalent Course(s): HIST 10102, ANTH 20702, CRES 20802

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): J. Mateo Terms Offered: Winter
Prerequisite(s): Permission of instructor only.
Note(s): Not offered 2014-15
Equivalent Course(s): GNSE 21500, HIPS 22401

CHDV 21800. Primate Behavior and Ecology. 100 Units.
This course explores the behavior and ecology of nonhuman primates with emphasis on their natural history and evolution. Specific topics include methods for the study of primate behavior, history of primate behavior research, socioecology, foraging, predation, affiliation, aggression, mating, parenting, development, communication, cognition, and evolution of human behavior.
Instructor(s): D. Maestripieri Terms Offered: Autumn
Equivalent Course(s): CHDV 34300
CHDV 21901. Language, Culture, and Thought. 100 Units.
Survey of research on the interrelation of language, culture, and thought from the evolutionary, developmental, historical, and culture-comparative perspectives with special emphasis on the mediating methodological implications for the social sciences.
Instructor(s): J. Lucy Terms Offered: Spring
Note(s): Not offered 2014-15
Equivalent Course(s): ANTH 27605, ANTH 37605, CHDV 31901, PSYC 21950, PSYC 31900, LING 27700, LING 37700

CHDV 22212. Love, Conjugality, 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: Not offered 2014-15
Prerequisite(s): Any 10000-level music course or consent of instructor
Note(s): This course typically is offered in alternate years.

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: Spring
Prerequisite(s): Sosc sequence
Note(s): Not offered 2014-15
Equivalent Course(s): CHDV 43204
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): Completion of the general education requirement in the biological sciences
Equivalent Course(s): BIOS 23249, PSYC 23249

CHDV 23301. Culture, Mental Health, and Psychiatry. 100 Units.
This course examines mental health and illness as a set of subjective experience, social processes and objects of knowledge and intervention. On a conceptual level, the course will invite students to think through the complex relationships between categories of knowledge and clinical technologies (in this case, mainly psychiatric ones) and the subjectivities of persons living with mental illness. Put in slightly different terms, we will look at the multiple links between psychiatrists’ professional accounts of mental illness and patients’ experiences of it. Readings will be drawn primarily from medical and psychological anthropology, cultural psychiatry, and science studies, but will include some "primary texts" from the memoiristic and psychiatric literatures.
Instructor(s): E. Raikhel
Terms Offered: Winter
Equivalent Course(s): ANTH 24315, ANTH 35115, CHDV 33301, HIPS 27302

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): PSYC 23200, LING 21600
CHDV 25116. Magic Matters. 100 Units.
The course explores the lively presence of magic in the contemporary, presumably disenchanted world. It approaches the problem of magic historically—examining how magic became an object of social scientific inquiry—and anthropologically, attending to the magic in practice on the margins of the industrial, rational, cosmopolitan, and technological societies and economies. Furthermore, this course reads classic and contemporary ethnographies of magic together with studies of science and technology to critically examine questions of agency, practice, experience, experiment, and efficacy. The course reads widely across sites, disciplines, and theories, attending to eventful objects and alien agents, stepping into post-socialist, post-colonial, and post-secular magic markets and medical clinics, and reading for the political energies of the emergent communities that effectively mix science, magic, and technology.
Instructor(s): L. Jasarevic Terms Offered: Winter
Equivalent Course(s): ANTH 25116, INST 27701

CHDV 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: Spring
Prerequisite(s): An introductory course in Psychology or Human Development and an introductory Methods/Statistics course
Equivalent Course(s): PBPL 25120, PSYC 25120
CHDV 25900. 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): A. Woodward Terms Offered: Spring
Equivalent Course(s): PSYC 20500

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): W. Goldstein Terms Offered: Winter
Prerequisite(s): PSYC 20000 recommended.
Equivalent Course(s): PSYC 20600

CHDV 26226. Becoming Adult in Postmodern Context(s) 100 Units.
The transition to adulthood has become deinstitutionalized and decontextualized
to the point that those in the process of becoming adults find themselves lost, cast
adrift, and wondering whether something called adulthood even exists any more.
It is widely acknowledged that the transition to adulthood has become delayed
and drawn out in contemporary, highly technological Western societies. What is
less clear is what this change means for individuals and for the larger society. Is
it good that young people have more time to decide what adulthood means to
them? Does the delay represent the hardening of class boundaries and greater
difficulty in establishing the economic security necessary for adulthood? What are
the implications of people in their late 20’s and even 30’s thinking of themselves
as only “soft-of” adult? How is this delay experienced differently across gender,
race, and class? This course will employ a cross-disciplinary approach to explore
the meaning(s) of adulthood and the reasons for the delay in the transition to
adulthood. We will examine this issue from sociological, psychological, historical,
and anthropological perspectives. Questions to be addressed in this course include:
What do we mean by a postmodern context? How have shifts in institutional
structures created changes in the meaning of adulthood? What can be learned about
adulthood and maturity from a cross-cultural or historical-comparative approach?
Is there anything universal about the idea of adulthood or maturity? What are the
implications, both for the individual and for the larger society, when one doesn’t
know when, how, or whether they can become an adult?
Instructor(s): D. Dugas Terms Offered: Not offered n 2014-15
CHDV 26227. Neuroscience and the Social Sciences. 100 Units.
This course aims at undertaking a critical examination of leading neuroscientists’ and philosophers’ attempts to relate neuroscience findings to major features of human nature. Topics to be covered include rationality, emotions, free will, consciousness, morality, and language. In addition to critically examining claims made about the significance of neuroscientific findings, the course also aims to situate the relative significance of the neuroscientific perspective to other disciplines’ approaches to the topic being examined. Skeptics and enthusiasts are both encouraged to enroll. No prior neuroscience experience required.
Instructor(s): R. Nicholson Terms Offered: Not offered in 2014-15
Note(s): No prior neuroscience experience required.

CHDV 26228. Ethnographic Methods. 100 Units.
This course provides an introduction to ethnographic methods used in anthropological, sociological, and other social science research. The primary goal of this course is for students to gain theoretical and practical knowledge of ethnographic methods through a combination of readings and fieldwork exercises. In doing so, students will learn about formulating research questions, participant observation, interviewing, working with images, videos, texts, and material objects, and analyzing and writing up research findings. Another goal of this course is for students to learn to use ethnographic data to develop social, cultural, and theoretical insights. In order to achieve this goal, and to provide topical and theoretical coherence to this hands-on methods course, students will focus their fieldwork exercises on sites in the Chicago area that are related to medicine, health, and the body. In class sessions, students will discuss each other’s fieldwork findings and collaboratively develop ethnographically-informed knowledge about ideas and practices of medicine, health, and the body in contemporary North America.
Instructor(s): C. Nutter Terms Offered: Not offered in 2014-15
Prerequisite(s): CHDV 29800 or SOSC core sequence. Consent only.

CHDV 26232. Comparative Cognitive Development. 100 Units.
This course explores the relatively new field of comparative cognitive development, a field which investigates the origin and nature of cognitive skills in humans by comparing these skills across species and across development. We will examine how social and physical cognition develop in relation to species specific social and environmental demands, students will learn behavioral and experimental methods for investigating cognitive development in verbal and non/pre-verbal individuals. Each student will prepare a research proposal to address one of the main questions in the field and present his or her research project and expected findings in a final paper and class presentation.
Instructor(s): T. Mandalaywala Terms Offered: Winter 2014
CHDV 26233. Critical Approaches to Child Mental Health. 100 Units.
This course is designed to examine the field of child mental health from an interdisciplinary perspective, integrating anthropological, sociological and psychological insights to look at some of the significant questions and controversies present in considerations of children’s health today. Students will also spend significant time on developing individual research papers. We will begin in the first two weeks with an overview of the field of child psychopathology and the diagnostic systems most commonly used in the practice of child psychiatry. We will then spend the next three weeks looking at two of the most common and controversial diagnoses applied to children in the United States: Autism-spectrum disorders and Attention Deficit/Hyperactivity Disorder. In examining these categories we will consider the cultural and historical contexts that have lead to the emergence of these diagnoses and the variety of experiences of those identified as being afflicted with these disorders. The highly public controversy over giving children psychiatric medication and the implications of exporting Western psychiatric knowledge about children to other cultural contexts will also be considered. In the second half of the class we will move away from examinations of psychiatric nosology to think more broadly about the ways in which concepts of the normative treatment and behavior of children vary across time and place, looking particularly at the effects of aggression on children.
Instructor(s): C. El Ouardani Terms Offered: Autumn
Equivalent Course(s): PSYC 26219

CHDV 26235. Life Course Development. 100 Units.
This course is designed to provide a comprehensive background in the study of human development across the life span by exploring the influences of culture, environment, social setting, heredity, and physiology on cognitive, emotional, and behavioral processes. Materials will cover the biological/genetic, attachment relations, social, economic, environmental, and neurobiological influences on the developing individual from prenatal development until death. The main focus will be on “normal” development or group averages rather than the development of a single individual, although differences among individuals will be discussed. The primary objective of this course is for the student to gain an understanding and appreciation of human development through the lifespan via readings of theory and research, class lectures, class discussion, and films. The goal of the class is to expose students to a range of current research in the areas of development, attachment, and neurobiological and social processes across the lifespan in order to develop new ways of conceptualizing development based upon the new information available via this research. Counts for Life Course Development area.
Instructor(s): S. Van Duesen Phillips Terms Offered: Winter
CHDV 26310. 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
Note(s): Not offered 2014-15
Equivalent Course(s): HMRT 28310, HMRT 38310

CHDV 27317. America’s White Ethnics: Contemporary Italian- and Jewish-American Ethnic Identities. 100 Units.
Using American Italians and Jews as case studies, this course investigates what it means to be a white “ethnic” in the contemporary American context and examines what constitutes an ethnic identity. In the mid-20th century, the long-standing ideal of an American melting-pot began to recede. The rise of racial pride, ushered in by the Civil Rights era, made way for the emergence of ethnic identity/pride movements, and multiculturalisms, more broadly, became privileged. To some extent, in the latter half of the 20th century America became a post-assimilationist society and culture, where many still strived to “fit-in,” but it was no longer necessarily the ideal to “blend-in” or lose one’s ethnic trappings. In this context, it has become not only possible, but often desirable, to be at the same time American, white, and an ethnic. Through the investigation of the Jewish and Italian examples, this discussion-style course will look at how ethnicity is manifested in, for example, class, religion, gender, nostalgia, and place, as well as how each of these categories is in turn constitutive of ethnic identity. The course will illustrate that there is no fixed endpoint of assimilation or acculturation, after which a given individual is fully “American,” but that ethnic identity, and its various constituent elements, persists and perpetually evolves, impacting individual identities and experience, and both local/group specific and larger cultural narratives even many generations after immigration.
Instructor(s): L. Shapiro Terms Offered: Autumn
Equivalent Course(s): JWSC 24500, CRES 27317

CHDV 27700. Modern Psychotherapies. 100 Units.
This course introduces students to the nature and varieties of modern psychotherapies by extensive viewing and discussion of videotaped demonstration sessions. Diverse therapeutic approaches will be examined, including psychodynamic, interpersonal, client-centered, gestalt, and cognitive-behavioral orientations. Couple and family therapy sessions, and sessions with younger clients, may also be viewed. Historical and conceptual models will be presented to deepen students’ understandings of what is being viewed, but the main emphasis will be on experiential learning through observation and discussion.
Instructor(s): D. Orlinsky Terms Offered: Autumn
Note(s): Not offered 2014-15
Equivalent Course(s): CHDV 31800
CHDV 27821. Urban Schools and Communities. 100 Units.
This course explores the intersection of urban schools and community, with a focus on the evolution of urban communities, families, and the organization of schools. It emphasizes historical, anthropological, and sociological perspectives as we explore questions about the purpose and history of public schools, and factors that influence the character of school structure and organization in urban contexts, such as poverty, segregation, student mobility, etc. The topics covered provide essential intellectual perspectives on the history, work, and complexities of urban schools with a particular focus on the communities that surround them.
Instructor(s): S. Stoelinga Terms Offered: Autumn
Equivalent Course(s): SOCI 20226,PBPL 27821

CHDV 27901-27902-27903. Beginning Modern Spoken Yucatec Maya I-II-III.
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.

CHDV 27901. Beginning Modern Spoken Yucatec Maya I. 100 Units.
Instructor(s): John Lucy Terms Offered: Autumn 2014 (tentative)
Equivalent Course(s): LACS 27901,CHDV 47901,LACS 47901

CHDV 27902. Beginning Modern Spoken Yucatec Maya II. 100 Units.
Instructor(s): J. Lucy Terms Offered: Winter 2015 (tentative)
Equivalent Course(s): LACS 27902,CHDV 47902

CHDV 27903. Beginning Modern Spoken Yucatec Maya III. 100 Units.
Instructor(s): J. Lucy Terms Offered: Spring 2015 (tentative)
Equivalent Course(s): LACS 27903,CHDV 47903,LACS 47903

CHDV 27902-27903. Beginning Modern Spoken Yucatec Maya II-III.

CHDV 27902. Beginning Modern Spoken Yucatec Maya II. 100 Units.
Instructor(s): J. Lucy Terms Offered: Winter 2015 (tentative)
Equivalent Course(s): LACS 27902,CHDV 47902

CHDV 27903. Beginning Modern Spoken Yucatec Maya III. 100 Units.
Instructor(s): J. Lucy Terms Offered: Spring 2015 (tentative)
Equivalent Course(s): LACS 27903,CHDV 47903,LACS 47903

CHDV 27903. Beginning Modern Spoken Yucatec Maya III. 100 Units.
Instructor(s): J. Lucy Terms Offered: Spring 2015 (tentative)
Equivalent Course(s): LACS 27903,CHDV 47903,LACS 47903
CHDV 27950. Evolution and the Economics of Human Behavior. 100 Units.
This course explores how evolutionary biology and behavioral economics explain many different aspects of human behavior. Specific topics include evolutionary theory, natural and sexual selection, game theory, cost-benefit analyses of behavior from an evolutionary and a behavioral economics perspective, aggression and dominance, experimental economic games of cooperation and competition, parenting and development, love and mating, emotion and motivation, cognition and language, decision-making and risk-taking, and personality and psychopathology.
Instructor(s): D. Maestripieri Terms Offered: Autumn
Equivalent Course(s): CHDV 37950

CHDV 29301. Qualitative Research Methods. 100 Units.
The goal of this course is for students to learn a range of qualitative research methods, understand the uses and limitations of each of these methods, and gain hands-on experience designing, completing, and writing up a project using one or more of these methods. The first three weeks focus on developing a research plan: reviewing the literature, formulating a research question, and evaluating available methods to investigate that question. The remaining weeks will focus on research ethics, data collection, data analysis, and writeup. Throughout the course, we will be reading and discussing both texts that explicitly teach method and examples of different qualitative approaches, including ethnography, person-centered interviewing, Grounded Theory, narrative analysis, and cultural models. All students will complete a small-scale research project using one or more of the methods covered in this course. (M)
Instructor(s): E. Fein Terms Offered: Winter
Equivalent Course(s): CHDV 39301

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.
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 grade assigned to the BA honors paper becomes the grade of record for this course. (R)
Terms Offered: Autumn, Winter
Prerequisite(s): CHDV 29800 and an approved honors paper. Students are required to submit the College Reading and Research Course Form.
Note(s): To complete work on their BA honors paper, students must register for this course with their faculty supervisor in Autumn or Winter of their fourth year.
COMPARATIVE LITERATURE

The major in Comparative Literature leads to a BA degree. This program 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.

Such a student might come to the University 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 by English and 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 design a plan of course work that will suit his or her individual goals and that will take advantage of the rich offerings of this university.

PROGRAM REQUIREMENTS

The aim of the following guidelines is to help students develop a balanced and coherent plan of study. The Director of Undergraduate Studies in Comparative Literature is available to discuss these guidelines with students who are interested in comparative literature.

1. In addition to the thirteen courses counted toward the major, students must complete a second-year sequence in a language other than English or demonstrate language ability of an equivalent skill through accreditation. Students should have completed this requirement, or be well on their way to its completion, by the time they apply to the program, typically the end of their second year. See Participation in the Program below for further details.

2. Six courses in a primary field, or in closely integrated subject areas in more than one field, are required.

3. Four courses in a secondary field, or in closely integrated subject areas in more than one field, are required.

4. All students will be asked to take two quarters of a sequence that introduces the theoretical, scholarly, and critical practices relevant to comparative literature. The first quarter, taught by a Comparative Literature faculty member, will be CMLT 29701 Introduction to Comparative Literature: Problems, Methods, Precedents. The second quarter will be a free-standing but related course taught by an advanced graduate student. Students are expected to take both courses in the same year. Critical methods classes taken prior to the 2012–13 inauguration of this sequence may count as the equivalents to one or both of the two new required courses.

5. Students who are majoring in Comparative Literature are required to complete a BA project. The project will be supervised by a faculty member
of the student’s choice, with that faculty member’s consent and the approval of the Director of Undergraduate Studies; that faculty member may be, but need not be, on the faculty of Comparative Literature. A graduate student in Comparative Literature will serve as preceptor for all BA projects through the BA workshop, moderating discussions, working with students on the mechanics of writing, and providing tutorial assistance. For details, see the following information on the BA workshop and the BA paper.

6. As part of the process of writing the BA paper, fourth-year students are required to register for CMLT 29801 BA Project and Workshop: Comparative Literature and attend its meetings. The workshop begins in Autumn Quarter with readings and discussion of themes and methods in Comparative Literature. It continues through the middle of the Spring Quarter with workshops in which students provide written and oral feedback on each other’s work in progress toward the BA project. 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 will be assigned in the Spring Quarter based partly on participation in the workshop and partly on the quality of the BA paper.

### SUMMARY OF REQUIREMENTS

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<th>Requirement</th>
<th>Units</th>
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<tr>
<td>6 primary field courses</td>
<td>600</td>
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<tr>
<td>4 secondary field courses</td>
<td>400</td>
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<tr>
<td>2 critical/intellectual methods courses</td>
<td>200</td>
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<tr>
<td>CMLT 29801 BA Project and Workshop: Comparative Literature</td>
<td>100</td>
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<tr>
<td><strong>Total Units</strong></td>
<td><strong>1300</strong></td>
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The department encourages students to pursue further language study by taking courses in a second or third language. NOTE: Those language courses will be approved for use in the major only if they are at an intermediate or advanced level; elementary-level courses cannot be counted toward the total number of courses needed to complete the major.

Additional courses in critical/intellectual methods may be counted toward the six courses in the primary field or toward four courses in the secondary field if their materials are appropriate for those purposes, but the total number of courses presented for the major must total thirteen.

A student wishing to work in two literatures (one of which can be English) might choose two literatures as the primary and secondary fields. A student interested in literary study across national boundaries with a focus on generic and transnational questions might create a primary field along generic lines (e.g., film, the epic, the novel, poetry, drama, opera); the secondary field might be a particular national literature or a portion of such a literature. A student interested in literary and cultural theory might choose theory as either a primary or secondary field, paired with another field designed along generic lines or those of one or more national literatures.

Courses in the various literature departments and in Interdisciplinary Studies in the Humanities are obviously germane to the building of any individual program.
A student is likely to find courses in the Humanities Collegiate Division and in the Department of History that extend beyond the usual definitions of literature (e.g., film, art, music, history) to be appropriate to her or his individual program of study. Study abroad offers an attractive means of fulfilling various aims of this program as well.

Participation in the Program

Students should express their interest in the major as soon as possible, typically before the end of their second year. The first step is to meet with the Director of Undergraduate Studies to consult about a program of study. Thereafter, students are required to submit a written proposal of about one thousand words in length that consists of two parts:

1. a statement explaining how the proposed plan of study will take advantage of existing College offerings and meet departmental requirements
2. a list of proposed courses (as well as alternates) and indications of how they will fulfill the department’s requirements

Applicants must also submit 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.

Comparative Literature majors should demonstrate proficiency in a literary language (other than English) that is relevant to their proposed course of study (as indicated in requirement number one above). This requirement must be met at the time of application or shortly thereafter. Such proficiency is measured by the completion of a second-year sequence in the language, or by demonstration of an equivalent skill. Language ability is essential to work in comparative literature of whatever sort. The Department of Comparative Literature takes language preparation into consideration when evaluating applications, but it will also help students achieve their individual goals by suggesting programs of study that will add to their language expertise as appropriate.

BA Project

One obvious choice for a BA project is a substantial essay in comparative literary study. This option should not, however, rule out other possibilities. Two examples might be 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. Visit complit.uchicago.edu/undergraduate for details on the BA project.

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.

**GRADING**

All courses to be used in the major, except for CMLT 29801 BA Project and Workshop: Comparative Literature, must be taken for a quality grade, which must be a B- or higher. CMLT 29801 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**

In addition to their College adviser, students should consult on an ongoing basis with the Director of Undergraduate Studies. 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 20500. History and Theory of Drama I. 100 Units.**

The course is a survey of major trends and theatrical accomplishments in drama from the ancient Greeks through the Renaissance: Aeschylus, Sophocles, Euripides, Aristophanes, classical Sanskrit theater, medieval religious drama, Japanese Noh drama, Kyd, Marlowe, Shakespeare, and Molière, along with some consideration of dramatic theory by Aristotle, Sir Philip Sidney, Corneille, and others. Students have the option of writing essays or putting on short scenes in cooperation with other members of the course. The goal of these scenes is not to develop acting skill but, rather, to discover what is at work in the scene and to write up that process in a somewhat informal report. End-of-week workshops, in which individual scenes are read aloud dramatically and discussed, are optional but highly recommended. (D) Instructor(s): D. Bevington Terms Offered: Autumn

Prerequisite(s): Preference given to students with third- or fourth-year standing.

Note(s): May be taken in sequence with ENGL 13900/31100 or individually. This course meets the general education requirement in the dramatic, musical, and visual arts.

Equivalent Course(s): ENGL 13800, CLAS 31200, CLCV 21200, CMLT 30500, ENGL 31000, TAPS 28400
CMLT 20600. History and Theory of Drama II. 100 Units.
This course is a survey of major trends and theatrical accomplishments in Western
drama from the eighteenth century into the twentieth (i.e., Sheridan, Ibsen,
Chekhov, Strindberg, Wilde, Shaw, Brecht, Beckett, Pinter, Stoppard, Churchill,
Kushner). Attention is also paid to theorists of the drama (e.g., Stanislavsky, Artaud,
Grotowski). Students have the option of writing essays or putting on short scenes
in cooperation with other members of the course. The goal of these scenes is not to
develop acting skill but, rather, to discover what is at work in the scene and to write
up that process in a somewhat informal report. End-of-week workshops, in which
individual scenes are read aloud dramatically and discussed, are optional but highly
recommended. (D)
Instructor(s): D. Bevington Terms Offered: Winter
Prerequisite(s): Third- or fourth-year standing
Note(s): May be taken in sequence with ENGL 13800/31000 or individually. This
course meets the general education requirement in the dramatic, musical, and visual
arts.
Equivalent Course(s): ENGL 13900, CMLT 30600, ENGL 31100, TAPS 28401

CMLT 21101. 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.
Terms Offered: Will be offered 2016-17
Equivalent Course(s): LATN 21100, CMLT 31101, LATN 31100

CMLT 21202. Decolonizing Drama and Performance in Africa. 100 Units.
Equivalent Course(s): ENGL 24404, ENGL 44509, CMLT 41202, CMST 24508, CMST
44508, TAPS 28418

CMLT 21801. Caribbean Fiction: Self-Understanding and Exoticism. 100 Units.
The Caribbean is often described as enigmatic, uncommon, and supernatural.
While foreigners assume that the Caribbean is exotic, this course will explore this
assumption from a Caribbean perspective. We will examine the links between
Caribbean and Old World imagination, the relationship between exoticism and
Caribbean notions of superstition, and the way in which the Caribbean fictional
universe derives from a variety of cultural myths.
Instructor(s): D. Desormeaux Terms Offered: Winter
Note(s): The course will be taught in English and all required texts are in English
and English translations from French. A weekly session in French will be held for
majors and graduate students in French and Comparative Literature.
Equivalent Course(s): FREN 33500, CMLT 31801, FREN 23500

CMLT 22301. War and Peace. 100 Units.
A close reading of Tolstoy’s great novel, with attention to theoretical approaches to
be found in the large critical apparatus devoted to the novel.
Instructor(s): W. Nickell Terms Offered: Winter
Equivalent Course(s): RUSS 22302, CMLT 32301, ENGL 28912, ENGL 32302, FNDL
27103, HIST 23704, RUSS 32302
CMLT 22400-22500. 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.

CMLT 22400. History of International Cinema I: Silent Era. 100 Units.
This course introduces what was singular about the art and craft of silent film. Its general outline is chronological. We also discuss main national schools and international trends of filmmaking.
Instructor(s): T. Gunning
Terms Offered: Autumn
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring in Cinema and Media Studies.
Note(s): This is the first part of a two-quarter course.
Equivalent Course(s): CMST 28500, ARTH 28500, ARTH 38500, ARTV 26500, ARTV 36500, CMLT 32400, CMST 48500, ENGL 29300, ENGL 48700, MAPH 36000

CMLT 22500. 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): T. Gunning
Terms Offered: Winter
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring in Cinema and Media Studies.
Note(s): CMST 28500/48500 strongly recommended
Equivalent Course(s): CMST 28600, ARTH 28600, ARTH 38600, ARTV 26600, CMLT 32500, CMST 48600, ENGL 29600, ENGL 48900, MAPH 33700

CMLT 22500. 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): T. Gunning
Terms Offered: Winter
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring in Cinema and Media Studies.
Note(s): CMST 28500/48500 strongly recommended
Equivalent Course(s): CMST 28600, ARTH 28600, ARTH 38600, ARTV 26600, CMLT 32500, CMST 48600, ENGL 29600, ENGL 48900, MAPH 33700
CMLT 23201-23401. Returning the Gaze: The Balkans and Western Europe; The Burden of History: A Nation and Its Lost Paradise.

The Other Within the Self: Identity in Balkan Literature and Film. This two-course sequence examines discursive practices in a number of literary and cinematic works from the South East corner of Europe through which identities in the region become defined by two distinct others: the “barbaric, demonic” Ottoman and the “civilized” Western European.

CMLT 23201. Returning the Gaze: The Balkans and Western Europe. 100 Units.

This course investigates the complex relationship between South East European self-representations and the imagined Western "gaze" for whose benefit the nations stage their quest for identity and their aspirations for recognition. We also think about differing models of masculinity, the figure of the gypsy as a metaphor for the national self in relation to the West, and the myths Balkans tell about themselves. We conclude by considering the role that the imperative to belong to Western Europe played in the Yugoslav wars of succession. Some possible texts/films are Ivo Andric, *Bosnian Chronicle*; Aleko Konstantinov, *Baj Ganyo*; Emir Kusturica, *Underground*; and Milcho Manchevski, *Before the Rain.* Instructor(s): A. Ilieva Terms Offered: Autumn Equivalent Course(s): SOSL 27200,CMLT 33201,NEHC 20885,NEHC 30885,SOSL 37200

CMLT 23401. The Burden of History: A 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: Winter Equivalent Course(s): SOSL 27300,CMLT 33401,HIST 24005,HIST 34005,NEHC 20573,NEHC 30573,SOSL 37300
CMLT 23401. The Burden of History: A 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: Winter
Equivalent Course(s): SOSL 27300,CMLT 33401,HIST 24005,HIST 34005,NEHC 20573,NEHC 30573,SOSL 37300

CMLT 23702. Making a Scene. 100 Units.
Equivalent Course(s): ENGL 25931,ENGL 42409,CMLT 33702

CMLT 23901. Gender in the Balkans through Literature and Film. 100 Units.
This introductory course examines the poetics of femininity and masculinity in some of the best works of the Balkan region. We contemplate how the experiences of masculinity and femininity are constituted and the issues of socialization related to these modes of being. Topics include the traditional family model, the challenges of modernization and urbanization, the socialist paradigm, and the post-socialist changes. Finally, we consider the relation between gender and nation, especially in the context of the dissolution of Yugoslavia. All work in English.
Instructor(s): A. Ilieva Terms Offered: Winter

CMLT 24110. Vichianism: The Italian Enlightenment. 100 Units.
This course looks at the reception of Giambattista Vico (1668–1744), whose philosophy, largely neglected at first, eventually came to enjoy far-reaching influence as European thinkers set out on repeated quests for the source of a different “modernity” or “Counter-Enlightenment” in fields as varied as political theory (Romagnosi, Cattaneo, Ferrari), the historical and modernist novel (Cuoco, Manzoni, Joyce), Romantic historiography ( Michelet, Gioberti), literary criticism (Auerbach), and intellectual history (Berlin). What is the secret behind the enduring appeal of Vico’s anti-rationalist stance? This seminar, going further than dedicating itself to the legacy of a single thinker, wishes to investigate the “logic” (or lack thereof) that attends posthumous acclaim, eponymity, and etiological myths, and to provide guidelines for a disciplined approach to the history, practice, and theory of reception.
Instructor(s): R. Rubini Terms Offered: Spring
Equivalent Course(s): ITAL 34110,CMLT 34110,ITAL 24110
CMLT 24250. Crowds in Fin de Siècle Modernism. 100 Units.
The increasing urbanization of late 19th and early 20th century Europe witnessed the advent of a comparatively novel social phenomenon and cultural trope: the crowd. Crowds have been represented as alienating, faceless monstrosities and as liberatingly anonymous environments of self-realization. They are figured as manipulable but also as bullying, as hotbeds of rumor, irrationality, madness, sedition, and communicable disease, but also as sites of transcendent super-personal experience, invention, historical progress, and the groundspring of political legitimacy. Crowds have a (statistical, sociological, psychological) life of their own which confronts and contrasts with the life of the individual. They confirm the flâneur in his ironic distance and insulated subjectivity even as the phenomenology of “merging with” or “melting into” the crowd challenges prevailing notions of individual identity and personal responsibility. This course will examine a variety of literary and visual representations of the crowded turn-of-the-century European metropolis in conjunction with contemporaneous psychological, sociological, and philosophical reflections on the significance of modern multitudes. Though our focal texts are historical, we will also consider modulations of these themes in our own social environment of viral videos, big data, cyberbullying, crowd-sourcing, and zombie movies. We will study works by Charles Baudelaire, Walter Benjamin, Elias Canetti, Gustave Caillebotte, Sigmund Freud, Siegfried Kracauer, Fritz Lang, Édouard Manet, Robert Musil, Rainer Maria Rilke, Georges-Pierre Seurat, and Georg Simmel.
Instructor(s): Daniel Smyth Terms Offered: Spring 2014
Note(s): Current MAPH students and 3rd and 4th years in the College. All others by instructor consent only.

CMLT 24270. Poetry and Translation: Theory and Practice. 100 Units.
It is frequently said that poetry cannot be translated, or can only be translated with significant loss. Yet translations of poetry continue to appear, and the work of some poets even seems to thrive in translation. Can translation theory help us to account for this apparent paradox? This course will introduce students to classic and contemporary texts of translation theory in the West, with an eye to the relevance of these theories for the difficulties and promises of translating poetry. We will read theoretical texts by Jerome, Dryden, Herder, Schleiermacher, Nietzsche, Benjamin, Pound and others, and will test these theories against one another and against various English translations of excerpts taken from Dante’s Inferno, as well as translations of individual poems from Charles Baudelaire’s Les Fleurs du Mal and Petits Poèmes en prose. Students will have the opportunity to produce their own translations as part of their required work for the course.
Instructor(s): Joshua Adams Terms Offered: Not offered in 2014-15
Prerequisite(s): Reading knowledge of one foreign language.
Note(s): Current MAPH students and 3rd and 4th years in the College. All others by instructor consent only.
Equivalent Course(s): MAPH 34310, CMLT 34271, ENGL 27807
CMLT 24402. Early Novels: The Ethiopian Story, Parzifal, Old Arcadia. 100 Units.
The course will introduce the students to the oldest sub-genres of the novel, the
idealist story, the chivalric tale and the pastoral. It will emphasize the originality
of these forms and discuss their interaction with the Spanish, French, and English
novel.
Instructor(s): T. Pavel, G. Most Terms Offered: Winter
Equivalent Course(s): CMLT 34402, SCTH 35914, RLLT 24402, RLLT 34402

CMLT 24408. Before and After Beckett: Theater and Theory. 100 Units.
Beckett is conventionally typed as the playwright of minimalist scenes of
unremitting bleakness but his experiments with theatre and film echo the irreverent
play of popular culture (vaudeville on stage and screen, e.g., Chaplin and Keaton)
as well as the artistic avant garde (Jarry). This course will juxtapose these early
20th century models with Beckett’s plays on stage and screen and those of his
contemporaries (Ionesco, Genet, Duras). Contemporary texts include Vinaver,
Minyana, in French, Pinter, Churchill, Kane in English. Theorists include Barthes,
Badiou, Bert States, and others. Comparative Literature students will have the
opportunity to read French originals. (D, G, H)
Instructor(s): L. Kruger Terms Offered: Winter
Prerequisite(s): PQ: HUM and TAPS course; this course is for juniors and seniors
only; not open to first-year College students
Equivalent Course(s): ENGL 24408, TAPS 28438

CMLT 25001. 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. (A)
Instructor(s): A. Davidson Terms Offered: Autumn
Note(s): One prior philosophy course is strongly recommended.
Equivalent Course(s): PHIL 24800, FNDL 22001, GNSE 23100, HIPS 24300
CMLT 25009. Comparative Modernisms: China and India in the Modern Literary World. 100 Units.
This course takes a comparative approach to the literary term “modernism.” Instead of reading the term as originating in the West and subsequently travelling to the East, we will explore modernism as a plural and globally constituted literary practice. In doing so, we will also challenge the literary and real categories of “East” and “West.” Reading the roles and imaginations of China, North India, and the (differentiated) West in a variety of texts, we will question the aesthetics and politics of representation, of dynamic cultural exchange, and of the global individual in the modern literary world. Through novels, short stories, poetry, and theoretical orientations, we will conduct close readings and develop working definitions of cross-cultural comparative modernisms. Contributing to recent interest in China-India relationships, this course also aims to uncover new dialogues between Chinese and Indian writers during the modern period. Literary readings include E.M. Forster, Franz Kafka, Lu Xun, Yu Dafu, Premchand, Nirmal Verma, among others. We will also consider the theoretical works of Fredric Jameson, Edward Said, and Georg Lukacs, and others. All readings will be in English.
Instructor(s): A. Mangalagiri Terms Offered: Winter
Equivalent Course(s): SALC 27300

CMLT 25010. Comparative Migrations. 100 Units.
"Comparative Migrations" interrogates how literature and film takes up the issue of migration across the globe. How do these texts represent the experiences of dislocation, marginalization, and acculturation usually associated with migration across literary traditions? How do the ideas of home, longing, and belonging shift throughout these texts? How do distinct historical, social, cultural and political parameters impact both the writing and reading of these texts? Texts under consideration will include novels by Samuel Selvon, Calixthe Beyala, Milton Hatoum, and Junot Diaz and films by Gurinder Chadha, Pedro Costa, and Mathieu Kassovitz. Theorists include Stuart Hall, Edward Said, Édouard Glissant, Michel Foucault, and Miguel Vale de Almeida.
Instructor(s): C. Patel Terms Offered: Autumn
Equivalent Course(s): ENGL 25010

CMLT 25011. Beckett Beyond the ‘Absurd’ 100 Units.
As an author who dislikes being pigeonholed, Samuel Beckett nonetheless gets labeled as an Absurdist, even the father of the Theater of the Absurd. It is not as if this label is entirely unmerited, but his philosophical interests reach beyond the species of existentialism that was fashionable at the moment of his literary debut. This course will look at theatrical and prose texts spanning Beckett’s career, in conjunction with a variety of philosophical texts from the Cartesian, continental, and analytic traditions, to see how Beckett re-appropriates and transforms philosophical problems and themes within a literary context. Specifically we will look at how Beckett reorients the relations between philosophical skepticism, the philosophy of language, and the problem of meaning.
Instructor(s): B. Berry Terms Offered: Spring
Equivalent Course(s): ENGL 24409
CMLT 25102. Problems Around Foucault. 100 Units.
Equivalent Course(s): PHIL 21910, PHIL 31910, CMLT 35102, DVPR 35100, CHSS 31910, HIPS 21910

CMLT 25801. Machiavelli and Machiavellism. 100 Units.
This course is a comprehensive introduction to Machiavelli’s *The Prince* in light of his vast and varied literary corpus and European reception. The course includes discussion of Machiavelli as playwright (*The Mandrake*), fiction writer (*Belfagor, The Golden Ass*), and historian (*Discourses, Florentine Histories*). We will also closely investigate the emergence of myths surrounding Machiavelli (Machiavellism and anti-Machiavellism) in Italy (Guicciardini, Botero, Boccalini), France (Bodin and Gentillet), Spain (Ribadeneyra), and Northern Europe (Hobbes, Grotius, Spinoza) during the Counter Reformation and beyond.
Instructor(s): R. Rubini Terms Offered: Spring
Note(s): Course conducted in English. Those seeking Italian credit will do all work in Italian.
Equivalent Course(s): FNDL 21603, REMS 33001, ITAL 23000

CMLT 26014. Seriously Funny: Comedy, Critique, and Transformation. 100 Units.
“True earnestness itself invents the comic,” according to Søren Kierkegaard. Exploring philosophies of the comic, as well as filmic and literary material, this seminar seeks to investigate what may be called the serious core of comedy. First, some fundamental theories of comedy, humor, and laughter will be introduced. These range from perspectives of supremacy, relief, shallowness, or negligibility (especially when compared to the tragic), the mechanic, the lowly/corporeal, to theories of incongruity. We will then focus on the critical, transformative, and political potentials of the comic/comedy: ways in which comedy copes with chance and contingencies; with strategies of resistance and inversion in face of disproportionately more powerful opponents; the comic as a mode of inclusion and exclusion; comedy and its relation to freedom and to the sublime; comedy as a means to exceed, undermine, and open up boundaries; the comic as an attempt to get to grips with situations and events we cannot (fully) master. We will also discuss limits and complications of any such critical potential. Readings may include texts by S. Freud, I. Kant, G. W. F. Hegel, F. Th. Vischer, Jean Paul, Søren Kierkegaard, Mikhail Bakhtin, Henri Bergson, Judith Butler, Alenka Zupančič, and others; films include works by Ernst Lubitsch and Woody Allen.
Instructor(s): B. Loschenkohl Terms Offered: Autumn
Note(s): Some reading knowledge of German is desirable, but not a course requirement.
Equivalent Course(s): GRMN 26014
CMLT 26400. Introduction to the Renaissance. 100 Units.
The Renaissance, which first and foremost flourished in Italy, founded our modern concept of the self. The way we see ourselves, the values we cherish, derive from the Renaissance. Modernity is a product of the Renaissance. This course emphasizes the importance of introspection in Renaissance culture, poetry, and philosophy. The books I have selected have a strong autobiographical element. However, they also illuminate how the Renaissance theorizes the relationship between the individual and society. We will read, in Italian, passages from major Italian texts in prose, such as Castiglione’s Il cortigiano, Machiavelli’s Discorsi, Campanella’s Città del Sole, and poetry by Michelangelo, Monsignor della Casa, and numerous women poets, such as Veronica Franco, Vittoria Colonna, and Veronica Gambara.
Instructor(s): A. Maggi Terms Offered: Autumn
Note(s): Taught in Italian.
Equivalent Course(s): ITAL 22200

CMLT 26600. Ren/Lit Imagination. 100 Units.

CMLT 26610. Kinds of Narratives: the Novella. 100 Units.
The course will discuss the place of the novella among nineteenth-century prose narratives. We will read works by Balzac, Gogol, Stifter, Mérimée, Melville, Fontane, Chekhov, and Henry James.
Instructor(s): T. Pavel Terms Offered: Autumn
Note(s): Taught in English. For French majors and graduates there will be a weekly one-hour meeting to study the original French texts.

CMLT 26700. Renaissance and Baroque Fairytales and Their Modern Rewritings. 100 Units.
We study the distinctions between myth and fairy tale, and then focus on collections of modern Western European fairy tales, including those by Straparola, Basile, and Perrault, in light of their contemporary rewritings of classics (Angela Carter, Calvino, Anne Sexton). We analyze this genre from diverse critical standpoints (e.g., historical, structuralist, psychoanalytic, feminist) through the works of Croce, Propp, Bettelheim, and Marie-Louise Von Franz.
Instructor(s): A. Maggi Terms Offered: Winter
Note(s): Class conducted in English.
Equivalent Course(s): ITAL 36200,CMLT 36700,ITAL 26200
CMLT 26701. Marsilio Ficino’s "On Love" 100 Units.
This course is first of all a close reading of Marsilio Ficino’s seminal book On Love (first Latin edition De amore 1484; Ficino’s own Italian translation 1544). Ficino’s philosophical masterpiece is the foundation of the Renaissance view of love from a Neo-Platonic perspective. It is impossible to overemphasize its influence on European culture. On Love is not just a radically new interpretation of Plato’s Symposium. It is the book through which sixteenth- and seventeenth-century Europe read the love experience. Our course will analyze its multiple classical sources and its spiritual connotations. During our close reading of Ficino’s text, we will show how European writers and philosophers appropriated specific parts of this Renaissance masterpiece. In particular, we will read extensive excerpts from some important love treatises, such as Castiglione’s The Courtier (Il cortigiano), Leone Ebreo’s Dialogues on Love, Tullia d’Aragona’s On the Infinity of Love, but also selections from a variety of European poets, such as Michelangelo’s canzoniere, Maurice Scève’s Delie, and Fray Luis de León’s Poesía. Course taught in English. Instructor(s): A. Maggi Terms Offered: Autumn Equivalent Course(s): ITAL 33900, CMLT 36701, FNDL 21103, ITAL 23900

CMLT 27014. Voices from the Iron House: Lu Xun’s Works. 100 Units.
An exploration of the writings of Lu Xun (1881–1936), widely considered as 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: Winter Equivalent Course(s): EALC 27104, CMLT 37014, EALC 37014, FNDL 21907

CMLT 27114. Faust, Myth of the Modern World. 100 Units.
In this course, we will consider three renderings of the Faust myth: Johann Wolfgang von Goethe’s Faust, Part One, Heinrich Heine’s “dance poem” Faust, and Friedrich Murnau’s expressionist film Faust. In addition to these core readings/viewings, we will study the origins of the Faust myth in sixteenth-century Germany and survey its many transformations across art, literature, and music. This course is an excellent introduction to the history of German literature and culture.
Instructor(s): David Wellbery Terms Offered: Autumn Note(s): All readings and class discussions will be in German. Equivalent Course(s): GRMN 27114

CMLT 27402. Contemporary Chinese Writers and the Literary Field. 100 Units.
Equivalent Course(s): EALC 28620, EALC 38620, CMLT 37402
CMLT 27414. Interpolation: Towards a Poetics of Philology in Early-Modern Europe. 100 Units.
This course will examine the philological notion of interpolation—the insertion of new material into a text perceived to be faulty or lacking—not only as an operation of textual reparation or editorial alteration, but more importantly as constituting in and of itself a form of literary writing or authorship, whose poetics we will explore. What is, we will ask, the relation between literary scholarship and literary creation? We will concentrate primarily, but not exclusively, on early-modern writings, employing a comparative perspective which will allow the examination of other artistic practices beyond the literary, including music and sculpture. Among the authors to be considered will be Euripides, Pascal, Mme de Sévigné, Mme Dacier, Furetière, Milton, Swift and Baudelaire. In addition, theoretic readings will be discussed to examine problems such as the coherence and identity of literary texts, the role of the author, and the status of philology and literary criticism.
Instructor(s): S. Rabau Terms Offered: Winter
Note(s): Taught in English, but students registering under the French course number will read French texts in their original language and conduct all written work in French.
Equivalent Course(s): FREN 37414,REMS 37414,CMLT 37414,FREN 27414

CMLT 27701. Imaginary Worlds: The Fantastic and Magic Realism in Russia and Southeastern Europe. 100 Units.
In this course, we 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. We consider how these narrative modes conjure alternative realities and how they conceptualize the human self. We also think about the political power of these alternative realities in their historical contexts: from subversive to escapist, from giving voice to the disempowered to supportive of nationalist imaginaries.
Instructor(s): A. Ilieva Terms Offered: Spring
Equivalent Course(s): SOSL 37700,CMLT 37701,RUSS 27300,RUSS 37300,SOSL 27700

CMLT 28610. The German Romantic Lied. 100 Units.
In the romantic genre of the German Lied, music and poetry meet with a precision, complexity, and affective intensity unheard of since the times of medieval Minnesang. At the center of this undergraduate seminar is the relationship of Robert Schumann and Heinrich Heine and their cycle “Dichterliebe,” supplemented by Schumann’s rendering of other poets’ work (for example, Johann Wolfgang von Goethe or Joseph von Eichendorff). The larger context of Lied-making the class also seeks to explore is formed by pieces by Ludwig van Beethoven, Franz Schubert, Felix Mendelssohn Bartholdy, and Johannes Brahms. Readings and discussions in German.
Instructor(s): F. Klinger Terms Offered: Winter
Equivalent Course(s): GRMN 25013
CMLT 28900. 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): E. Lyon, H. Saussy Terms Offered: Winter. Not offered in 2014-2015; will be offered in 2015-16.
Prerequisite(s): Third- or fourth-year standing. This course does not meet requirements for the biological sciences major.
Equivalent Course(s): BIOS 29323, BPRO 28600, HMRT 28602

CMLT 29100. Renaissance Epic. 100 Units.
A study of classical epic in the Renaissance or Early Modern period. Emphasis will be both on texts and on classical epic theory. We will read Tasso’s *Jerusalem Delivered*, Camões’ *Lusiads*, and Milton’s *Paradise Lost*. A paper will be required and perhaps an examination.
Instructor(s): M. Murrin Terms Offered: Winter

CMLT 29101. Pascal and Simone Weil. 100 Units.
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 diversion 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.
Instructor(s): T. Pavel Terms Offered: Spring
Prerequisite(s): Third- or fourth-year standing.
Note(s): The course will be taught in English. For French undergraduates and graduates, we will hold a bi-weekly one-hour meeting to study the original French texts.
Equivalent Course(s): FREN 39100, CMLT 39101, FNDL 21806, FREN 29100

CMLT 29700. Reading Course. 100 Units.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of instructor 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. This course does not satisfy distribution requirements for students who are majoring in CMLT unless an exception is made by the Director of Undergraduate Studies.
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.
Terms Offered: Autumn, Winter, Spring
Note(s): Required of fourth-year students who are majoring in CMLT.
COMPARATIVE RACE AND ETHNIC STUDIES

PROGRAM OF STUDY

The BA program in Comparative Race and Ethnic Studies offers an interdisciplinary curriculum through which students can examine the histories, languages, and cultures of the racial and ethnic groups in and of themselves, in relationship to each other, and, particularly, in structural contexts of power. Focusing on genocide, slavery, conquest, confinement, immigration, and the diaspora of peoples around the globe, Comparative Race and Ethnic Studies examines the material, artistic, and literary expressions of peoples who originated in Africa, Latin America, Asia, and Europe, who moved voluntarily or were forcefully bound over to the Americas and here evolved stigmatized identities, which were tied to the cultures and histories of their natal lands in complicated ways.

A student who obtains a BA in Comparative Race and Ethnic Studies will be well prepared for admission to graduate programs in the humanities and social sciences, to professional schools in law, medicine, public health, social work, business, or international affairs, and to careers in education, journalism, politics, creative writing, and the nonprofit sector. A degree in Comparative Race and Ethnic Studies offers training designed to impart fundamental skills in critical thinking, comparative analysis, social theory, research methods, and written expression.

Areas of specialization include: Africa Past and Present, African American Studies, Latino/a Studies, Asian American Studies, and Native American Studies. This major/minor is also available to students interested in the study of Africa in a comparative framework.

PROGRAM REQUIREMENTS

Students are encouraged to meet the general education requirement in the humanities and/or social sciences before declaring their major. Students must meet with the student affairs administrator to discuss a plan of study as soon as they declare their major (no later than the end of Spring Quarter of their third year). Students are also required to consult with the student affairs administrator to chart their progression through their course of study.

A. Civilization Requirement

The major requires eleven to twelve courses, depending on whether the student counts two or three civilization studies courses chosen from those listed below. The CRES civilization requirement can only be fulfilled by taking courses from those listed below. Courses can be taken in any order, but they must be in the same sequence. For example, a student can take Colonizations III and then Colonizations I, but they cannot fulfill the civilization requirement by taking Colonizations III and Introduction to Latin American Civilization I. If a student has counted all three civilization courses towards general education, then a CRES elective must be added.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRES 24001-24002-24003</td>
<td>Colonizations I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>CRES 24001</td>
<td>Colonizations I</td>
<td></td>
</tr>
<tr>
<td>CRES 24002</td>
<td>Colonizations II</td>
<td></td>
</tr>
<tr>
<td>CRES 24003</td>
<td>Colonizations III</td>
<td></td>
</tr>
<tr>
<td>SOSC 22551-22552-22553</td>
<td>African Civilizations: Colonialism, Migration, Diaspora I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>SOSC 22551</td>
<td>African Civilizations: Colonialism, Migration, Diaspora I</td>
<td></td>
</tr>
<tr>
<td>SOSC 22552</td>
<td>African Civilizations: Colonialism, Migration, Diaspora II</td>
<td></td>
</tr>
<tr>
<td>SOSC 22553</td>
<td>African Civilizations: Colonialism, Migration, Diaspora III</td>
<td></td>
</tr>
<tr>
<td>LACS 16100-16200-16300</td>
<td>Introduction to Latin American Civilization I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>LACS 16100</td>
<td>Introduction to Latin American Civilization I</td>
<td></td>
</tr>
<tr>
<td>LACS 16200</td>
<td>Introduction to Latin American Civilization II</td>
<td></td>
</tr>
<tr>
<td>LACS 16300</td>
<td>Introduction to Latin American Civilization III</td>
<td></td>
</tr>
<tr>
<td>SOSC 24302-24402-24502</td>
<td>Latin American Civilization in Oaxaca I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>SOSC 24302</td>
<td>Latin American Civilization in Oaxaca I</td>
<td></td>
</tr>
<tr>
<td>SOSC 24402</td>
<td>Latin American Civilization in Oaxaca II</td>
<td></td>
</tr>
<tr>
<td>SOSC 24502</td>
<td>Latin American Civilization in Oaxaca III</td>
<td></td>
</tr>
<tr>
<td>ANTH 20701-20702</td>
<td>Introduction to African Civilization I-II &amp; CRES 24003</td>
<td>300</td>
</tr>
<tr>
<td>ANTH 20701</td>
<td>Introduction to African Civilization I</td>
<td></td>
</tr>
<tr>
<td>ANTH 20702</td>
<td>Introduction to African Civilization II</td>
<td></td>
</tr>
<tr>
<td>CRES 24003</td>
<td>Colonizations III</td>
<td></td>
</tr>
<tr>
<td>SALC 20100-20200</td>
<td>Introduction to the Civilizations of South Asia I-II</td>
<td>200</td>
</tr>
<tr>
<td>SALC 20100</td>
<td>Introduction to the Civilizations of South Asia I</td>
<td></td>
</tr>
<tr>
<td>SALC 20200</td>
<td>Introduction to the Civilizations of South Asia II</td>
<td></td>
</tr>
<tr>
<td>EALC 10800-10900-11000-15400</td>
<td>Introduction to the Civilizations of East Asia I-II-III-IV</td>
<td>400</td>
</tr>
<tr>
<td>EALC 10800</td>
<td>Introduction to the Civilizations of East Asia I</td>
<td></td>
</tr>
<tr>
<td>EALC 10900</td>
<td>Introduction to the Civilizations of East Asia II</td>
<td></td>
</tr>
<tr>
<td>EALC 11000</td>
<td>Introduction to the Civilizations of East Asia III</td>
<td></td>
</tr>
<tr>
<td>EALC 15400</td>
<td>Introduction to the Civilizations of East Asia IV</td>
<td></td>
</tr>
<tr>
<td>JWSC 20001-20002-20003</td>
<td>Jewish History and Society I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>JWSC 20001</td>
<td>Jewish History and Society I: The Archaeology of Israel - History, Society, Politics</td>
<td></td>
</tr>
<tr>
<td>JWSC 20002</td>
<td>Jewish History and Society II: Messianism and Modernity</td>
<td></td>
</tr>
<tr>
<td>JWSC 20003</td>
<td>Jewish History and Society III: Israel Society and Jewish Cultures - Religiosity, Nation, Migration</td>
<td></td>
</tr>
</tbody>
</table>

B. Research Project or Essay Requirement

A substantial essay or project is to be completed in the student's fourth year under the supervision of a Comparative Race and Ethnic Studies adviser, who is a member
of the program’s core faculty. Students must choose an essay adviser and submit a formal BA proposal to the student affairs administrator by the end of their third year of study. BA essays are due on May 1 of their fourth year or 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 required consent of both program chairs. Students should also consult with the chairs by the earliest BA proposal deadline or, if one program fails to publish a deadline, by the end 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.

C. BA Colloquium Requirement

Students are required to enroll in CRES 29800 BA Colloquium: Theory and Methods in Comparative Race and Ethnic Studies in the Spring Quarter of their third year. They attend the seminar during Spring Quarter of their third year and continue through the Autumn, Winter, and Spring Quarters of their fourth year. They submit a completed thesis during Spring Quarter of their fourth year. (Students who plan to graduate before the Spring Quarter of their fourth year will need to register for the BA Colloquium earlier and should meet with the student affairs administrator to plan an appropriate program). 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.

D. Requirements for the Major and the Minor

THE MAJOR

Students have two ways to fulfill the elective requirements for the major:

Option 1 allows students to focus four courses on one specific area of specialization—Africa Past and Present, African American Studies, Asian American Studies, Latina/o Studies, or Native American Studies—and a second four-course cluster drawn from a different area or four comparative courses. For example, one may choose to take four courses focused on African American Studies and choose a second four courses focused exclusively on Asian American Studies or four courses in the Comparative/General Studies category.

Option 2 is designed for students who wish to explore comparative race and ethnic studies primarily through a disciplinary (e.g., anthropology, English, history) or interdisciplinary program focus (e.g., gender studies, Latin American studies), or who wish to graduate with a double major in Comparative Race and Ethnic Studies. Accordingly, one four-course cluster of electives must be focused on one area (Africa Past and Present, African American Studies, Asian American Studies, Latina/o Studies, Native American Studies). A second cluster of four courses should fall within a specific discipline or interdisciplinary area.
The requirements for Options 1 and 2 are virtually identical: one or two civilization studies courses, eight electives, a BA colloquium, and a BA essay. The BA program in CRES consists of eleven to twelve courses, of which at least seven courses must be chosen from those listed or cross-listed as CRES courses. One upper-level language course may be used to meet the major requirements. The course requires approval by the student affairs administrator.

**SUMMARY OF REQUIREMENTS: MAJOR IN COMPARATIVE RACE AND ETHNIC STUDIES**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 course(s) of a single civilization sequence *</td>
<td>100-200</td>
</tr>
<tr>
<td>4 courses in one specific area of specialization **</td>
<td>400</td>
</tr>
<tr>
<td>4 courses in a second area of specialization or 4 comparative courses ***</td>
<td>400</td>
</tr>
<tr>
<td>CRES 29800 BA Colloquium: Theory and Methods in Comparative Race and Ethnic Studies</td>
<td>100</td>
</tr>
<tr>
<td>CRES 29900 Preparation for the BA Essay</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td>1100-1200</td>
</tr>
</tbody>
</table>

* If the first two quarters of a civilization studies sequence are taken to fulfill the general education requirement, the third quarter will count towards the major; if a non-CRES civilization sequence is used to fulfill the general education requirement, then two quarters must be included in the major. If a student has counted all three civilization courses towards general education, then a CRES elective must be added.

** Africa Past and Present, African American Studies, Latina/o Studies, Asian American Studies, or Native American Studies.

*** Students completing a second major may choose four courses within a single discipline or interdisciplinary field (e.g., history, gender and sexuality studies, sociology, political science) that focus on race and ethnic issues.

Sample CRES Major Specializing in Asian American Studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRES 24003</td>
<td>Colonizations III *</td>
<td>100</td>
</tr>
<tr>
<td>CRES 21264</td>
<td>Intensive Study of a Culture: Political Struggles of Highland Asia</td>
<td>100</td>
</tr>
<tr>
<td>CRES 24210</td>
<td>Oral History and the Politics of Memory in Socialist China</td>
<td>100</td>
</tr>
<tr>
<td>CRES 14400</td>
<td>Japan and the West: 19th Century</td>
<td>100</td>
</tr>
<tr>
<td>CRES 17602</td>
<td>Introduction to Asian/Pacific Islander American History</td>
<td>100</td>
</tr>
<tr>
<td>CRES 20104</td>
<td>Urban Structure and Process</td>
<td>100</td>
</tr>
<tr>
<td>CRES 20173</td>
<td>Inequality in American Society</td>
<td>100</td>
</tr>
<tr>
<td>CRES 21807</td>
<td>Nationalism and Ethnicity: A Comparative Perspective</td>
<td>100</td>
</tr>
<tr>
<td>CRES 10101</td>
<td>Problems in the Study of Gender</td>
<td>100</td>
</tr>
<tr>
<td>CRES 29800</td>
<td>BA Colloquium: Theory and Methods in Comparative Race and Ethnic Studies</td>
<td>100</td>
</tr>
</tbody>
</table>
CRES 29900  
Preparation for the BA Essay  
100

Total Units  
1100

* Only one civilization course was required, because this student took Colonizations I and II to meet the general education requirement.

THE MINOR

The minor in Comparative Race and Ethnic Studies consists of five to seven courses, depending upon whether the two civilization studies courses are taken for general education. 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 student affairs administrator’s approval of the minor program on a form obtained from their College adviser. This form must then be returned to their 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 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. Courses taken to complete a minor are counted toward electives.

SUMMARY OF REQUIREMENTS: MINOR IN COMPARATIVE RACE AND ETHNIC STUDIES

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>up to 2 courses of a single civilization sequence *</td>
<td>000-200</td>
</tr>
<tr>
<td>4 courses in one specific area of specialization (Africa Past and Present, African American Studies, Latina/o Studies, Asian American Studies, or Native American Studies)</td>
<td>400</td>
</tr>
<tr>
<td>1 comparative course</td>
<td>100</td>
</tr>
<tr>
<td>Total Units</td>
<td>500-700</td>
</tr>
</tbody>
</table>

* Depending on whether the civilization studies courses are taken to meet the general education requirement.

Sample CRES Minor Specializing in African American Studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRES 16101</td>
<td>Introduction to Latin American Civilization I</td>
<td>100</td>
</tr>
<tr>
<td>CRES 16102</td>
<td>Introduction to Latin American Civilization II</td>
<td>100</td>
</tr>
<tr>
<td>CRES 21201</td>
<td>Intensive Study of a Culture: Chicago Blues</td>
<td>100</td>
</tr>
<tr>
<td>CRES 21806</td>
<td>Race at Work: African Americans in the Labor Movement 1865-1989</td>
<td>100</td>
</tr>
<tr>
<td>CRES 22150</td>
<td>Contemporary African American Politics</td>
<td>100</td>
</tr>
<tr>
<td>CRES 24601</td>
<td>Martin and Malcolm: Life and Belief</td>
<td>100</td>
</tr>
<tr>
<td>CRES 25102</td>
<td>The Politics of Blackness in the Americas</td>
<td>100</td>
</tr>
</tbody>
</table>

Total Units 700
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 essay.

ADVISING
Each student must choose an adviser who is a member of the Comparative Race and Ethnic Studies core faculty listed below by the time the BA essay 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.

DEGREE LISTING
Students who major or minor in Comparative Race and Ethnic Studies will have their area of specialization listed on their transcript. Thus a student with an African American Studies focus will have the degree listed as "Comparative Race and Ethnic Studies, with African American Studies." The same will apply for those students who focus on Africa Past and Present, Asian American Studies, Latina/o Studies, and Native American Studies.

COURSES: AFRICA PAST AND PRESENT
CRES 20005. Colonial African History. 100 Units.
In the late nineteenth century, European powers embarked on an ambitious effort to conquer and occupy the African continent. This course considers the conditions that enabled the European “Scramble for Africa” and the long-lasting consequences of that project. Primary sources, secondary texts, and fiction will present students with various perspectives on the experiences and effects of colonialism. Case studies will be drawn from French West Africa, Nigeria, South Africa, and Kenya.
Instructor(s): E. Osborn Terms Offered: Autumn
CRES 20206. Women in Modern Africa. 100 Units.
This course surveys key themes and debates in twentieth century colonial and post-colonial African women’s history. Exploring both women’s history and the history of gender, this course examines shifting conceptualizations of “woman” in diverse case studies and historical contexts across the continent. Topics to be explored include sexuality, reproduction, and health; public activism and political roles; work and economic activity; religion; and policy and the law. Course material will include analyzing historical monographs, fiction, and material culture, as well as a service-learning component with Chicago-based community organizations that focus on advocacy in Africa.
Instructor(s): R. Jean-Baptiste Terms Offered: Autumn
Equivalent Course(s): HIST 20206, GNSE 23503, GNSE 32603, HIST 30206

CRES 20701-20702. Introduction to African Civilization I-II.
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 two-quarter sequence.

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. Case studies include the empires of Ghana, Mali, and Great Zimbabwe. The course also treats the diffusion of Islam, the origins and effects of European contact, and the trans-Atlantic slave trade.
Instructor(s): E. Osborn Terms Offered: Winter
Equivalent Course(s): HIST 10101, ANTH 20701

CRES 20702. Introduction to African Civilization II. 100 Units.
Part two takes a more anthropological focus, concentrating on Eastern and Southern Africa, including Madagascar. We explore various aspects of colonial and postcolonial society. Topics covered include the institution of colonial rule, ethnicity and interethnic violence, ritual and the body, love, marriage, money, youth and popular culture.
Instructor(s): J. Cole Terms Offered: Winter

CRES 20702. Introduction to African Civilization II. 100 Units.
Part two takes a more anthropological focus, concentrating on Eastern and Southern Africa, including Madagascar. We explore various aspects of colonial and postcolonial society. Topics covered include the institution of colonial rule, ethnicity and interethnic violence, ritual and the body, love, marriage, money, youth and popular culture.
Instructor(s): J. Cole Terms Offered: Winter
CRES 22205. Slavery and Unfree Labor. 100 Units.
This course offers a concise overview of institutions of dependency, servitude, and coerced labor in Europe and Africa, from Roman times to the onset of the Atlantic slave trade, and compares their further development (or decline) in the context of the emergence of New World plantation economies based on racial slavery. We discuss the role of several forms of unfreedom and coerced labor in the making of the "modern world" and reflect on the manner in which ideologies and practices associated with the idea of a free labor market supersede, or merely mask, relations of exploitation and restricted choice.
Instructor(s): S. Palmié Terms Offered: Not offered 2014-15; will be offered 2015-16 Equivalent Course(s): ANTH 22205,ANTH 31700,LACS 22205,LACS 31700

CRES 24201. Cinema in Africa. 100 Units.
This course examines cinema in Africa and 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, and art cinema to TV. We begin with La Noire de... (1966), a groundbreaking film by the "father" of African cinema, Ousmane Sembene. We compare this film to a South African film, The Magic Garden (1960), that more closely resembles African American musical film. Other films discussed in the first part of the course include anti-colonial and anti-apartheid films from Lionel Rogosin's Come Back Africa (1959) to Sarah Maldoror's Sambizanga, Ousmane Sembene's Camp de Thiaroye (1984), and Jean Marie Teno's Afrique, Je te Plumerai (1995). We then examine cinematic representations of tensions between urban and rural, traditional and modern life, and the different implications of these tensions for men and women, Western and Southern Africa, in fiction, documentary, and ethnographic film.
Instructor(s): L. Kruger
Prerequisite(s): Prior college-level course in either African studies or film studies Equivalent Course(s): ENGL 27600,AFAM 21900,CMLT 22900,CMLT 42900,CMST 24201,CMST 34201,CRES 34201,ENGL 48601

CRES 25701. North Africa, Late Antiquity to Islam. 100 Units.
Examination of topics in continuity and change from the third through ninth centuries CE, including changes in Roman, Vandalic, Byzantine, and early Islamic Africa. Topics include the waning of paganism and the respective spread and waning of Christianity, the dynamics of the seventh-century Muslim conquest and Byzantine collapse. Transformation of late antique North Africa into a component of Islamic civilization. Topography and issues of the autochthonous populations will receive some analysis. Most of the required reading will be on reserve, for there is no standard textbook. Readings in translated primary sources as well as the latest modern scholarship. Final examination and ten-page course paper.
Instructor(s): W. Kaegi Terms Offered: Autumn Equivalent Course(s): HIST 25701,HIST 35701,CLCV 20200,CLAS 30200,NEHC 20634,NEHC 30634
Programs of Study

COURSES: AFRICAN AMERICAN STUDIES

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 U.S. experience as a way of developing worldwide urban policy.
Instructor(s): F. Stuart Terms Offered: Winter
Equivalent Course(s): SOCI 20104, GEOG 22700, GEOG 32700, SOCI 30104, SOSC 25100

CRES 21201. Intensive Study of a Culture: 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
Equivalent Course(s): ANTH 21201

CRES 21806. Race at Work: African Americans in the Labor Movement 1865-1989. 100 Units.
This course explores African American labor, reaching from slave emancipation through the Reagan era. Engaging historical and filmic texts, this course examines various themes in African American labor history and class formation. Beginning with an interrogation of African American labor history as a field of historical study, this course moves along chronological and thematic axes to investigate changes in wage and labor structure, agricultural and industrial production, domestic work, and service work. It will consider African American migration, community building and organizing, labor unions, policy, and legal culture. The Civil Rights Movement and the Fair Employment Movement will be critical to this course as they best highlight the strategies and patterns of black labor organizations, protests, and negotiation since emancipation.
Instructor(s): Traci Parker Terms Offered: Spring

CRES 21808. The Strange Career of the New Jim Crow. 100 Units.
Drawing on the legacy of C. Vann Woodward’s landmark study, The Strange Career of Jim Crow, this discussion-based class will historicize the political, economic, and social circumstances that have given rise to “the New Jim Crow.” We will do so through the writings of historians, sociologists, philosophers, prisoners, and legal scholars from the Reconstruction era to the present moment.
Instructor(s): Toussaint Losier Terms Offered: Spring
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 2008 presidential election, the response to Hurricane Katrina, debates surrounding the topic of immigration, the exponential incarceration of black people, and the role of rap music and hip-hop among black youth. We 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? (B)
Instructor(s): C. Cohen Terms Offered: Winter
Equivalent Course(s): PLSC 22150, LLSO 25902

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. (B)
Instructor(s): D. Hopkins Terms Offered: Spring
Equivalent Course(s): RLST 24601, AFAM 24601

CRES 25102. The Politics of Blackness in the Americas. 100 Units.
The aim of this course is to examine the politics of blackness and black mobilization in historical context and across a number of countries in the Americas. The course begins with an analysis of the structural and ideological conditions that gave rise to particular kinds of expressions of black politics in countries like the United States, Cuba, Panama, Colombia, and Brazil. In this, we focus on the early part of the 20th century and analyze the very different ways black populations and African culture were incorporated into, or excluded from, nationalist projects. This laid the context for complex processes of identity formation that would both facilitate and constrain black mobilization in these countries. We then move to the second half of the 20th century where we examine the emergence of nation-based black political movements alongside a number of attempts to build a broader Pan-African movement of the Americas. In so doing, we pay special attention to the crosspollination of ideologies, strategies, and aesthetics among black activists in ways that complicate simple North to South flows of influence. Throughout the course we explore contestation between black activists over the meanings and boundaries around blackness itself, as well as the nature of their racial utopias, both within and across national contexts. (C)
Instructor(s): T. Paschel Terms Offered: Spring
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
Equivalent Course(s): PBPL 25405

CRES 27301. Introduction to Black Chicago, 1895-2005. 100 Units.
This course surveys the history of African Americans in Chicago, from before the 20th century to the near-present. In referring to the history, we treat a variety of themes, including: migration and its impact, origins and effects of class stratification, relation of culture and cultural endeavor to collective consciousness, 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, as well as 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: Spring
Equivalent Course(s): AFAM 27305, HIST 27301
CRES 27403. African American Lives and Times. 100 Units.
This colloquium will examine selected topics and issues in African American history during a dynamic and critical decade, 1893 and 1903, that witnessed the redefinition of American national and sectional identities, social and labor relations, and race and gender relations. A principal premise of the course is that African American life and work was at the nexus of the birth of modern America, as reflected in labor and consumption, in transnational relations (especially Africa), in cultural expression (especially music and literature), and in the resistance or contestation to many of these developments. The course will focus on the Chicago World’s Fair and the publication of Du Bois’s *Souls of Black Folk* as seminal moments in the era. Our discussions will be framed by diverse primary materials, including visual and aural sources, juxtaposed with interpretations of the era by various historians. A principal goal of the course is that students gain a greater appreciation for interpreting historical processes through in-depth examination of the complex and multiple currents of an defined era—a slice of time—as well as skills in interpreting diverse primary sources.
Instructor(s): T. Holt Terms Offered: Winter
Equivalent Course(s): HIST 27403, CRES 37403, HIST 37403

CRES 27705. Introduction to Black Chicago, 1893 to 2008. 100 Units.
This course surveys the history of African Americans in Chicago, from before the 20th century to the present. In referring to that history, we treat a variety of themes, including: migration and its impact, origins and effects of class stratification; relation of culture and cultural endeavor to collective consciousness, rise of institutionalized religions, facts and fictions of political empowerment, and the correspondence of Black lives and living to indices of city wellness (service, 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, as well as 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: Spring
Equivalent Course(s): HIST 27705, HIST 37705, LLSO 22210

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.
Instructor(s): K. Pomeranz, Autumn; Staff, Summer Terms Offered: Autumn, Summer
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.
Instructor(s): J. Ketelaar, Winter; Staff, Summer Terms Offered: Winter, Summer
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15200, EALC 10900, SOSC 23600

CRES 11000. Introduction to the Civilizations of East Asia III. 100 Units.
Instructor(s): K-H. Choi Terms Offered: Spring
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15300, EALC 11000, SOSC 23700

CRES 10900-11000. Introduction to the Civilizations of East Asia II-III.

CRES 10900. Introduction to the Civilizations of East Asia II. 100 Units.
Instructor(s): J. Ketelaar, Winter; Staff, Summer Terms Offered: Winter, Summer
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15200, EALC 10900, SOSC 23600

CRES 11000. Introduction to the Civilizations of East Asia III. 100 Units.
Instructor(s): K-H. Choi Terms Offered: Spring
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15300, EALC 11000, SOSC 23700

CRES 11000. Introduction to the Civilizations of East Asia III. 100 Units.
Instructor(s): K-H. Choi Terms Offered: Spring
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15300, EALC 11000, SOSC 23700

CRES 14400. 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, JAPN 14405
CRES 17602. Introduction to Asian/Pacific Islander American History. 100 Units.
Looking through a broad interdisciplinary lens, this course examines the trajectory of Asians and Pacific Islanders in America. How did nineteenth- and early-twentieth-century "sojourners" become "citizens?" What constituted the public's shift in perception of Asians from unassimilable alien to ostensible "model minority?" We interrogate not only what it means to have been and to be an Asian in America but also what role Asian Americans have played in striving for a multiracial democracy. Conscious of the tendency to homogenize all Asians in the historical imagination, the course is explicitly comparative, incorporating the diverse and disparate experiences of East, Southeast, and South Asians, as well as Pacific Islanders in America. We also investigate and compare the histories of African Americans, Native Americans, ethnic whites, Latinas/os, and Arab Americans to highlight the Asian American experience.
Instructor(s): M. Briones Terms Offered: Winter
Equivalent Course(s): HIST 17602

CRES 21264. Intensive Study of a Culture: Political Struggles of Highland Asia. 100 Units.
As Edmund Leach noted in a later edition of The Political Systems of Highland Burma, massive changes largely occasioned by outside forces reshaped political relations in the later twentieth century. And not just in Highland Burma. This course compares political trajectories of societies across the arc of the Himalayan Highlands, from Burma to Afghanistan. From World War II, through decolonization and the cold war, and via many and disparate counterinsurgency campaigns, conflict and violence has marked the region, big states and small, old states and new. This course compares the recent political regimes, struggles and fortunes of Burma, Northeast India, Nepal, Tibet, and Afghanistan.
Instructor(s): J. Kelly Terms Offered: Not offered 2014-15; will be offered 2015-16
Equivalent Course(s): ANTH 21264
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 louxia, 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): EALC 24255, EALC 34255, HIST 24507, HIST 34507

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 17th century through c. 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 “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 the writing of a final research paper of approximately 15–18 pages. Instructor(s): S. Burns Terms Offered: Spring Equivalent Course(s): EALC 24706, HIST 24706

CRES 27900. Asian Wars of the 20th Century. 100 Units.
This course examines the political, economic, social, cultural, racial, and military aspects of the major Asian wars of the 20th 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 wars, their conduct and their consequences. Instructor(s): B. Cumings Terms Offered: Spring Equivalent Course(s): HIST 27900, EALC 27907, EALC 37907, 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.
Instructor(s): R. Granados-Salinas, R. Gutiérrez Terms Offered: Autumn Equivalent Course(s): LACS 16100, ANTH 23101, HIST 16101, HIST 36101, LACS 34600, SOSC 26100

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): M. Tenorio Terms Offered: Winter Equivalent Course(s): LACS 16200, ANTH 23102, HIST 16102, HIST 36102, LACS 34700, 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): D. Borges Terms Offered: Spring Equivalent Course(s): LACS 16300, ANTH 23103, HIST 16103, HIST 36103, LACS 34800, SOSC 26300

CRES 16102-16103. Introduction to Latin American Civilization II-III.

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): M. Tenorio Terms Offered: Winter Equivalent Course(s): LACS 16200, ANTH 23102, HIST 16102, HIST 36102, LACS 34700, 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): D. Borges Terms Offered: Spring Equivalent Course(s): LACS 16300, ANTH 23103, HIST 16103, HIST 36103, LACS 34800, SOSC 26300
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): D. Borges Terms Offered: Spring 
Equivalent Course(s): LACS 16300, ANTH 23103, HIST 16103, HIST 36103, LACS 34800, SOSC 26300

CRES 20400. Intensive Study of a Culture: Lowland Maya History and Ethnography. 100 Units.
The survey encompasses the dynamics of first contact; long-term cultural accommodations achieved during colonial rule; disruptions introduced by state and market forces during the early postcolonial period; the status of indigenous communities in the twentieth century; and new social, economic, and political challenges being faced by the contemporary peoples of the area. We stress a variety of traditional theoretical concerns of the broader Mesoamerican region stressed (e.g., the validity of reconstructive ethnography; theories of agrarian community structure; religious revitalization movements; the constitution of such identity categories as indigenous, Mayan, and Yucatecan). In this respect, the course can serve as a general introduction to the anthropology of the region. The relevance of these area patterns for general anthropological debates about the nature of culture, history, identity, and social change are considered. 
Instructor(s): J. Lucy Terms Offered: Autumn 
Note(s): This Course will not be offered 2014-15 
Equivalent Course(s): LACS 20400, ANTH 21230, ANTH 30705, CHDV 20400, CHDV 30401, LACS 30401

CRES 21903. Introducción a las literaturas 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): A. Lugo-Ortiz Terms Offered: Winter 
Prerequisite(s): SPAN 20300 or consent of instructor 
Equivalent Course(s): SPAN 21903, LACS 21903
CRES 22401. U.S. Latino Literary and Intellectual History: Subject to Citizen. 100 Units.
How does one go from being a subject of the king to becoming a citizen? From where does one acquire the language to think of equality? In the late eighteenth century, many revolutionary Spaniards and Spanish Americans travelled throughout the Atlantic world seeking to make the philosophy of equality a reality and gain independence of the Spanish colonies. They travelled to and from Europe and Spanish America; and on to New Orleans, Charleston, Washington DC, Philadelphia, and New York. Through their voyages, these individuals would bring this new political language of rights to the places they visited, imbibing of this political philosophy by reading and through conversations and discussions. They produced, as well, a plethora of publications and writings that circulated throughout the Atlantic world. Through lecture and discussion, students in this interdisciplinary course learn of these individuals, their circuits of travel, and their desire to create a modern world. Our focus is on the communities, individuals, and texts that were published and circulated in what is today the United States. We begin with the late eighteenth century and work our way through the nineteenth century. Classes conducted in English; most texts in English.
Instructor(s): R. Coronado Terms Offered: Autumn
Note(s): Reading knowledge of Spanish and French helpful.
Equivalent Course(s): ENGL 22815,GNSE 22802,LACS 22815,SPAN 22815

CRES 24901. Trade, Development, and Poverty in Mexico. 100 Units.
Taking the past twenty years as its primary focus, this course examines the impact of economic globalization across Mexico with particular emphasis on the border region and the rural South. We explore the impact of NAFTA and the shift to neoliberal policies in Mexico. In particular, we examine the human dimension of these broad changes as related to social development, immigration, indigenous populations, and poverty. While primarily critical, the primary objective of the course is to engage in an interdisciplinary exploration of the question: Is trade liberalization an effective development strategy for poor Mexicans?
Instructor(s): C. Broughton Terms Offered: Winter
Note(s): This course is offered in alternate years.
Equivalent Course(s): PBPL 24901,LACS 24901
CRES 25102. The Politics of Blackness in the Americas. 100 Units.
The aim of this course is to examine the politics of blackness and black mobilization in historical context and across a number of countries in the Americas. The course begins with an analysis of the structural and ideological conditions that gave rise to particular kinds of expressions of black politics in countries like the United States, Cuba, Panama, Colombia, and Brazil. In this, we focus on the early part of the 20th century and analyze the very different ways black populations and African culture were incorporated into, or excluded from, nationalist projects. This laid the context for complex processes of identity formation that would both facilitate and constrain black mobilization in these countries. We then move to the second half of the 20th century where we examine the emergence of nation-based black political movements alongside a number of attempts to build a broader Pan-African movement of the Americas. In so doing, we pay special attention to the crosspollination of ideologies, strategies, and aesthetics among black activists in ways that complicate simple North to South flows of influence. Throughout the course we explore contestation between black activists over the meanings and boundaries around blackness itself, as well as the nature of their racial utopias, both within and across national contexts. (C)
Instructor(s): T. Paschel Terms Offered: Spring

CRES 27101. Introduction 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

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.
Instructor(s): R. Gutiérrez Terms Offered: Spring
Equivalent Course(s): HIST 28000,HIST 38000,AMER 28001,GNSE 28202,LACS 28000,LACS 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: Spring

CRES 31900. ¿Cuerpos Desechables? Estéticas de la No-Vida en las Literaturas Hispanoamericanas (de la Conquista al siglo XXI) 100 Units.
In this seminar we will conduct a theoretical exploration of the aesthetic procedures through which human life has been represented as expendable in Spanish-American literature from the Conquest to the twenty-first century, as well as an examination of the historical and philosophical contexts within which such figurations emerged. The course will focus on case studies that correspond to four key moments in the history of the region: conquest and colonization, slavery and the formation of national states in the nineteenth century, the triumph of a capitalist export economy at the turn of the twentieth, and the violent challenges posed by globalization and narcotráfico in the contemporary context. Among the issues and texts we may engage are Fray Bartolomé de las Casas and Francisco de Vitoria’s sixteenth-century dispute on the right of conquest and the Brevísima relación de la destrucción de las Indias, Esteban Echevarría’s El matadero, Lucio Mansilla’s Una excursión a los indios ranqueles, Juan F. Manzano’s Autobiografía de un esclavo, Manuel Zeno Gandía’s La charca, and Fernando Vallejo’s La virgen de los sicarios.
Instructor(s): A. Lugo-Ortiz Terms Offered: Spring

CRES 36500. History of Mexico, 1876 to Present. 100 Units.
From the Porfiriato and the Revolution to the present, 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; the zapatista rebellion in Chiapas; and the end of PRI rule.
Instructor(s): E. Kouri & M. Tenorio Terms Offered: Winter
Equivalent Course(s): HIST 26500,CRES 26500,HIST 36500,LACS 26500,LACS 36500,LLSO 26500
COURSES: NATIVE AMERICAN STUDIES

CRES 31800. Religious Movements in Native North America. 100 Units.
Religious beliefs and practices are assumed to be primordial, eternal, and invariable. However a closer examination reveals that Native American religions are highly dynamic and adaptive, ever reactive to internal pressure and external circumstances. Perhaps the most dramatic forms of religious change are the transformations that anthropologists recognize as nativistic or revitalization movements. These movements on one level represent conscious breaks with an immediate negative past, and they anticipate a positive future in which present sources of oppression are overcome. Many contemporary Native American movements, political and/or religious, can be understood as sharing similar dynamics to past movements. We examine classic accounts of the Ghost Dance, often considered to be the prototypical Native American religious movement; the analysis of the Handsome Lake religion among the Senecas; and other Native American religious movements.

Instructor(s): R. Fogelson
Prerequisite(s): Advanced standing and consent of instructor

CRES 34501-34502. 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.

CRES 34501. Anthropology of Museums I. 100 Units.
Instructor(s): M. Fred Terms Offered: Winter
Prerequisite(s): Advanced standing and consent of instructor
Equivalent Course(s): ANTH 24511, ANTH 34502, CHDV 38101, MAPS 34500, SOSC 34500

CRES 34502. Anthropology of Museums II. 100 Units.
Instructor(s): M. Fred Terms Offered: Spring
Prerequisite(s): Advanced standing or consent of instructor
Equivalent Course(s): ANTH 24512, SOSC 34600

CRES 34502. Anthropology of Museums II. 100 Units.
Instructor(s): M. Fred Terms Offered: Spring
Prerequisite(s): Advanced standing or consent of instructor
Equivalent Course(s): ANTH 24512, SOSC 34600
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.
Instructor(s): M. King Terms Offered: Autumn, Winter, Spring
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 dramatic, musical, and visual arts.
Equivalent Course(s): MUSI 10200

CRES 20001-20002. Jewish History and Society I-II.
Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. Students explore the ancient, medieval, and modern phases of Jewish culture(s) by means of documents and artifacts that illuminate the rhythms of daily life in changing economic, social, and political contexts. Texts in English.

CRES 20001. Jewish History and Society I: The Archaeology of Israel - History, Society, Politics. 100 Units.
The course will offer a historical and critical perspective on 150 years of archaeology in Israel/Palestine, beginning with the first scientific endeavors of the 19th century and covering British Mandate and pre-state Jewish scholarship, as well as developments in the archaeology of Israel since 1948. I will devote particular attention to the mutual construction of archaeological interpretation and Israeli identity and to the contested role of archaeology in the public sphere both within Israeli society and in the Israeli-Palestinian conflict. The course will conclude with a discussion of the plausibility and possible content of an indigenous post-conflict archaeology in Israel and Palestine, based on 21st century paradigm shifts in archaeological discourse and field work.
Instructor(s): R. Greenberg Terms Offered: Spring
Equivalent Course(s): JWSC 20001,HIST 22113,NEHC 20401,NEHC 30401,RLST 20604
CRES 20002. Jewish History and Society II: Messianism and Modernity. 100 Units.
This course will consider the changing function of the notion of the messiah as it developed and changed in the modern era. It takes as its concrete starting point the Sabbatian Heresy of the 17th century and concludes with Derrida’s philosophical development of the concept of the messianic. The course’s aim is to use messianism as a focal point around which to consider the dynamic relationship between philosophy and Jewish civilization. It will examine the changing representations of the Messiah within the history of Jewish civilization. Concurrently it will consider the after-effect of these representations on discourses of modernity and vice-versa, illustrating both how Enlightenment conceptions of progress helped to create the notion of “messianism” understood as an abstract idea, and how the modern/post-modern philosophical conception of the “messianic” as a force that interrupts time is dependent upon historical studies of the messianic dimension of traditional Judaism.
Instructor(s): S. Hammerschlag Terms Offered: Winter

CRES 20002. Jewish History and Society II: Messianism and Modernity. 100 Units.
This course will consider the changing function of the notion of the messiah as it developed and changed in the modern era. It takes as its concrete starting point the Sabbatian Heresy of the 17th century and concludes with Derrida’s philosophical development of the concept of the messianic. The course’s aim is to use messianism as a focal point around which to consider the dynamic relationship between philosophy and Jewish civilization. It will examine the changing representations of the Messiah within the history of Jewish civilization. Concurrently it will consider the after-effect of these representations on discourses of modernity and vice-versa, illustrating both how Enlightenment conceptions of progress helped to create the notion of “messianism” understood as an abstract idea, and how the modern/post-modern philosophical conception of the “messianic” as a force that interrupts time is dependent upon historical studies of the messianic dimension of traditional Judaism.
Instructor(s): S. Hammerschlag Terms Offered: Winter

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 U.S. experience as a way of developing worldwide urban policy.
Instructor(s): F. Stuart Terms Offered: Winter
Equivalent Course(s): SOCI 20104, GEOG 22700, GEOG 32700, SOCI 30104, SOSC 25100
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): SOCI 20140

CRES 20173. Inequality in American Society. 100 Units.
This course is intended as a complement to SOCI 20103 for first- and second-year students who are majoring in sociology, but is open to other students who have had little exposure to current research in inequality. We cover the basic approaches sociologists have employed to understand the causes and consequences of inequality in the United States, with a focus on class, race, gender, and neighborhood. We begin by briefly discussing the main theoretical perspectives on inequality, which were born of nineteenth century efforts by sociologists to understand modernization in Europe. Then, turning to contemporary American society, we examine whether different forms of inequality are persisting, increasing, or decreasing—and why. Topics include culture, skills, discrimination, preferences, the family, and institutional processes, addressing both the logic behind existing theories and the evidence (or lack thereof) in support of them.
Instructor(s): M. Small Terms Offered: Spring
Equivalent Course(s): SOCI 20173,CRES 30173,SOCI 30173

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.
Equivalent Course(s): CHDV 20207
CRES 21807. Nationalism and Ethnicity: A Comparative Perspective. 100 Units.
This course introduces major cross-disciplinary theories on nationalism and ethnic formation. It also leads students to develop a comparative interest in studying ethnic problems in a contextualized and historicized manner.
Instructor(s): Liping Wang Terms Offered: Spring

CRES 21903. Introducción a las literaturas 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): A. Lugo-Ortiz Terms Offered: Winter
Prerequisite(s): SPAN 20300 or consent of instructor
Equivalent Course(s): SPAN 21903, LACS 21903

CRES 22205. Slavery and Unfree Labor. 100 Units.
This course offers a concise overview of institutions of dependency, servitude, and coerced labor in Europe and Africa, from Roman times to the onset of the Atlantic slave trade, and compares their further development (or decline) in the context of the emergence of New World plantation economies based on racial slavery. We discuss the role of several forms of unfreedom and coerced labor in the making of the "modern world" and reflect on the manner in which ideologies and practices associated with the idea of a free labor market supersede, or merely mask, relations of exploitation and restricted choice.
Instructor(s): S. Palmié Terms Offered: Not offered 2014-15; will be offered 2015-16
Equivalent Course(s): ANTH 22205, ANTH 31700, LACS 22205, LACS 31700

CRES 23410. What Is Literary History? 100 Units.
This course involves first and foremost a sustained look at literary history—an aspect of our field that we often take for granted, deem to be narrow and outmoded as a way of thinking about literature, or displace in favor of theorizing about or historicizing texts. But what is literary history a history of? Master works? The development of national literatures? The coming to voice of subordinated groups? The evolution, emergence, and obsolescence of genres? Or perhaps an account of the effect of broader socioeconomic forces on literary production? Does literary history have a theory? And what is the relation of literary history to practical criticism? As we consider these questions we will pay particular attention to 20th-century African American literature. Students will be expected to give an in-class presentation and to write two 10-page essays or one 20-page essay.
Instructor(s): K. Warren Terms Offered: Winter
Equivalent Course(s): ENGL 23410
CRES 23833. Improvisational Dramaturgy. 100 Units.
Team-taught by Catherine Sullivan and visiting composers Sean Griffin and George Lewis, Improvisational Dramaturgy explores interdisciplinary and improvisational strategies for performance. Course work will be integrated with the development of a staging of an operatic composition by Lewis. Tentatively titled "Afterword," the piece explores the ecology of Lewis's 2008 award-winning book, A Power Stronger Than Itself: The A.A.C.M. and American Experimental Music. Issues of public assembly, spatial language, music as social text, documentation, collaboration, and the dynamics of improvisation will be explored in theory, history, and practice. The class will work as an ensemble, contributing original material and working with various groups both on and off campus. Students working in all disciplines are welcome. This course is sponsored by a Mellon Fellowship for Arts Practice and Scholarship at the Gray Center for Arts and Inquiry.
Instructor(s): C. Sullivan, S. Griffin, G. Lewis Terms Offered: Spring
Equivalent Course(s): ARTV 23833,ARTV 33833,CRES 38333,MUSI 26114,MUSI 38214,TAPS 28429

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.
Themes of slavery, colonization, and the making of the Atlantic world are covered in the first quarter.
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): ANTH 24001,HIST 18301,SOSC 24001

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,HIST 18302,SOSC 24002

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,HIST 18303,SALC 20702,SOSC 24003
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, HIST 18302, SOSC 24002

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, HIST 18303, SALC 20702, SOSC 24003

CRES 24913. Marginalized Theologies. 100 Units.
This course considers texts from 20th century authors who represent paradigms of "marginalized theologies," roughy organized around the categories of class, race, and gender: Gustavo Gutiérrez, James Cone, and Mary Daly. We will consider the constructive and normative claims that these authors make about responsibility, liberation, and religious (or areligious) self-understanding, as well as their appropriation of traditions and resources that have often been used to marginalize them. We will be equally concerned, though, to come to a cultural and analytical understanding of the topics involved, such as the forms of connection between one's social location and theological self-understanding.
Instructor(s): R. Elgendy Terms Offered: Spring
Equivalent Course(s): LACS 24913, RLST 24913

CRES 26201. New Media and Politics. 100 Units.
Throughout history “new media,” for better or worse, have on occasion transformed politics. The use of radio to share Roosevelt’s fireside chats and of television to broadcast the Civil Rights Movement are recognized as landmark moments when “new media,” intersecting with political life, changed the course of political engagement. Today’s “new media” (the Internet, digital media production, and computer games) may also radically change how we think about and engage in politics. This course will explore the historical and potential impact of new media on politics. (B)
Instructor(s): C. Cohen Terms Offered: Winter
Equivalent Course(s): PLSC 26201, AFAM 26201
CRES 26801. Race Policy. 100 Units.
Relations among groups seeing themselves as fundamentally different generates private and public policies to channel association. Public policies intended to maintain and strengthen traditional racial relationships have included forced relocation, apartheid, extermination, walls, institutionalization, incarceration, segregation, ethnic cleansing, and legislated discrimination. Public policies intended to upset such traditions have included forced busing, affirmative action, the reservation of opportunities and political positions for specific castes/religions/ethnicities, and the legislated illegality of discrimination in housing and employment. Most recently in the United States, through distraction, hopelessness, indifference, neglect, the absence of good ideas, and/or the inability of advocates to compete effectively in the policy landscape, public policy has little to say about race. Even an African American president has declined to offer policy initiatives in this area. This course will examine public policy attempts to address issues of race, explore why so many seem to contain the seeds of their own failure, and formulate potential race policies that could jump start the contemporary policy conversation in this area. The course will include a research component exploring the current status of race policy in Chicago and Hyde Park.
Instructor(s): W. Carter Terms Offered: Spring
Equivalent Course(s): PBPL 26801

CRES 27317. America's White Ethnics: Contemporary Italian- and Jewish-American Ethnic Identities. 100 Units.
Using American Italians and Jews as case studies, this course investigates what it means to be a white “ethnic” in the contemporary American context and examines what constitutes an ethnic identity. In the mid-20th century, the long-standing ideal of an American melting-pot began to recede. The rise of racial pride, ushered in by the Civil Rights era, made way for the emergence of ethnic identity/pride movements, and multiculturalisms, more broadly, became privileged. To some extent, in the latter half of the 20th century America became a post-assimilationist society and culture, where many still strived to “fit-in,” but it was no longer necessarily the ideal to “blend-in” or lose one’s ethnic trappings. In this context, it has become not only possible, but often desirable, to be at the same time American, white, and an ethnic. Through the investigation of the Jewish and Italian examples, this discussion-style course will look at how ethnicity is manifested in, for example, class, religion, gender, nostalgia, and place, as well as how each of these categories is in turn constitutive of ethnic identity. The course will illustrate that there is no fixed endpoint of assimilation or acculturation, after which a given individual is fully “American,” but that ethnic identity, and its various constituent elements, persists and perpetually evolves, impacting individual identities and experience, and both local/group specific and larger cultural narratives even many generations after immigration.
Instructor(s): L. Shapiro Terms Offered: Autumn
Equivalent Course(s): JWSC 24500, CHDV 27317
CRES 27400. Race and Racism in American History. 100 Units.
This lecture course examines selected topics in the development of racism, drawing on both cross-national (the United States, Latin America, and the Caribbean) and multiethnic (African American, Asian American, Mexican American, and Native American) perspectives. Beginning with the premise that people of color in the Americas have both a common history of dispossession, discrimination, and oppression as well as strikingly different historical experiences, I hope to probe a number of assumptions and theories about race and racism in academic and popular thought. Two quizzes, midterm and final essay examinations required.
Instructor(s): T. Holt Terms Offered: Spring
Equivalent Course(s): HIST 27400, AFAM 27403, CRES 37400, HIST 37400, LLSO 28711

CRES 27600. Comparative Race Studies in Context: Service Learning/Internship Credit. 100 Units.
Open to Comparative Race and Ethnic Studies students accepted into an internship program or placement at a nonprofit organization, government agency, or other community-based context. Enrollment is limited to fifteen students. Students must make arrangements with the director of undergraduate studies before beginning the internship and submit a College Reading and Research Course Form. For summer internships, students must submit this paperwork by the end of Spring Quarter and register for the course the following Autumn Quarter. For internships during the academic year, students should meet with the director of undergraduate studies as soon as possible before the beginning of the internship and before the beginning of the quarter when credit is to be earned. This course provides students with the opportunity to reflect on their experiences working within a community context, especially in relation to structures of racial inequality in American society or in a broader global context.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of director of undergraduate studies required.

CRES 27605. U.S. 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): AMER 27605, GNSE 27605, HMRT 27061, LLSO 28010, HIST 27605
CRES 28703. Baseball and American Culture, 1840 to Present. 100 Units.
This course will examine the rise and fall of baseball as America’s national pastime. We will trace the relationship between baseball and American society from the development of the game in the mid-nineteenth century to its enormous popularity in the first half of the twentieth century to its more recent problems and declining status in our culture. The focus will be on baseball as a professional sport, with more attention devoted to the early history of the game than to the recent era. Emphasis will be on using baseball as a historical lens through which we will analyze the development of American society rather than on the celebration of individuals or teams. Crucial elements of racialization, ethnicity, class, gender, nationalism, sexuality, and masculinity will be in play, as we consider the Negro Leagues, women’s leagues, internment-era baseball, the Latinization and globalization of the game, and more.
Instructor(s): M. Briones Terms Offered: Winter
Equivalent Course(s): HIST 28703

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): M. Geyer and J. Sparrow Terms Offered: Winter 2015
Equivalent Course(s): HMRT 20200, HIST 29302, HIST 39302, HMRT 30200, INRE 31700, LAWS 41301, LLSO 27100
CRES 29626. History Colloquium: Sex and the City in International History. 100 Units.
This course explores the theories, methods, and sources to write a transnational history of “the erotic city.” Focusing on Africa and Latin America, this course examines comparative histories of sexuality, gender, and urban geography. The late nineteenth and twentieth centuries witnessed the phenomenal growth of cities across the globe. As women and men created urban spaces, societies debated how sexual mores were to be experienced, regulated, and spatialized. The course explores urbanization in this historical moment as intersecting with colonialism, the expansion of capitalism, and decolonization. Topics to be explored include: miscegenation and race; prostitution; marriage and the law; labor and class; the body, sexual, and reproductive health; and homosexuality. Materials will include theoretical and empirical texts, fiction, legislation and court records, newspaper articles, and visual sources. Course readings encompass social, cultural, economic, and legal history. Students will produce an original research paper based on course themes.
Instructor(s): R. Jean-Baptiste Terms Offered: Autumn
Note(s): Reading knowledge of French, Spanish, or Portuguese is useful, but not required.
Equivalent Course(s): HIST 29626

CRES 29800. BA Colloquium: Theory and Methods in Comparative Race and Ethnic Studies. 100 Units.
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, Spring
Prerequisite(s): Consent of instructor and director of undergraduate studies
Note(s): Students are required to register for CRES 29800 in Spring Quarter of their third year.

CRES 29900. Preparation for the BA Essay. 100 Units.
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.
CRES 30173. Inequality in American Society. 100 Units.
This course is intended as a complement to SOCI 20103 for first- and second-year students who are majoring in sociology, but is open to other students who have had little exposure to current research in inequality. We cover the basic approaches sociologists have employed to understand the causes and consequences of inequality in the United States, with a focus on class, race, gender, and neighborhood. We begin by briefly discussing the main theoretical perspectives on inequality, which were born of nineteenth century efforts by sociologists to understand modernization in Europe. Then, turning to contemporary American society, we examine whether different forms of inequality are persisting, increasing, or decreasing—and why. Topics include culture, skills, discrimination, preferences, the family, and institutional processes, addressing both the logic behind existing theories and the evidence (or lack thereof) in support of them.
Instructor(s): M. Small Terms Offered: Spring
Equivalent Course(s): SOCI 20173,CRES 20173,SOCI 30173

CRES 37400. Race and Racism in American History. 100 Units.
This lecture course examines selected topics in the development of racism, drawing on both cross-national (the United States, Latin America, and the Caribbean) and multiethnic (African American, Asian American, Mexican American, and Native American) perspectives. Beginning with the premise that people of color in the Americas have both a common history of dispossession, discrimination, and oppression as well as strikingly different historical experiences, I hope to probe a number of assumptions and theories about race and racism in academic and popular thought. Two quizzes, midterm and final essay examinations required.
Instructor(s): T. Holt Terms Offered: Spring
Equivalent Course(s): HIST 27400,AFAM 27403,CRES 27400,HIST 37400,LLSO 28711
CRES 40110. Color, Ethnicity, Cultural Context, and Human Vulnerability. 100 Units.
The specific level of vulnerability may vary across the life course; nevertheless, all humans are vulnerable and, thus, unavoidably possess both risks and protective factors. The level and character of human vulnerability matters and has implications for physical health, psychological well being, the character of culture, and mental health status. The balance between the two (i.e., risks and protective factors) can be influenced by ethnic group membership and identifiability (e.g., skin color). The cultural contexts where growth and development take place play a significant role in life course human development. As a globally admired cultural context with a particular national identity, one of America’s foundational tenets is that citizenship promises the privilege of freedom, allows access to social benefits, and holds sacred the defense of rights. Our centuries-old cultural context and national identity as a liberty-guaranteeing democracy also presents challenges. The implied identity frequently makes it difficult to acknowledge that the depth of experience and its determinative nature may be but skin deep. In America, there continues to be an uneasiness and palpable personal discomfort whenever discussions concerning ethnic diversity, race, color and the Constitutional promise and actual practice of equal opportunity occur. Other nations are populated with vulnerable humans, as well, and experience parallel dissonance concerning the social tolerance of human diversity.

Given the shared status of human vulnerability, the course unpacks and analyzes how differences in ethnicity, skin color and other indicators of group membership impact vulnerability and opportunity for diverse groups. Specifically, the course analyzes the balance between risk level and protective factor presence and examines the consequent physical health status, psychological well-being, and mental health outcomes for its dissimilar citizens. The course especially emphasizes the American cultural context but, in addition, highlights the unique experiences of ethnically varied individuals developing in multiple cultural contexts around the globe.

Instructor(s): M. Spencer Terms Offered: Autumn
Prerequisite(s): Undergraduates require permission from instructor.
Equivalent Course(s): CHDV 40110

These courses are for reference only. Please see the Time Schedules for specific offerings. See the Center for the Study of Race, Politics, and Culture webpage for further information.
# 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>PHYS 13100-13200</td>
<td>Mechanics; Electricity and Magnetism</td>
<td>200</td>
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<tr>
<td>CHEM 12100-12200</td>
<td>Honors General Chemistry I-II</td>
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Total Units: 200

### Major

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<tr>
<th>Course</th>
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<tr>
<td>MATH 16300</td>
<td>Honors Calculus III</td>
<td>100</td>
</tr>
<tr>
<td>MATH 19900</td>
<td>Introduction to Analysis and Linear Algebra</td>
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<tr>
<td>MATH 20300-20400-20500</td>
<td>Analysis in Rn I-II-III</td>
<td>300</td>
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<td>MATH 20700-20800-20900</td>
<td>Honors Analysis in Rn I-II-III</td>
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<tr>
<td>STAT 24300</td>
<td>Numerical Linear Algebra</td>
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<td>CMSC 12100-12200</td>
<td>Computer Science with Applications I-II</td>
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<tr>
<td>CMSC 15100-15200</td>
<td>Introduction to Computer Science I-II</td>
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<td>CMSC 16100-16200</td>
<td>Honors Introduction to Computer Science I-II</td>
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<td>CMSC 27100</td>
<td>Discrete Mathematics</td>
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<td>CMSC 27200</td>
<td>Theory of Algorithms</td>
<td>100</td>
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<tr>
<td>MATH 27300</td>
<td>Basic Theory of Ordinary Differential Equations</td>
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One of the following: 100
**Programs of Study**

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<tr>
<th>Course Code</th>
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<tr>
<td>MATH 21100</td>
<td>Basic Numerical Analysis</td>
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<tr>
<td>MATH 21200</td>
<td>Advanced Numerical Analysis</td>
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</tr>
<tr>
<td>STAT 24400-24500</td>
<td>Statistical Theory and Methods I-II</td>
<td>200</td>
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<td>One of the following:***</td>
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<tr>
<td>STAT 25100</td>
<td>Introduction to Mathematical Probability</td>
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<tr>
<td>STAT 25300</td>
<td>Introduction to Probability Models</td>
<td></td>
</tr>
<tr>
<td>MATH 23500</td>
<td>Markov Chains, Martingales, and Brownian Motion</td>
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<tr>
<td>STAT 28000</td>
<td>Optimization</td>
<td></td>
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<tr>
<td>Three approved electives (see Elective Courses below)</td>
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* Higher level sequences in physics or chemistry can be substituted.

** Students who complete MATH 20700-20800-20900 Honors Analysis in Rn I-II-III are not required to complete MATH 16300 or MATH 19900.

*** Students who take STAT 25100 may take MATH 23500 as one of their electives with approval of the adviser.

**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.
PROGRAM OF STUDY

The computer science program prepares students for either graduate work or employment in computer science by offering both the BA and BS degrees. Students receiving the BA will have sufficient breadth and depth for either graduate study or immediate employment in computer science. Recipients of the BS will also have substantial depth and breadth in a field outside of computer science through the completion of an approved related area.

Students in other fields of study may complete a minor in computer science. Information follows the description of the major.

PROGRAM REQUIREMENTS

Both the BA and BS in computer science require fulfillment of the mathematical sciences requirement in general education by completing an approved two-quarter calculus sequence. The physical sciences requirement in general education must be satisfied by completing an approved two-quarter sequence in either chemistry or physics. 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.

Students pursuing a bachelor’s degree in computer science should note that by judicious choice of courses from another field a supplementary field can be developed that is often in itself a solid basis for graduate or professional work in that field. Some examples are biology, biophysics, chemistry, geophysical sciences, history, linguistics, mathematics, philosophy, political science, psychology, physics, sociology, statistics, and economics.

Advanced Placement

Students who are majoring in computer science may not use AP credit for computer science to meet requirements in the major. Students with AP scores of 4 or 5 on Computer Science A from May 2010 forward or Computer Science AB prior to that receive two quarters of elective credit. NOTE: Students must forgo AP elective credit if they register for one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSC 10500</td>
<td>Fundamentals of Computer Programming I</td>
<td>100</td>
</tr>
<tr>
<td>CMSC 10600</td>
<td>Fundamentals of Computer Programming II</td>
<td>100</td>
</tr>
<tr>
<td>CMSC 15100</td>
<td>Introduction to Computer Science I</td>
<td>100</td>
</tr>
<tr>
<td>CMSC 15200</td>
<td>Introduction to Computer Science II</td>
<td>100</td>
</tr>
</tbody>
</table>

Students who enroll in CMSC 12100 Computer Science with Applications I, CMSC 12200 Computer Science with Applications II, CMSC 16100 Honors Introduction to Computer Science I, and CMSC 16200 Honors Introduction to Computer Science II may retain AP elective credit.

Computer science majors may use AP credit for chemistry or physics to meet their physical sciences requirement in general education or physical science components of the major. However, no credit designated simply as "physical science" (from
either AP or the College’s physical sciences examinations) may be used to meet
general education or requirements in the computer science majors.

Approved Programs

The notion of "approval" in the program requirements allows timely response to
change in the course offerings of the various departments. The computer science
department counselor is responsible for approval of specific courses and sequences.
Students should consult the department counselor for details on specific courses
they are considering taking to meet the requirements.

Approved Computer Science Program

For the authoritative version of the Department of Computer Science requirements
and course descriptions, visit http://www.cs.uchicago.edu.

There is a single approved program comprising required courses in four topical
areas, plus four elective computer science courses. This is a general program in
computer science and is used for either the BA or the BS degree. Upper-level or
graduate courses in similar topics may be substituted for those on the list that
follows, with the approval of the department counselor.

Students considering a computer science major are strongly advised to register for
an introductory sequence in their first year.

1. Introductory Sequence (three courses required):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSC 15100</td>
<td>Introduction to Computer Science I</td>
<td>100</td>
</tr>
<tr>
<td>or CMSC 16100</td>
<td>Honors Introduction to Computer Science I</td>
<td></td>
</tr>
<tr>
<td>CMSC 15200</td>
<td>Introduction to Computer Science II</td>
<td>100</td>
</tr>
<tr>
<td>or CMSC 16200</td>
<td>Honors Introduction to Computer Science II</td>
<td></td>
</tr>
<tr>
<td>CMSC 15400</td>
<td>Introduction to Computer Systems</td>
<td>100</td>
</tr>
</tbody>
</table>

Students may only receive credit for one introductory programming sequence:
CMSC 10500-10600 Fundamentals of Computer Programming I-II, 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. Exceptions must be approved by the department counselor
prior to taking the second sequence.

2. Programming Languages and Systems Sequence (two courses required):

Two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSC 22100</td>
<td>Programming Languages</td>
</tr>
<tr>
<td>CMSC 22200</td>
<td>Computer Architecture</td>
</tr>
<tr>
<td>CMSC 22610</td>
<td>Implementation of Computer Languages I</td>
</tr>
<tr>
<td>CMSC 23000</td>
<td>Operating Systems</td>
</tr>
<tr>
<td>CMSC 23300</td>
<td>Networks and Distributed Systems</td>
</tr>
<tr>
<td>CMSC 23400</td>
<td>Mobile Computing</td>
</tr>
<tr>
<td>CMSC 23500</td>
<td>Introduction to Database Systems</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>CMSC 23700</td>
<td>Introduction to Computer Graphics</td>
</tr>
<tr>
<td>CMSC 23710</td>
<td>Scientific Visualization</td>
</tr>
</tbody>
</table>

3. Algorithms and Theory Sequence (three courses required):

Three of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSC 27100</td>
<td>Discrete Mathematics</td>
</tr>
<tr>
<td>CMSC 27200</td>
<td>Theory of Algorithms</td>
</tr>
<tr>
<td>CMSC 28000</td>
<td>Introduction to Formal Languages</td>
</tr>
<tr>
<td>or CMSC 28100</td>
<td>Introduction to Complexity Theory</td>
</tr>
</tbody>
</table>

4. Other Sequences (one two-course sequence required):

Artificial Intelligence Sequence (two courses required):

Two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSC 25010</td>
<td>Artificial Intelligence</td>
</tr>
<tr>
<td>CMSC 25020</td>
<td>Computational Linguistics</td>
</tr>
<tr>
<td>CMSC 25025</td>
<td>Machine Learning and Large-Scale Data Analysis</td>
</tr>
<tr>
<td>CMSC 25050</td>
<td>Computer Vision</td>
</tr>
<tr>
<td>CMSC 25400</td>
<td>Machine Learning</td>
</tr>
<tr>
<td>CMSC 27600</td>
<td>Computational Biology</td>
</tr>
</tbody>
</table>

Advanced Systems Sequence (two courses required):

Two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSC 22010</td>
<td>Digital Fabrication</td>
</tr>
<tr>
<td>CMSC 22100</td>
<td>Programming Languages</td>
</tr>
<tr>
<td>CMSC 22200</td>
<td>Computer Architecture</td>
</tr>
<tr>
<td>CMSC 22300</td>
<td>Functional Programming</td>
</tr>
<tr>
<td>CMSC 22610</td>
<td>Implementation of Computer Languages I</td>
</tr>
<tr>
<td>CMSC 22620</td>
<td>Implementation of Computer Languages II</td>
</tr>
<tr>
<td>CMSC 23000</td>
<td>Operating Systems</td>
</tr>
<tr>
<td>CMSC 23010</td>
<td>Parallel Computing</td>
</tr>
<tr>
<td>CMSC 23300</td>
<td>Networks and Distributed Systems</td>
</tr>
<tr>
<td>CMSC 23310</td>
<td>Advanced Distributed Systems</td>
</tr>
<tr>
<td>CMSC 23400</td>
<td>Mobile Computing</td>
</tr>
<tr>
<td>CMSC 23500</td>
<td>Introduction to Database Systems</td>
</tr>
<tr>
<td>CMSC 23700</td>
<td>Introduction to Computer Graphics</td>
</tr>
<tr>
<td>CMSC 23710</td>
<td>Scientific Visualization</td>
</tr>
<tr>
<td>CMSC 23800</td>
<td>Game Construction</td>
</tr>
</tbody>
</table>

Scientific Computing Sequence (two courses required):

Two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSC 23710</td>
<td>Scientific Visualization</td>
</tr>
</tbody>
</table>
CMSC 27610  Digital Biology
CMSC 28510  Introduction to Scientific Computing

5. Electives (four courses required):
Four additional elective Computer Science courses numbered 20000 or above. A BS student with a double major in a related area may petition to have some of the electives be courses in the other major.

* depending upon what courses the student has taken in the Programming Languages and Systems Sequence (courses may not be used to meet both requirements)

**SUMMARY OF REQUIREMENTS**

**GENERAL EDUCATION**

One of the following sequences: 200

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 10100</td>
<td>Introductory General Chemistry I</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 10200</td>
<td>and Introductory General Chemistry II (or higher or equivalent)</td>
<td></td>
</tr>
<tr>
<td>PHYS 12100-12200</td>
<td>General Physics I-II (or higher)</td>
<td></td>
</tr>
<tr>
<td>MATH 13100-13200</td>
<td>Elementary Functions and Calculus I-II (or higher)</td>
<td></td>
</tr>
</tbody>
</table>

Total Units 400

* Credit may be granted by examination.

**MAJOR**

**Introductory Sequence:** 300

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSC 15100</td>
<td>Introduction to Computer Science I</td>
<td></td>
</tr>
<tr>
<td>or CMSC 16100</td>
<td>Honors Introduction to Computer Science I</td>
<td></td>
</tr>
<tr>
<td>CMSC 15200</td>
<td>Introduction to Computer Science II</td>
<td></td>
</tr>
<tr>
<td>or CMSC 16200</td>
<td>Honors Introduction to Computer Science II</td>
<td></td>
</tr>
<tr>
<td>CMSC 15400</td>
<td>Introduction to Computer Systems</td>
<td></td>
</tr>
</tbody>
</table>

**Programming Languages and Systems Sequence (two of the following):** 200

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSC 22100</td>
<td>Programming Languages</td>
<td></td>
</tr>
<tr>
<td>CMSC 22200</td>
<td>Computer Architecture</td>
<td></td>
</tr>
<tr>
<td>CMSC 22610</td>
<td>Implementation of Computer Languages I</td>
<td></td>
</tr>
<tr>
<td>CMSC 23000</td>
<td>Operating Systems</td>
<td></td>
</tr>
<tr>
<td>CMSC 23300</td>
<td>Networks and Distributed Systems</td>
<td></td>
</tr>
<tr>
<td>CMSC 23400</td>
<td>Mobile Computing</td>
<td></td>
</tr>
<tr>
<td>CMSC 23500</td>
<td>Introduction to Database Systems</td>
<td></td>
</tr>
<tr>
<td>CMSC 23700</td>
<td>Introduction to Computer Graphics</td>
<td></td>
</tr>
<tr>
<td>CMSC 23710</td>
<td>Scientific Visualization</td>
<td></td>
</tr>
</tbody>
</table>

**Algorithms and Theory Sequence:** 300

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSC 27100</td>
<td>Discrete Mathematics</td>
<td></td>
</tr>
</tbody>
</table>
CMSC 27200  Theory of Algorithms
CMSC 28000  Introduction to Formal Languages
or CMSC 28100  Introduction to Complexity Theory

Two courses from an approved sequence  200
Four electives numbered CMSC 20000 or above  400
Plus the following requirements:  0-300
   BA (no other courses required)
   BS (3 courses in an approved program in a related field)

Total Units  1400-1700

**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 in 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 for either 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 taken to meet general education requirements must be taken for quality grades.

Incompletes are typically given in the Department of Computer Science only to students who have done at least 60 percent of the course’s work of a passing quality and who are unable to complete all course work by the end of the quarter. Other restrictions on Incompletes are the province of individual instructors, many of whom do not permit Incompletes. To receive an Incomplete, students must make arrangements in advance with the instructor; a consent form to be signed by the instructor is available from the College adviser.

**HONORS**

Students may 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.

**RECOMMENDED SEQUENCES IN COMPUTER SCIENCE**

Introductory Sequences

The Department of Computer Science offers many 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.
• Students interested in a technical introduction to computer science, without assuming prior experience or unusually strong preparation in mathematics, are encouraged to take CMSC 15100-15200 Introduction to Computer Science I-II.

• Students with a strong mathematics background should consider CMSC 16100-16200 Honors Introduction to Computer Science I-II.

• Students majoring in quantitative fields other than computer science, including other sciences, mathematics, and economics, should consider CMSC 12100-12200 Computer Science with Applications I-II, possibly followed by CMSC 12300 Computer Science with Applications III.

• Students in the humanities (or others with a humanistic background) and social sciences may consider CMSC 11000 Multimedia Programming as an Interdisciplinary Art I.

• Students interested in two quarters of study altogether should consider CMSC 10500-10600 Fundamentals of Computer Programming I-II or CMSC 12100-12200 Computer Science with Applications I-II. We recommend CMSC 15100 Introduction to Computer Science I or CMSC 16100 Honors Introduction to Computer Science I as the first course to students intent from the outset on advanced study.

• Students who are interested in web design should take CMSC 10100 Introduction to Programming for the World Wide Web I.

• Students may only receive credit for one introductory programming sequence: CMSC 10500-10600 Fundamentals of Computer Programming I-II, 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. Exceptions must be approved by the department counselor prior to taking the second sequence.

• Students who have credit for any of the following courses (or equivalent) may not take CMSC 10200 Introduction to Programming for the World Wide Web II for credit: CMSC 10600 Fundamentals of Computer Programming II, CMSC 12100 Computer Science with Applications I, CMSC 15200 Introduction to Computer Science II, or CMSC 16200 Honors Introduction to Computer Science II.

Courses in Specific Areas of Computer Science

• Students interested in artificial intelligence (AI) should take any of the elective AI courses numbered 25000-25400.

• Students interested in advanced programming and systems should take:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSC 22100</td>
<td>Programming Languages</td>
<td>100</td>
</tr>
<tr>
<td>CMSC 22200</td>
<td>Computer Architecture</td>
<td>100</td>
</tr>
</tbody>
</table>

  Time permitting, they should also take advanced programming topics including but not limited to the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSC 22610 &amp; CMSC 22620</td>
<td>Implementation of Computer Languages I and Implementation of Computer Languages II</td>
<td>200</td>
</tr>
<tr>
<td>CMSC 23000</td>
<td>Operating Systems</td>
<td>100</td>
</tr>
<tr>
<td>CMSC 23010</td>
<td>Parallel Computing</td>
<td>100</td>
</tr>
</tbody>
</table>
CMSC 23300  Networks and Distributed Systems  100
CMSC 23400  Mobile Computing  100
CMSC 23500  Introduction to Database Systems  100
CMSC 23700  Introduction to Computer Graphics  100
CMSC 23710  Scientific Visualization  100
CMSC 23800  Game Construction  100

and such courses in advanced programming topics as may be offered

- Students interested in theoretical computer science should take:
  CMSC 27100  Discrete Mathematics  100
  CMSC 27200  Theory of Algorithms  100
  CMSC 28000  Introduction to Formal Languages  100
  CMSC 28100  Introduction to Complexity Theory  100

Once students have completed CMSC 27100 Discrete Mathematics, CMSC 27200 Theory of Algorithms, CMSC 28000 Introduction to Formal Languages, and/or CMSC 28100 Introduction to Complexity Theory, they will be qualified for most of the advanced topics courses offered at the 30000-level and above.

- Students interested in numerical and scientific computing should take CMSC 28510 Introduction to Scientific Computing.

The department also offers a number of special-interest courses that are detailed in the course descriptions. For information on new courses that are added on a regular basis, consult the department counselor and visit www.cs.uchicago.edu.

Preparation for Graduate Study in Computer Science

Students interested in continuing their studies beyond the undergraduate level should major in computer science and take as many computer science courses as possible. The following courses are especially important:

CMSC 15100  Introduction to Computer Science I  100
CMSC 15200  Introduction to Computer Science II  100
CMSC 15400  Introduction to Computer Systems  100
CMSC 22100  Programming Languages  100
CMSC 22200  Computer Architecture  100
CMSC 22610  Implementation of Computer Languages I  100
CMSC 23000  Operating Systems  100
CMSC 23300  Networks and Distributed Systems  100
CMSC 23500  Introduction to Database Systems  100
CMSC 23700  Introduction to Computer Graphics  100
CMSC 25400  Machine Learning  100
CMSC 27100  Discrete Mathematics  100
CMSC 27200  Theory of Algorithms  100
CMSC 28000  Introduction to Formal Languages  100
CMSC 28100  Introduction to Complexity Theory  100
For more information about options for graduate study, consult the department counselor and the director of graduate studies.

**MINOR PROGRAM IN COMPUTER SCIENCE**

The minor in computer science requires seven courses. The introductory sequence of three courses is 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. Students may not use AP credit for computer science to meet requirements for the minor.

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. The minor advisor must approve the student's minor consent form and the student must submit that form to their College adviser by the end of Spring Quarter of their third year.

**Introductory Courses**

Students must choose three courses from the following (one course from Area A and one course from Area B):

<table>
<thead>
<tr>
<th>Area A:</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSC 12100</td>
<td>Computer Science with Applications I</td>
</tr>
<tr>
<td>CMSC 15100</td>
<td>Introduction to Computer Science I</td>
</tr>
<tr>
<td>CMSC 16100</td>
<td>Honors Introduction to Computer Science I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area B:</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSC 12200</td>
<td>Computer Science with Applications II</td>
</tr>
<tr>
<td>CMSC 15200</td>
<td>Introduction to Computer Science II</td>
</tr>
<tr>
<td>CMSC 16200</td>
<td>Honors Introduction to Computer Science II</td>
</tr>
<tr>
<td>CMSC 15400</td>
<td>Introduction to Computer Systems</td>
</tr>
</tbody>
</table>

**Upper-Level Courses**

Four 20000-level or above computer science courses must be approved by the minor advisor. A 20000-level course must replace each 10000-level course in the list above that was used to meet general education requirements.

**JOINT BA/MS OR BS/MS PROGRAM**

Outstanding computer science majors may apply to complete an MS in computer science along with a BA or BS during their four years at the College.

Participants must be admitted to the joint MS program. Prior to applying to the program, interested students must meet with Sharon Salveter, Computer Science Department Counselor, and Ron Gorny, the College BA/MS or BS/MS Adviser. (For an appointment with Mr. Gorny, call the College Advisers Reception Desk at 702.8615.) Students must submit applications for the joint program to the department counselor, Sharon Salveter, by the end of Winter Quarter of their third year.
Participants in the joint BA/MS or BS/MS program must meet the requirements for the BA or BS plus nine courses for the MS and a master’s project. Three of the nine courses for the MS may also be used to meet the requirements of the BA or BS, resulting in a total of 20 courses in computer science. For details visit www.cs.uchicago.edu/info/BxMS.

GRADUATE COURSES

Graduate courses and seminars offered by the Department of Computer Science are open to College students with consent of instructor and department counselor. For more information, consult the department counselor.

COMPUTER SCIENCE COURSES

CMSC 10100. Introduction to Programming for the World Wide Web I. 100 Units. This course teaches the basics of building and maintaining a site on the World Wide Web. We discuss Internet terminology and how the Internet and its associated technologies work. Topics include programming websites, hypertext markup language (HTML), Cascading Style Sheets (CSS), and Common Gateway Interface (CGI) scripts (using PERL). Students also learn how to use JavaScript to add client-side functionality.
Instructor(s): W. Sterner Terms Offered: Winter
Note(s): This course does not meet the general education requirement in the mathematical sciences.

CMSC 10200. Introduction to Programming for the World Wide Web II. 100 Units. This course introduces computer programming in Java with a focus on designing and implementing software for the World Wide Web. We first introduce the fundamentals of programming, giving particular attention to basic object-oriented techniques. We employ Java Server Pages to develop programs that interact with users through web browsers. Finally, we study relational databases and, integrating that study with general-purpose Java programming, build database-backed web applications.
Instructor(s): S. Salveter Terms Offered: Not offered in 2014-15
Prerequisite(s): MATH 10600, or placement into 13100 or equivalent; and knowledge of HTML
Note(s): This course meets the general education requirement in the mathematical sciences. May not be taken for credit by students who have credit for CMSC 12100, 15200, or 16200.

CMSC 10500-10600. Fundamentals of Computer Programming I-II. This sequence meets the general education requirement in the mathematical sciences.
CMSC 10500. Fundamentals of Computer Programming I. 100 Units.
This course introduces computer programming using the functional programming language Scheme. We emphasize design, algorithm construction, and procedural/functional/data abstraction.
Instructor(s): S. Salveter Terms Offered: Winter
Prerequisite(s): MATH 10600, or placement into 13100 or equivalent; or consent of departmental counselor required; previous computer experience and advanced mathematical knowledge not required
Note(s): CMSC 10500 and 10600 may be taken in sequence or individually. This course meets the general education requirement in the mathematical sciences.

CMSC 10600. Fundamentals of Computer Programming II. 100 Units.
This course is an introduction to computer programming using the object-oriented programming language C++. We emphasize algorithm design and construction. Topics include complex types, iteration, recursion, procedural/functional/data abstraction, classes, methods, inheritance, and polymorphism.
Terms Offered: Spring
Prerequisite(s): MATH 10600, or placement into 13100 or equivalent; or consent of departmental counselor
Note(s): CMSC 10500 and 10600 may be taken in sequence or individually. This course meets the general education requirement in the mathematical sciences.

CMSC 10600. Fundamentals of Computer Programming II. 100 Units.
This course is an introduction to computer programming using the object-oriented programming language C++. We emphasize algorithm design and construction. Topics include complex types, iteration, recursion, procedural/functional/data abstraction, classes, methods, inheritance, and polymorphism.
Terms Offered: Spring
Prerequisite(s): MATH 10600, or placement into 13100 or equivalent; or consent of departmental counselor
Note(s): CMSC 10500 and 10600 may be taken in sequence or individually. This course meets the general education requirement in the mathematical sciences.

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. The first course moves through a sequence from step-by-step introductory labs, to labs that require independent analysis and solution, to a student-designed final project. The second course consists of several scientific and humanistic projects such as Turing Machines, biological modeling, and language manipulation with another final project.
CMSC 11000. Multimedia Programming as an Interdisciplinary Art I. 100 Units.
Instructor(s): W. Sterner Terms Offered: Spring
Prerequisite(s): MATH 10600, or placement into 13100 or equivalent; or consent of instructor
Note(s): This course meets the general education requirement in the mathematical sciences.

CMSC 11100. Multimedia Programming as an Interdisciplinary Art II. 100 Units.
Terms Offered: Not offered in 2014-15
Prerequisite(s): MATH 10600, or placement into 13100 or equivalent; or consent of instructor
Note(s): This course meets the general education requirement in the mathematical sciences.

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: Spring
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 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. 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. 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 evaluate betting strategies, determine the number of machines needed at a polling place, and predict the size of extinct marsupials. Students learn Java, Python, R and C++.

CMSC 12100. Computer Science with Applications I. 100 Units.
Instructor(s): A. Rogers Terms Offered: Autumn
Prerequisite(s): Placement into MATH 15200 or higher, or consent of instructor
Note(s): This course meets the general education requirement in the mathematical sciences.
CMSC 12200. Computer Science with Applications II. 100 Units.
Instructor(s): A. Rogers 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 R, 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 hypothesis, implement a prototype that performs an initial exploration of the data, and a final system to process the entire dataset.
Terms Offered: Spring
Prerequisite(s): CMSC 12200
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 using both functional (Scheme) and imperative (C) programming languages. Topics include control and data abstraction, self-reference, time and space analysis, and data structures. 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.
Instructor(s): J. Reppy (Autumn), A. Shaw (Autumn) Terms Offered: Autumn, Summer
Prerequisite(s): Placement into MATH 15100 or equivalent, or consent of departmental counselor
Note(s): This course meets the general education requirement in the mathematical sciences.

CMSC 15200. Introduction to Computer Science II. 100 Units.
Instructor(s): A. Shaw (Winter) Terms Offered: Winter, Summer
Prerequisite(s): CMSC 15100
Note(s): This course meets the general education requirement in the mathematical sciences.

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.
Terms Offered: Spring
Prerequisite(s): CMSC 15200, 16200 or 12200
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. Search in graphs, including depth-first and breadth-first search. Search in metric graphs, including greedy and A* search, with applications.
Instructor(s): S. Kurtz Terms Offered: Autumn
Prerequisite(s): Placement into MATH 15100 or equivalent and programming experience, or consent of department counselor
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): S. Kurtz Terms Offered: Winter
Prerequisite(s): CMSC 16100, or consent of department counselor
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 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): S. Kurtz Terms Offered: Winter
Prerequisite(s): CMSC 16100, or consent of department counselor
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 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: Autumn
Prerequisite(s): CMSC 15400 and some experience with 3D modeling concepts.
CMSC 22100. Programming Languages. 100 Units.
Programming language design aims at the closest possible correspondence between the structures of a program and the task it performs. This course studies some of the structural concepts affecting programming languages: iterative and recursive control flow, data types and type checking, procedural versus functional programming, modularity and encapsulation, fundamentals of interpreting and compiling, and formal descriptions of syntax and semantics. Students write short programs in radically different languages to illuminate the variety of possible designs.
Terms Offered: Spring. Generally offered alternate years.
Prerequisite(s): CMSC 15400

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): A. Chien Terms Offered: Autumn
Prerequisite(s): CMSC 15400

CMSC 22300. Functional Programming. 100 Units.
This course presents the functional programming paradigm, based on the idea of functions as "first-class" values that can be manipulated like other data. This idea leads to great power of expression while maintaining simplicity, making it easier to write correct and maintainable software. We use the languages Haskell and ML as representatives of the two main schools of functional programming, the pure and the impure. After learning the basic elements of these languages, we explore functional programming techniques that can be exploited in many areas of application using a surprising variety of languages (e.g., C#, Python) that have included first-class functions as a feature. We compare functional and object oriented programming and include an brief overview of concurrent functional programming in ML and Haskell.
Terms Offered: Spring. Generally offered alternate years.
Prerequisite(s): CMSC 15400
CMSC 22610. Implementation of Computer Languages I. 100 Units.
This course covers principles and techniques for implementing computer languages (e.g., programming languages, query languages, specification languages, domain-specific languages). Topics include lexical analysis, parsing, tree representations of programs (both parse trees and abstract syntax trees), types and type checking, interpreters, abstract machines, and run-time systems. This is a project-based course involving the implementation of a small language using Standard ML.
Instructor(s): J. Reppy Terms Offered: Winter. Generally offered alternate years.
Prerequisite(s): CMSC 15400 required; CMSC 22100 recommended
Note(s): Prior experience with ML programming not required. This course is offered in alternate years.

CMSC 22620. Implementation of Computer Languages II. 100 Units.
This course is a continuation of CMSC 22610, covering compilers for general-purpose languages. Topics include compiler-immediate representations, continuation-passing style, runtime representations, code generation, code optimization, register allocation, instruction scheduling, and garbage collection. This is a project-based course in which students construct a complete, working compiler for a small language using Standard ML.
Instructor(s): J. Reppy Terms Offered: Spring. Generally offered alternate years.
Prerequisite(s): CMSC 22610 required; CMSC 22100 strongly recommended
Note(s): Generally offered alternate years.
Equivalent Course(s): CMSC 32620

CMSC 22630. Advanced Implementation of Computer Languages. 100 Units.
This course explores advanced topics in the implementation of high-level programming languages that vary each year (e.g., control-flow analysis algorithms, abstract interpretation, partial evaluation, advanced optimizations, runtime system representations, garbage collection algorithms, foreign-function interfaces). Students are expected to develop both a foundational and applied understanding of these topics.
Instructor(s): J. Reppy Terms Offered: Autumn. Generally offered alternate years.
Prerequisite(s): CMSC 22100 and 22620, or equivalent

CMSC 23000. Operating Systems. 100 Units.
This course provides an introduction to the basic concepts and techniques used to implement operating systems. Topics include processes and threads, interprocess communication and synchronization, memory management, segmentation, paging, linking and loading, scheduling, file systems, and input/output. The course will revolve around the implementation of an x86 operating system kernel.
Instructor(s): H. Gunawi Terms Offered: Autumn
Prerequisite(s): CMSC 15400, and one of the following: CMSC 22200, CMSC 22610, CMSC 23300, CMSC 23400, CMSC 23500, CMSC 23700, CMSC 23710, or CMSC 23800.
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 22000 (Architecture), CMSC 23000 (Operating Systems), or CMSC 23300 (Networks and Distributed Systems), or consent of the instructor.

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 (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
Equivalent Course(s): CMSC 33300

CMSC 23310. Advanced Distributed Systems. 100 Units.
This course explores advanced topics in distributed systems. Topics include supercomputing (architectures, applications, programming models, etc.); grid computing with an emphasis on Globus technologies; Infrastructure-as-a-Service clouds (virtual infrastructure management, Amazon EC2, etc.), Platform-as-a-Service clouds (Google App Engine, etc.), and the Software-as-a-Service model; and other current topics related to using and building distributed systems. The course includes a substantial practical component but also requires students to read papers and articles on current advances in the field.
Instructor(s): B. Sotomayor Terms Offered: Spring
Prerequisite(s): CMSC 23300 or consent of instructor
Equivalent Course(s): CMSC 33310

CMSC 23340. Grid Computing. 100 Units.
The new Open Grid Services Architecture (OGSA) defines interfaces and protocols that promise to make it far easier to construct decentralized, dynamic, large-scale systems. We explore and evaluate this technology by using it to develop a range of scalable distributed services. We use the Globus Toolkit, an open source implementation of key OGSA standards, to design and build services. We then evaluate our implementations from the perspectives of performance and programmability.
Instructor(s): I. Foster Terms Offered: Generally offered alternate years.
Prerequisite(s): Substantial programming experience
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 expanded visual experience with computational photography, video and interactive augmented reality, and synchronicity and proximity-detection to enable shared social experiences. 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 15200 and 15400 are required and CMSC 23000 or 23300 are recommended. Knowledge of Java is required. A short course is available at http://ocw.mit.edu/courses/electrical-engineering-and-computer-science/6-092-introduction-to-programming-in-java-january-iap-2010/index.htm
Equivalent Course(s): CMSC 33400

CMSC 23500. Introduction to Database Systems. 100 Units.
This course is an introduction to database design and programming using the relational model. Topics include DBMS architecture, entity-relationship and relational models, relational algebra, relational calculus, functional dependencies and normal forms, web DBs and PHP, query optimization, and physical data organization. The lab section guides students through the collaborative 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 collaborative software development.
Instructor(s): A. Shaw
Terms Offered: Spring. Generally offered alternate years.
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 focus is on real-time rendering techniques, such as those found in computer games. These include coordinate systems and transformations, the graphics pipeline, basic geometric algorithms, texture mapping, level-of-detail optimizations, and shadows. Students are required to complete both written assignments and programming projects using OpenGL.
Instructor(s): J. Reppy
Terms Offered: Winter. Generally offered alternate years.
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 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 scientific computing on scientific data. Programming projects will be in C.
Instructor(s): G. Kindlmann Terms Offered: Winter. Generally offered alternate years.
Prerequisite(s): CMSC 15300 and CMSC 15400, or (equivalent linear algebra and programming experience and consent of the instructor).

CMSC 23800. Game Construction. 100 Units.
Computer games are one of the most exciting applications of computer technology. They also are large software systems that embody cutting-edge graphics, as well as techniques from AI, scientific simulation, networking, and databases. This course introduces the student to the basic algorithms and techniques used in computer-game construction. Students work in teams to design and create games using existing libraries for graphics, physics simulation, and so forth.
Instructor(s): J. Reppy Terms Offered: Spring. Generally offered alternate years.
Prerequisite(s): CMSC 15400, and at least two of the following courses: CMSC 23700, CMSC 23000, CMSC 23300, CMSC 23500. Strong background in programming and expertise in at least two technical areas underlying computer games (e.g., AI, graphics, scientific computing, networking).
Equivalent Course(s): CSPP 53800

CMSC 25020. Computational Linguistics. 100 Units.
This course introduces the problems of computational linguistics and the techniques used to deal with them, focusing primarily on probabilistic models and techniques. Topics are drawn primarily from phonology, morphology, and syntax. Special topics include automatic learning of grammatical structure and the treatment of languages other than English.
Instructor(s): J. Goldsmith Terms Offered: Spring
Prerequisite(s): CMSC 12200, 15200 or 16200, or competence in a programming language
Equivalent Course(s): CMSC 35050, LING 28600, LING 38600
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): J. Lafferty Terms Offered: Spring
Prerequisite(s): (STAT 22000 or STAT 23400) and (CMSC 15400 or CMSC 12200), or consent of the instructor
Equivalent Course(s): STAT 37601

CMSC 25050. Computer Vision. 100 Units.
This course covers deformable models for detecting objects in images. Topics include one-dimensional models to identify object contours and boundaries; two-dimensional models for image matching; and sparse models for efficient detection of objects in complex scenes. Mathematical tools needed to define the models and associated algorithms are developed. Applications include detecting contours in medical images, matching brains, and detecting faces in images. Neural network implementations of some of the algorithms are presented, and connections to the functions of the biological visual system are discussed.
Instructor(s): Y. Amit Terms Offered: Not offered in 2014-15
Equivalent Course(s): CMSC 35500, STAT 37900

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; 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 15300, CMSC 15400. STAT 22000 or STAT 23400 strongly recommended.
Equivalent Course(s): STAT 27725
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): J. Simon
Terms Offered: Autumn
Prerequisite(s): CMSC 15400, or MATH 16300 or higher. Computer science majors should take CMSC 15300 before CMSC 27100.
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 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, 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.
Instructor(s): J. Simon
Terms Offered: Winter
Prerequisite(s): CMSC 27100 or consent of 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 19900 or 25400, or CMSC 27100, or consent of instructor.
Experience with mathematical proofs.
Note(s): This course is offered in alternate years.
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): S. Kurtz Terms Offered: Spring
Prerequisite(s): CMSC 15400 or MATH 20400

CMSC 27610. Digital Biology. 100 Units.
Explores the digital nature of biology at the molecular scale. Focuses on the role of hydrophobic effect in protein/ligand associations. Utilizes data-mining as a tool both to understand basic biophysics and to explain protein-ligand associations. Shows how such analog interactions can lead to digital devices (e.g., switches). No biochemistry background will be assumed.
Instructor(s): L. R. Scott Terms Offered: Spring. Generally offered alternate years.
Prerequisite(s): MATH 15100-15200 and ability to program. All prerequisites will be provided in class.
Note(s): High school chemistry is helpful.

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.
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 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 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 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): K. Mulmuley Terms Offered: Winter
Prerequisite(s): CMSC 15400, or MATH 19900 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: Spring
Prerequisite(s): CMSC 27100, or MATH 19900 or 25500; and experience with mathematical proofs
Equivalent Course(s): MATH 28100

CMSC 28501. Topics in Scientific Computing. 100 Units.
This course covers current topics in scientific computing.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of instructor

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 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: Summer, Autumn, Winter, Spring
Prerequisite(s): 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.
Terms Offered: Summer, Autumn, Winter, Spring
Prerequisite(s): Consent of instructor and department counselor. Students are required to submit the College Reading and Research Course Form.
Note(s): Open to fourth-year students who are candidates for honors in Computer Science
EAST ASIAN LANGUAGES
AND CIVILIZATIONS

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.

PROGRAM REQUIREMENTS

Students must take 13 courses toward an EALC major, with the possibility of placing out of three language credits. No courses may be double-counted toward general education requirements or minors 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 10800-10900-11000-15400 Introduction to the Civilizations of East Asia I-II-III-IV. This sequence is cross-listed with HIST 15100-15200-15300-15400 Introduction to the Civilizations of East Asia I-II-III-IV.

All EALC majors are required to take a three-quarter, second-year sequence in East Asian languages and to take EALC 27105 Concentrator’s Seminar: Issues in East Asian Civilization, usually offered in the Winter Quarter.

To graduate with an EALC major, students must demonstrate competency in a primary East Asian language that is equivalent to at least two years of study through course work or petition. A beginning language sequence in the primary East Asian language cannot be counted as credit toward the major.

Three courses toward the major may be either an additional year of the primary East Asian language or a year of a secondary East Asian language. This language credit must be earned by registering for courses bearing University of Chicago course numbers. Students may use up to a total of six language courses to count toward their major and may not place out of more than three language credits: No matter the language proficiency, all students must take at least ten courses toward the major. A minimum of three of these courses should be in the same discipline (e.g., history, literature, art history). A maximum of six approved courses taken while studying abroad may be counted toward program requirements by petition.

Students wishing to meet their general education requirement with a sequence other than East Asian Civ, may take any East Asian Civ sequence course as a regular “content” course and count it toward 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.

Students in other fields of study may also complete a minor in EALC. Information follows the description of the major.

**SUMMARY OF REQUIREMENTS**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three courses in a second-year East Asian language *</td>
<td>300</td>
</tr>
<tr>
<td>EALC 27105 Concentrator’s Seminar: Issues in East Asian Civilization</td>
<td>100</td>
</tr>
<tr>
<td>Nine courses related to East Asia (three of which may be a further year of the same language, or a year of a second East Asian language, and three of which should be in one discipline)</td>
<td>900</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td>1300</td>
</tr>
</tbody>
</table>

* Or credit for the equivalent as determined by petition.

**BACHELOR’S THESIS AND HONORS**

Students who have maintained an overall GPA of 3.0 or higher are eligible for honors. Students who do not wish to be considered for honors are not required to submit a bachelor’s thesis for graduation. However, all students are eligible to write a bachelor’s thesis upon submitting 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 by third week of Autumn Quarter. Interested students should consult the director of undergraduate studies for details concerning the proposal.

Students may not use the optional BA paper in this major to meet the BA paper or project requirement in another major. Students who wish to discuss an exception to this policy should consult the director of undergraduate studies before the end of their third year. Consent to use a single paper or project requires the approval of both program chairs on a form available from the College adviser. To be eligible for honors, students must enroll in Autumn and Winter Quarters of EALC 29500-29600 Senior Thesis Tutorial I-II. EALC 29500-29600 Senior Thesis Tutorial I-II may count as one credit toward the major. The BA paper must be substantially complete by the end of Winter Quarter. The BA paper may draw on material from other classes in the major; however, to receive credit for the Senior Thesis Tutorial and to be considered for honors, the student must write a paper that represents significant additional work. The BA paper is read by two members of the department and, if judged to be of A quality, the student is recommended for graduation with honors. Length and scope of the project should be agreed upon in consultation with the adviser. Use of original language material is desirable but not required.

**GRADING**

Students must receive quality grades in all courses taken to meet requirements in the major.
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 (neither first-year modern language courses nor credit by petition may be used for this language option). Students who plan to pursue an EALC minor are encouraged to take EALC 10800-10900-11000-15400 Introduction to the Civilizations of East Asia I-II-III-IV to meet the general education requirement in civilization studies. EALC minors are not required to take EALC 27105.

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.

EAST ASIAN LANGUAGES & CIVILIZATIONS - 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.
Terms Offered: Autumn
Prerequisite(s): Consent of EALC Director of Undergraduate Studies

CHIN 10200. Elementary Modern Chinese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): Consent of EALC Director of Undergraduate Studies

CHIN 10300. Elementary Modern Chinese III. 100 Units.
Terms Offered: Spring
Prerequisite(s): Consent of EALC Director of Undergraduate Studies
CHIN 10200. Elementary Modern Chinese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): Consent of EALC Director of Undergraduate Studies

CHIN 10300. Elementary Modern Chinese III. 100 Units.
Terms Offered: Spring
Prerequisite(s): Consent of EALC Director of Undergraduate Studies

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 Bilingual Speakers I. 100 Units.
Terms Offered: Autumn
Prerequisite(s): Consent of EALC Director of Undergraduate Studies

CHIN 11200. First-Year Chinese for Bilingual Speakers II. 100 Units.
Terms Offered: Winter
Prerequisite(s): Consent of EALC Director of Undergraduate Studies

CHIN 11300. First-Year Chinese for Bilingual Speakers III. 100 Units.
Terms Offered: Spring
Prerequisite(s): Consent of EALC Director of Undergraduate Studies

CHIN 11200. First-Year Chinese for Bilingual Speakers II. 100 Units.
Terms Offered: Winter
Prerequisite(s): Consent of EALC Director of Undergraduate Studies

CHIN 11300. First-Year Chinese for Bilingual Speakers III. 100 Units.
Terms Offered: Spring
Prerequisite(s): Consent of EALC Director of Undergraduate Studies

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.
Terms Offered: Autumn
Prerequisite(s): CHIN 10300 or placement

CHIN 20200. Intermediate Modern Chinese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): CHIN 10300 or placement
CHIN 20300. Intermediate Modern Chinese III. 100 Units.
Terms Offered: Spring
Prerequisite(s): CHIN 10300 or placement

CHIN 20200. Intermediate Modern Chinese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): CHIN 10300 or placement

CHIN 20300. Intermediate Modern Chinese III. 100 Units.
Terms Offered: Spring
Prerequisite(s): CHIN 10300 or placement

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.
Terms Offered: Autumn
Prerequisite(s): CHIN 20300 or placement
Equivalent Course(s): CHIN 30100

CHIN 20402. Advanced Modern Chinese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): CHIN 20300 or placement
Equivalent Course(s): CHIN 30200

CHIN 20403. Advanced Modern Chinese III. 100 Units.
Terms Offered: Spring
Prerequisite(s): CHIN 20300 or placement
Equivalent Course(s): CHIN 30300

CHIN 20402. Advanced Modern Chinese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): CHIN 20300 or placement
Equivalent Course(s): CHIN 30200

CHIN 20403. Advanced Modern Chinese III. 100 Units.
Terms Offered: Spring
Prerequisite(s): CHIN 20300 or placement
Equivalent Course(s): CHIN 30300

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.
Terms Offered: Autumn
Prerequisite(s): CHIN 30300 or placement
Equivalent Course(s): CHIN 41100

CHIN 20502. Fourth-Year Modern Chinese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): CHIN 30300 or placement
Equivalent Course(s): CHIN 41200

CHIN 20503. Fourth-Year Modern Chinese III. 100 Units.
Terms Offered: Spring
Prerequisite(s): CHIN 30300 or placement
Equivalent Course(s): CHIN 41300

CHIN 20502. Fourth-Year Modern Chinese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): CHIN 30300 or placement
Equivalent Course(s): CHIN 41200

CHIN 20503. Fourth-Year Modern Chinese III. 100 Units.
Terms Offered: Spring
Prerequisite(s): CHIN 30300 or placement
Equivalent Course(s): CHIN 41300

CHIN 20508-20509-20510. Readings in Literary Chinese I-II-III.
Readings in Literary Chinese I-II-III

CHIN 20508. Readings in Literary Chinese I. 100 Units.
This course involves advanced readings in classical Chinese with selections from philosophical and historical writings.
Instructor(s): D. Harper Terms Offered: Autumn
Prerequisite(s): CHIN 21000 or equivalent, or consent of instructor.
Equivalent Course(s): CHIN 40800

CHIN 20509. Readings in Literary Chinese II. 100 Units.
Note(s): Not offered every year; quarters vary.
Equivalent Course(s): CHIN 40900

CHIN 20510. Readings in Literary Chinese III. 100 Units.
Note(s): Not offered every year; quarters vary.
Equivalent Course(s): CHIN 41000

CHIN 20509-20510. Readings in Literary Chinese II-III.

CHIN 20509. Readings in Literary Chinese II. 100 Units.
Note(s): Not offered every year; quarters vary.
Equivalent Course(s): CHIN 40900

CHIN 20510. Readings in Literary Chinese III. 100 Units.
Note(s): Not offered every year; quarters vary.
Equivalent Course(s): CHIN 41000
CHIN 20510. Readings in Literary Chinese III. 100 Units.
Note(s): Not offered every year; quarters vary.
Equivalent Course(s): CHIN 41000

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 I. 100 Units.
Terms Offered: Autumn
Prerequisite(s): CHIN 41300 or placement
Equivalent Course(s): CHIN 51100

CHIN 20602. Fifth-Year Modern Chinese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): CHIN 51100 or placement
Equivalent Course(s): CHIN 51200

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.
Terms Offered: Winter
Prerequisite(s): CHIN 51200 or placement
Equivalent Course(s): CHIN 51300

CHIN 20602-20603. Fifth-Year Modern Chinese II-III.

CHIN 20602. Fifth-Year Modern Chinese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): CHIN 51100 or placement
Equivalent Course(s): CHIN 51200
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.
Terms Offered: Winter
Prerequisite(s): CHIN 51200 or placement
Equivalent Course(s): CHIN 51300

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.
Terms Offered: Autumn
Prerequisite(s): CHIN 20300 or placement
Equivalent Course(s): CHIN 31100

CHIN 20702. Business Chinese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): CHIN 20300 or placement
Equivalent Course(s): CHIN 31200

CHIN 20703. Business Chinese III. 100 Units.
Terms Offered: Spring
Prerequisite(s): CHIN 20300 or placement
Equivalent Course(s): CHIN 31300

CHIN 20702. Business Chinese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): CHIN 20300 or placement
Equivalent Course(s): CHIN 31200
CHIN 20703. Business Chinese III. 100 Units.
Terms Offered: Spring
Prerequisite(s): CHIN 20300 or placement
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.
Terms Offered: Autumn
Prerequisite(s): CHIN 20300 or consent of instructor

CHIN 20900. Elementary Literary Chinese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): CHIN 20300 or consent of instructor

CHIN 21000. Elementary Literary Chinese III. 100 Units.
Instructor(s): D. Harper Terms Offered: Spring
Prerequisite(s): CHIN 20300 or consent of instructor

CHIN 20900. Elementary Literary Chinese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): CHIN 20300 or consent of instructor

CHIN 21000. Elementary Literary Chinese III. 100 Units.
Instructor(s): D. Harper Terms Offered: Spring
Prerequisite(s): CHIN 20300 or consent of instructor

CHIN 21100-21200-21300. Accelerated Modern Chinese for Bilingual Speakers I-II-III.
This three-quarter sequence offers texts from both Intermediate Modern Chinese (CHIN 20100-20200-20300) and Advanced Modern Chinese (CHIN 30100-30200-30300). Our goal is to help bilingual students further develop listening, speaking, reading, and writing skills. Extensive reading is encouraged, and writing is strongly emphasized. The class meets for five one-hour sessions a week.

CHIN 21100. Accelerated Modern Chinese for Bilingual Speakers I. 100 Units.
Terms Offered: Autumn
Prerequisite(s): CHIN 11300 or placement
Note(s): No auditors permitted.

CHIN 21200. Accelerated Modern Chinese for Bilingual Speakers II. 100 Units.
Terms Offered: Winter
Prerequisite(s): CHIN 11300 or placement
Note(s): No auditors permitted.
CHIN 21300. Accelerated Modern Chinese for Bilingual Speakers III. 100 Units.
Terms Offered: Spring
Prerequisite(s): CHIN 11300 or placement
Note(s): No auditors permitted.

CHIN 21200. Accelerated Modern Chinese for Bilingual Speakers II. 100 Units.
Terms Offered: Winter
Prerequisite(s): CHIN 11300 or placement
Note(s): No auditors permitted.

CHIN 21300. Accelerated Modern Chinese for Bilingual Speakers III. 100 Units.
Terms Offered: Spring
Prerequisite(s): CHIN 11300 or placement
Note(s): No auditors permitted.

CHIN 23206. Medieval Chinese Visual Cult. 100 Units.
Equivalent Course(s): ARTH 22204, ARTH 32004, CHIN 33206, EALC 23206

EAST ASIAN LANGUAGES & CIVILIZATIONS - 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.
Terms Offered: Autumn

JAPN 10200. Elementary Modern Japanese II. 100 Units.
Terms Offered: Winter

JAPN 10300. Elementary Modern Japanese III. 100 Units.
Terms Offered: Spring

JAPN 10200. Elementary Modern Japanese II. 100 Units.
Terms Offered: Winter

JAPN 10300. Elementary Modern Japanese III. 100 Units.
Terms Offered: Spring
JAPN 19000. Introduction to Classical Japanese. 100 Units.
Introduction to the grammar and style of premodern Japanese through a variety of literary texts. Emphasis will be placed on extensive grammatical analysis and translation. Work with original manuscripts will also be introduced as the course progresses.
Instructor(s): R. Jackson Terms Offered: Autumn
Prerequisite(s): Three years modern Japanese or consent of instructor
Note(s): Not offered every year.
Equivalent Course(s): EALC 19001,EALC 39001,JAPN 39000

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.
Terms Offered: Autumn
Prerequisite(s): JAPN 10300 or equivalent, or consent of instructor.

JAPN 20200. Intermediate Modern Japanese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): JAPN 10300 or equivalent, or consent of instructor.

JAPN 20300. Intermediate Modern Japanese III. 100 Units.
Terms Offered: Spring
Prerequisite(s): JAPN 10300 or equivalent, or consent of instructor.

JAPN 20200. Intermediate Modern Japanese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): JAPN 10300 or equivalent, or consent of instructor.

JAPN 20300. Intermediate Modern Japanese III. 100 Units.
Terms Offered: Spring
Prerequisite(s): JAPN 10300 or equivalent, or consent of instructor.

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.
Terms Offered: Autumn
Prerequisite(s): JAPN 20300 or equivalent, or consent of instructor.
Equivalent Course(s): JAPN 30100

JAPN 20402. Advanced Modern Japanese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): JAPN 20300 or equivalent, or consent of instructor.
Equivalent Course(s): JAPN 30200
JAPN 20403. Advanced Modern Japanese III. 100 Units.
Terms Offered: Spring
Prerequisite(s): JAPN 20300 or equivalent, or consent of instructor.
Equivalent Course(s): JAPN 30300

JAPN 20402. Advanced Modern Japanese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): JAPN 20300 or equivalent, or consent of instructor.
Equivalent Course(s): JAPN 30200

JAPN 20403. Advanced Modern Japanese III. 100 Units.
Terms Offered: Spring
Prerequisite(s): JAPN 20300 or equivalent, or consent of instructor.
Equivalent Course(s): JAPN 30300

JAPN 20500-20600-20700. Fourth-Year Modern Japanese I-II-III.
This course 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 Modern Japanese I. 100 Units.
Terms Offered: Autumn
Prerequisite(s): JAPN 30300 or equivalent
Equivalent Course(s): JAPN 40500

JAPN 20600. Fourth-Year Modern Japanese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): JAPN 30300 or equivalent
Equivalent Course(s): JAPN 40600

JAPN 20700. Fourth-Year Modern Japanese III. 100 Units.
Terms Offered: Spring
Prerequisite(s): JAPN 30300 or equivalent
Equivalent Course(s): JAPN 40700

JAPN 20600. Fourth-Year Modern Japanese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): JAPN 30300 or equivalent
Equivalent Course(s): JAPN 40600
JAPN 20700. Fourth-Year Modern Japanese III. 100 Units.
Terms Offered: Spring
Prerequisite(s): JAPN 30300 or equivalent
Equivalent Course(s): JAPN 40700

JAPN 21200-21300. Intermediate Modern Japanese through Japanimation I-II.
This course 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.
Terms Offered: Winter
Prerequisite(s): JAPN 20100 or consent of instructor.

JAPN 21300. Intermediate Modern Japanese through Japanimation II. 100 Units.
Terms Offered: Spring
Prerequisite(s): JAPN 20100 or consent of instructor.

JAPN 21300. Intermediate Modern Japanese through Japanimation II. 100 Units.
Terms Offered: Spring
Prerequisite(s): JAPN 20100 or consent of instructor.

EAST ASIAN LANGUAGES & CIVILIZATIONS - KOREAN COURSES
KORE 10100-10200-10300. Introduction to the Korean Language I-II-III.
This introductory course 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.
Terms Offered: Autumn

KORE 10200. Introduction to the Korean Language II. 100 Units.
Terms Offered: Winter

KORE 10300. Introduction to the Korean Language III. 100 Units.
Terms Offered: Spring

KORE 10200. Introduction to the Korean Language II. 100 Units.
Terms Offered: Winter
KORE 10300. Introduction to the Korean Language III. 100 Units.
Terms Offered: Spring

KORE 20100-20200-20300. Intermediate Korean I-II-III.
As a continuation of KORE 10100-10200-10300, this course 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.
Terms Offered: Autumn
Prerequisite(s): KORE 10300 or equivalent, or consent of instructor.

KORE 20200. Intermediate Korean II. 100 Units.
Terms Offered: Winter
Prerequisite(s): KORE 10300 or equivalent, or consent of instructor.

KORE 20300. Intermediate Korean III. 100 Units.
Terms Offered: Spring
Prerequisite(s): KORE 10300 or equivalent, or consent of instructor.

KORE 20200. Intermediate Korean II. 100 Units.
Terms Offered: Winter
Prerequisite(s): KORE 10300 or equivalent, or consent of instructor.

KORE 20300. Intermediate Korean III. 100 Units.
Terms Offered: Spring
Prerequisite(s): KORE 10300 or equivalent, or consent of instructor.

KORE 20401-20402-20403. Advanced Korean I-II-III.
This course 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.

KORE 20401. Advanced Korean I. 100 Units.
Terms Offered: Autumn
Prerequisite(s): KORE 20300 or equivalent, or consent of instructor.
Equivalent Course(s): KORE 30100
KORE 20402. Advanced Korean II. 100 Units.
Terms Offered: Winter
Prerequisite(s): KORE 20300 or equivalent, or consent of instructor.
Equivalent Course(s): KORE 30200

KORE 20403. Advanced Korean III. 100 Units.
Terms Offered: Spring
Prerequisite(s): KORE 20300 or equivalent, or consent of instructor.
Equivalent Course(s): KORE 30300

KORE 22100. Korean Contemporary TV and Language. 100 Units.
KORE 42100 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. 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 30300 or equivalent, or consent of instructor.
Equivalent Course(s): KORE 42100

KORE 22200. Contemporary Korean Society and History through Fiction and Film. 100 Units.
KORE 42200 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. 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 30300 or equivalent, or consent of instructor.
Equivalent Course(s): KORE 42200
KORE 22300. Changing Identity of Contemporary Korean through Film and Literature. 100 Units.
KORE 22300 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 30300 or equivalent or equivalent or consent of instructor
Equivalent Course(s): KORE 42300

EAST ASIAN LANGUAGES & CIVILIZATIONS COURSES

EALC 10800-10900-11000-15400. Introduction to the Civilizations of East Asia I-II-III-IV.
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.
Instructor(s): K. Pomeranz, Autumn; Staff, Summer Terms Offered: Autumn, Summer
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.
Instructor(s): J. Ketelaar, Winter; Staff, Summer Terms Offered: Winter, Summer
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15200,CRES 10900,SOSC 23600

EALC 11000. Introduction to the Civilizations of East Asia III. 100 Units.
Instructor(s): K-H. Choi Terms Offered: Spring
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15300,CRES 11000,SOSC 23700

EALC 15400. Introduction to the Civilizations of East Asia IV. 100 Units.
Instructor(s): M. Bradley Terms Offered: Not offered in 2014-15.
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15400,CRES 11200,SOSC 23801

EALC 10900-11000-15400. Introduction to the Civilizations of East Asia II-III-IV.
EALC 10900. Introduction to the Civilizations of East Asia II. 100 Units.
Instructor(s): J. Ketelaar, Winter; Staff, Summer Terms Offered: Winter, Summer
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15200, CRES 10900, SOSC 23600

EALC 11000. Introduction to the Civilizations of East Asia III. 100 Units.
Instructor(s): K-H. Choi Terms Offered: Spring
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15300, CRES 11000, SOSC 23700

EALC 15400. Introduction to the Civilizations of East Asia IV. 100 Units.
Instructor(s): M. Bradley Terms Offered: Not offered in 2014-15.
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15400, CRES 11200, SOSC 23801

EALC 11000-15400. Introduction to the Civilizations of East Asia III-IV.
EALC 11000. Introduction to the Civilizations of East Asia III. 100 Units.
Instructor(s): K-H. Choi Terms Offered: Spring
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15300, CRES 11000, SOSC 23700

EALC 15400. Introduction to the Civilizations of East Asia IV. 100 Units.
Instructor(s): M. Bradley Terms Offered: Not offered in 2014-15.
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15400, CRES 11200, SOSC 23801

EALC 15400. Introduction to the Civilizations of East Asia IV. 100 Units.
Instructor(s): M. Bradley Terms Offered: Not offered in 2014-15.
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15400, CRES 11200, SOSC 23801

EALC 16100. Art of Asia: China. 100 Units.
This course is an introduction to the arts of China focusing on major monuments and artworks produced in imperial, aristocratic, literati, religious, and public milieus. Lectures will reconstruct the functions and the meanings of objects, 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. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the dramatic, musical, and visual 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: Autumn
Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): ARTH 16800

EALC 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: Spring
Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): ARTH 16910

EALC 17110. Sinotopos: Chinese Landscape Representation and Interpretation. 100 Units.
This course surveys major areas of study in the Chinese landscape painting tradition, focusing on the history of its pictorial representation during pre-modern eras. Areas for consideration may include: first emergence and subsequent developments of the genre in court and literati arenas; landscape aesthetics and theoretical foundations; major attributed works in relation to archaeological evidence. Emphasis is on artistic options and the exercise of choice within the context of social, political, religious, and economic forces. Students are expected to gain skills in formal analysis through looking with reading, and a critical perspective on the processes of art historical placement and interpretation based on assigned readings in secondary literature.
Instructor(s): P. Foong Terms Offered: Spring
Equivalent Course(s): ARTH 17710
EALC 17207. Image and Word in Chinese Art. 100 Units.
The dynamic interplay between painting, poetry, and calligraphy in the Chinese tradition is encapsulated by Su Shi’s observation that there is "poetry in painting, and painting in poetry." Further articulation of this truism requires us to examine developing modes of visual expression, and to define ways in which a painting might be "written," or a text "imaged." We consider case studies which demonstrate increasingly fluid negotiation between these mediums: from pictures that labor in "illustrative" juxtaposition with didactic texts (image vs. word), to representations of the natural world that are inscribed with poetry as sites of social and cultural identity (image cf. word), and which achieve formal and conceptual integration in expressive purpose (imageword).
Instructor(s): P. Foong Terms Offered: Autumn
Prerequisite(s): Consent of instructor
Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 17000 through 18999 course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): ARTH 17207

EALC 19000. Early Modern Japanese History. 100 Units.
This course introduces the basic narrative and critical discourses of the history of early modern Japan, roughly from 1500 to 1868. The course examines the emergence of the central power that unified feudal domains and explores processes of social, cultural, and political changes that transformed Japan into a "realm under Heaven." Some scholars consider early modern Japan as the source of an indigenous birth of capitalism, industrialism, and also of Japan's current economic vitality, while others see a bleak age of feudal oppression and isolation. We will explore both sides of the debate and examine the age of many contradictions.
Instructor(s): N. Toyosawa Terms Offered: Spring 2015
Equivalent Course(s): EALC 39900,HIST 24112,HIST 34112

EALC 19001. Introduction to Classical Japanese. 100 Units.
Introduction to the grammar and style of premodern Japanese through a variety of literary texts. Emphasis will be placed on extensive grammatical analysis and translation. Work with original manuscripts will also be introduced as the course progresses.
Instructor(s): R. Jackson Terms Offered: Autumn
Prerequisite(s): Three years modern Japanese or consent of instructor
Note(s): Not offered every year.
Equivalent Course(s): JAPN 19000,EALC 39001,JAPN 39000

EALC 19800. History of Ancient China. 100 Units.
This course will survey the history of China from the late Shang dynasty (c. 1200 B.C.) through the end of the Qin dynasty (207 B.C.). We will explore both traditional and recently unearthed sources, and will take a multi-disciplinary approach.
Instructor(s): E. Shaughnessy Terms Offered: Autumn
Equivalent Course(s): EALC 39800
EALC 19909. History of Chinese Theater. 100 Units.
This course covers the history of Chinese theater from its emergence as a full-fledged art form in the 10th to 11th centuries (the Northern Song) up through its incorporation into modern urban life and nationalist discourse in the first decades of the 20th century (the Republican period). In addition to reading selections from masterpieces of Chinese dramatic literature such as *Orphan of Zhao*, *Romance of the Western Chamber*, and *The Peony Pavilion*, we will pay particular attention to the different types of venues, occasions, and performance practices associated with different genres of opera at different moments in time. A central theme will be the changing status of the entertainer and the cultural meanings assigned to acting. All texts to be read in English translation.
Instructor(s): J. Zeitlin Terms Offered: Winter
Note(s): An additional graduate session may be offered weekly or biweekly if there is sufficient demand.
Equivalent Course(s): EALC 39909

EALC 20101. Skills and Methods in Chinese Painting History. 100 Units.
This course aims to provide groundwork skills for conducting primary research in Chinese painting history. Emphasis will be on sinological tools and standard resources relevant to the study of early periods, especially the Song and Yuan Dynasty. To develop proficiencies in analyzing materials (silk, paper, mounting, ink, color) and investigating provenance (identifying seals, inscriptions). To gain familiarity with the scholarship on issues of connoisseurship, authenticity, and quality judgment. Weekly task-based reports. Final research paper.
Instructor(s): P. Foong Terms Offered: Autumn
Equivalent Course(s): ARTH 22609, ARTH 32609, EALC 30101

EALC 20210. Arts of Asia: Korea. 100 Units.
This course is an introduction to the visual arts of Korea from prehistory to the contemporary period and is organized both chronologically and thematically. The course considers objects within a variety of contexts (i.e., archaeological, cultural, historical, social, and ritual/religious) to both examine the meaning and function of the objects and to consider the issues of cultural transmission and exchange. In addition to better understand Korean culture, the aim of the course is to develop the skills of formal analysis, critical thinking, and writing about visual arts.
Instructor(s): E. Hyun Terms Offered: Winter
Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): ARTH 16109
EALC 22029. Japanese Translation: Theory and Practice. 100 Units.
This seminar introduces students to prominent theories of translation and will provide an opportunity to engage with those theories through actual practice. Readings in translation theory will be combined with examination of well-known literary translations as well as weekly translation exercises in a variety of different genres (fiction, poetry, essays, film). Students will complete their own translation projects at the end of the class. The course is intended for advanced students of Japanese.
Instructor(s): H. Long Terms Offered: Spring
Note(s): Knowledge of Japanese strongly recommended, but not required.
Equivalent Course(s): EALC 32029

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.

EALC 22322. Society, Empire, and the Law in East Asia, c. 1700-1950s. 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 22500. The Rise of Writing in East Asia. 100 Units.
This course will survey the uses to which writing was put in China during the period 1200–200 BC and then, more briefly, in Japan during the period AD 600–900. We will be concerned both with the mechanics of writing itself and with its role in society. The survey will be broken into four discrete topics: the invention of writing in China, the nature of the Chinese script, the uses to which writing was put during its first thousand years in China, and early writing in Korea and Japan. All reading will be in English, though some knowledge of an East Asian language will be useful.
Instructor(s): E. Shaughnessy Terms Offered: Spring
Equivalent Course(s): EALC 32500
EALC 23206. Medieval Chinese Visual Cult. 100 Units.
Equivalent Course(s): ARTH 22204, ARTH 32004, CHIN 23206, CHIN 33206

EALC 24211. Modern Japan. 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 24210

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 24250, HIST 34250

EALC 24312. Korean War, Family and 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 24500. Reading Qing Documents. 100 Units.
Reading and discussion of nineteenth- and early twentieth-century historical political documents, including such forms as memorials, decrees, local gazetteers, diplomatic communications, essays, and the like.
Instructor(s): G. Alitto Terms Offered: Winter
Equivalent Course(s): HIST 24500,HIST 34500,EALC 34500

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 24710. Japan and the World in 19th Century Art. 100 Units.
This seminar will explore artistic interaction between Japan and the West in the late 19th century. Topics include: changing European and American views of Japan and its art, the use of Japanese pictorial “sources” by artists such as Monet and Van Gogh, Japan’s invocation by decorative arts reformers, Japanese submissions to the world’s fairs, and new forms of Japanese art made for audiences within Japan. Class sessions and a research project are designed to offer different geographical and theoretical perspectives and to provide evidence of how Japonisme appeared from late 19th-century Japanese points of view.
Instructor(s): C. Foxwell Terms Offered: Spring
Equivalent Course(s): ARTH 24710,ARTH 34710,EALC 34710
EALC 24720. The Japanese Empire and Nation Formations 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): HIST 24111

EALC 24803. Histories in Japan. 100 Units.  
An examination of the discipline of history as practiced in Japan from ancient times to the modern. Readings in translation of works such as the Kojiki, Okagami, Taiheiki, and others will be used to explore both the Japanese past and the manner of interpretation of that past.  
Instructor(s): J. Ketelaar  
Terms Offered: Winter  
Equivalent Course(s): HIST 24803, HIST 34803, EALC 34803

EALC 24808. Twentieth-Century China. 100 Units.  
This lecture and discussion course surveys twentieth-century China through recurring themes or evolving media. Students should expect to understand key historical turning points during the course of the century, as well as to grapple with these events through a thematic lens. Successful students will move adeptly between the broad narrative and the narrower theme when approaching the readings for discussion section. In spring 2014 the course looked at the century through great trials. Possible future themes include the novel, reform and revolution, human rights, local and national social movements, dissent and expression, gender and the Communist revolution.  
Instructor(s): J. Ransmeier  
Terms Offered: Autumn  
Prerequisite(s): Due to overlapping themes, HIST 24807 is not open to students who previously took HIST 24306.  
Equivalent Course(s): HIST 24807

EALC 24900. The Art of Ancestral Worship. 100 Units.  
For course description contact Art History.  
Equivalent Course(s): ARTH 20100, ARTH 30100, EALC 34900, RLST 27600
EALC 24930. Delinquent Cinemas in Japan. 100 Units.
This course examines Japanese film history from the perspective of youth: films made for, about, and by young people. Starting with 1933’s Dragnet Girl and moving through 2003’s Bright Future, we will study a wide range of films dealing with juvenile delinquency and ask how the bad boys and girls of the screen reflect and embody the sociocultural crises, ideological debates, and aesthetic aspirations of their times. Young people have long been the Japanese film industry’s largest (and most economically important) demographic group. The ways in which young characters are used to hail, edify, and/or entertain their counterparts in the audience will be closely considered. Readings will mostly be secondary scholarship, but where appropriate we will address contemporaneous fiction and non-fiction texts as well. All readings are in English and available on Chalk. No prior Japanese or cinema studies background required.
Instructor(s): R. Davis Terms Offered: Spring
Equivalent Course(s): CMST 24914

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.
Instructor(s): M. Bourdaghs Terms Offered: Autumn
Note(s): Limit: 25
Equivalent Course(s): EALC 34950
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): FNDL 24314, GNSE 25305

EALC 25600. Gender and Modernity in Colonial Korea. 100 Units.
No knowledge of Korean language required. This course deals with literary, journalistic, and visual texts produced in and about colonial Korea with a view to exploring the construction of masculinity and feminity in the context of colonial modernity, colonialism, and nationalism from other national and racial contexts.
Instructor(s): K. Choi Terms Offered: Spring
Equivalent Course(s): EALC 35600, GNSE 25600, GNSE 35600

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 2015
Equivalent Course(s): RLST 22501

EALC 25820. Religions of Tang China and the Eastern Silk Road. 100 Units.
An introduction to the religious practices of the world encompassed by medieval Central Asia and Tang China, focusing on Buddhism, Manichaeism, Zoroastrianism, and “Nestorian” Christianity.
Instructor(s): P. Copp Terms Offered: Spring
Equivalent Course(s): EALC 35820, HREL 35820, RLST 28402
EALC 26001. Anyang: History of Research of the Last Shang Dynasty Capital. 100 Units.
Anyang, or Yinxu, the ruins of Yin, 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 in the field of Chinese archaeology. While the emphasis is on the archaeological finds and research, this course nonetheless stresses an interdisciplinary approach by reviewing, in addition, scholarly works in art history and epigraphy. The course will also examine Anyang in the modern social and cultural contexts in terms of world heritage, national and local identity, and the looting and illicit trade of antiquities. Instructor(s): Li Terms Offered: Autumn Note(s): Undergrads must consult instructor. Equivalent Course(s): EALC 36001

EALC 26300. Medicine in Traditional China. 100 Units.
Survey of medical ideas and practices in premodern China Instructor(s): D. Harper Terms Offered: Spring Note(s): Undergraduates only
EALC 26601. East Asian Languages, Acquisition and Pedagogy. 100 Units.
This course is designed for undergraduate and graduate students who are interested in East Asian languages and in learning or teaching East Asian languages. In this class, we will address significant issues in learning and teaching an East Asian language through key concepts in second language acquisition (SLA) and the analysis of the linguistic characteristics of Korean, Japanese, and Chinese. In particular, we will discuss the internal processes of acquisition to begin addressing the (pedagogical) issues pertinent to teaching and learning specific linguistic structures of the East Asian languages. Hence, each week, students will do readings in SLA as well as academic papers for each language on a given topic. For a comparative approach and perspective of the East Asian language and society, we will explore several linguistic and sociolinguistic issues common to the three languages that underlie the linguistic diversity and similarities of East Asia, such as the use of Chinese characters or the development and use of honorifics in China, Japan, and Korea. Such an approach will also allow us to analyze the language influence and interaction among the three languages and how that shapes the culture, society, and language use. The objectives of this course are as follows: (i) to gain a basic knowledge of the structures of East Asian Languages; (ii) to gain a basic understanding of the key theories and concepts in second language acquisition and teaching methodology; and lastly (iii) to gain new insight on East Asian history, culture, and society through the analysis of Chinese, Korean, and Japanese language.
Instructor(s): H. Kim Terms Offered: Spring
Equivalent Course(s): EALC 36601,LING 29601,LING 39601

EALC 26613. Literature and Public Intellectuals in Twentieth-Century Korea. 100 Units.
Throughout the rapid transformation of twentieth-century Korean society, Korean intellectuals played a major role, and literature provided a crucial space for conveying their thought and imagination. In particular, the grave consciousness of social responsibility weighing on their shoulders has been a significant subject of modern Korean literature and has often been reproduced in popular cultural representations. With a focus on two of the most distinctive groups—writers and university students—this course examines major works of modern Korean literature and the public role of intellectuals. Along with literary works, films, visual texts, and 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 modernization, colonization, and decolonization, and the democratization movement, to theoretical issues including the Sartrean idea of engaged literature and global discussions regarding post/coloniality and intellectuals. All materials are available in English and no previous knowledge of Korean is necessary.
Instructor(s): J. Kim Terms Offered: Spring
EALC 27104. Voices from the Iron House: Lu Xun’s Works. 100 Units.
An exploration of the writings of Lu Xun (1881–1936), widely considered as 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: Winter
Equivalent Course(s): CMLT 27014,CMLT 37014,EALC 37014,FNDL 21907

EALC 27105. Concentrator’s Seminar: Issues in East Asian Civilization. 100 Units.
This seminar (required for all East Asian majors) is intended to expose students to the different disciplines and areas represented in the study of East Asia at the University of Chicago. Students should take this chance to meet fellow majors in the various areas of East Asian studies and to familiarize themselves with the work of faculty members. Third-year students should be already thinking about finding a topic and a faculty advisor for a senior thesis. Conventionally, the Concentrators Seminar is organized around a theme. The goal of this interdisciplinary seminar is to expose students to a range of important problems and methods across time and space in the study of China, Japan, and Korea. Guest lecturers and reading assigned by different University of Chicago faculty members are an integral part of the course. Students work on an individual research project tailored to their own interests, which they may subsequently develop into a BA paper. This course is offered every year; however the quarter may change.
Instructor(s): H. Long Terms Offered: Winter

EALC 27420. Divinity and Femininity: Women’s Religious Lives in Pre-modern China. 100 Units.
This course focuses on the religious lives of women in pre-modern China, beginning with the female deities that women may have worshipped and transitioning into the acts of piety that demonstrated their dedication. In translation, we will read popular religious texts, excerpts of novels about women, and scholarship on the goddesses and their worshippers. Throughout this course, we will come back to questions such as: What space did religion provide for women in traditional Chinese society? What unique experiences did women bring to religious devotion, and how did religion address their concerns? How do we examine the relationship between religious practices and social structures? All course readings will be in English translation, and no prior background is required.
Instructor(s): K. Alexander Terms Offered: Spring
Equivalent Course(s): GNSE 27420
EALC 27708. Feminine Space in Chinese Art. 100 Units.
“Feminine space” denotes an architectural or pictorial space that is perceived, imagined, and represented as a woman. Unlike an isolated female portrait or an individual female symbol, a feminine space is a spatial entity: an artificial world composed of landscape, vegetation, architecture, atmosphere, climate, color, fragrance, light, and sound, as well as selected human occupants and their activities. This course traces the construction of this space in traditional Chinese art (from the second to the eighteenth centuries) and the social/political implications of this constructive process.
Instructor(s): Wu Hung Terms Offered: Spring
Equivalent Course(s): ARTH 39400,EALC 37708,ARTH 29400

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 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. Senior Thesis Tutorial I-II.
One quarter of this sequence may be counted for credit in the major.

EALC 29500. Senior Thesis Tutorial I. 100 Units.
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.
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 29704. The Objects of East Asian History. 100 Units.
The collections of Japanese and Chinese objects in the Field Museum will be examined as a case study in museum and collection research. Assembled in the 1950s by Commander Gilbert and Katherine Boone, the Boone Collection includes over three thousand Japanese objects. Individual objects will be examined, not only for religious, aesthetic, cultural, and historical issues, but also for what they tell us of the collections and of museum and collections studies in general. The course is also timed to coincide with the reinstallation of the museum’s Chinese galleries. The course will be co-taught by Chelsea Foxwell from Art History and James Ketelaar from History, and will include methods and texts from both disciplines. Several study trips will be made to the storage rooms of the Field Museum during class time.
Instructor(s): C. Foxwell, J. Ketelaar Terms Offered: Spring
Equivalent Course(s): ARTH 29704, ARTH 39704, EALC 39704, HIST 24603, HIST 34603
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 program in economics can be divided into four component parts:

- The Fundamentals sequence provides students with the basic skills required to be successful in the major.
- The Core curriculum consists of four classes designed to introduce students to the “economic approach.”
- The Empirical Methods sequence provides students with the fundamental techniques of data analysis.
- The Electives are intended to allow students to tailor the economics major to their interests.

**Program Requirements**

**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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 13300</td>
<td>Elementary Functions and Calculus III (or)</td>
<td>100</td>
</tr>
<tr>
<td>MATH 15300</td>
<td>Calculus III (or)</td>
<td></td>
</tr>
<tr>
<td>MATH 16300</td>
<td>Honors Calculus III</td>
<td></td>
</tr>
<tr>
<td>ECON 19800</td>
<td>Introduction to Microeconomics</td>
<td>100</td>
</tr>
<tr>
<td>ECON 19900</td>
<td>Introduction to Macroeconomics</td>
<td>100</td>
</tr>
<tr>
<td>MATH 19520</td>
<td>Mathematical Methods for Social Sciences</td>
<td>100</td>
</tr>
</tbody>
</table>

Students who wish to complete the major with more rigorous mathematics must still demonstrate competence with basic mathematics and principles of economics as per the following table:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 19800</td>
<td>Introduction to Microeconomics</td>
<td>100</td>
</tr>
<tr>
<td>ECON 19900</td>
<td>Introduction to Macroeconomics</td>
<td>100</td>
</tr>
<tr>
<td>MATH 20300</td>
<td>Analysis in Rn I</td>
<td>100</td>
</tr>
<tr>
<td>MATH 20400</td>
<td>Analysis in Rn II</td>
<td>100</td>
</tr>
</tbody>
</table>

**Principles of Economics**

Students must begin their study of economics with ECON 19800 Introduction to Microeconomics and 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 do not count towards the economics major requirements. Students are strongly encouraged to complete
ECON 19800 Introduction to Microeconomics prior to ECON 20000 The Elements of Economic Analysis I (or ECON 20010 The Elements of Economic Analysis: Honors I) and ECON 19900 Introduction to Macroeconomics prior to ECON 20200 The Elements of Economic Analysis III (or ECON 20210 The Elements of Economic Analysis: Honors III).

Calculus

Students who have an interest in the major should take calculus at the highest level for which they qualify.

1. MATH 13000s: Students enrolling in the MATH 13000s sequence must complete MATH 19520 Mathematical Methods for Social Sciences before enrolling in ECON 20000 The Elements of Economic Analysis I.

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. However, enrollment in ECON 20000 The Elements of Economic Analysis I concurrent with MATH 15300 Calculus III is allowed if a grade of A- or higher is achieved in both MATH 15100 Calculus I and MATH 15200 Calculus II. Students should aim to complete MATH 19520 Mathematical Methods for Social Sciences prior to ECON 20000 The Elements of Economic Analysis I. Concurrent completion of MATH 19520 Mathematical Methods for Social Sciences with ECON 20000 The Elements of Economic Analysis I is possible. 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.

3. MATH 16000s: Students enrolling in the MATH 16000s sequence must complete MATH 16200 Honors Calculus II 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. Students should aim to complete MATH 19520 Mathematical Methods for Social Sciences prior to ECON 20000 The Elements of Economic Analysis I. Concurrent completion of MATH 19520 Mathematical Methods for Social Sciences with ECON 20000 The Elements of Economic Analysis I is possible. 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.

Students may satisfy the third quarter of calculus requirement by placement (based on the Calculus Accreditation Exam). In this case, students should continue their math training with the highest math level for which they qualify.

Students may substitute MATH 20300 Analysis in Rn I and MATH 20400 Analysis in Rn II for MATH 19520 Mathematical Methods for Social Sciences (and MATH 19620 Linear Algebra, see the subsection on “Empirical Methods” for details) and still comply with the requirements of the major. Students may complete MATH 20300 Analysis in Rn I concurrently with ECON 20000 The Elements of Economic Analysis I.
Core Curriculum

The core curriculum consists of four courses. Students may use the standard or honors sequence to satisfy this requirement.

Standard Core Sequence

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 20000</td>
<td>The Elements of Economic Analysis I</td>
<td>100</td>
</tr>
<tr>
<td>ECON 20100</td>
<td>The Elements of Economic Analysis II</td>
<td>100</td>
</tr>
<tr>
<td>ECON 20200</td>
<td>The Elements of Economic Analysis III</td>
<td>100</td>
</tr>
<tr>
<td>ECON 20300</td>
<td>The Elements of Economic Analysis IV</td>
<td>100</td>
</tr>
</tbody>
</table>

or Honors Core Sequence

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 20010</td>
<td>The Elements of Economic Analysis: Honors I</td>
<td>100</td>
</tr>
<tr>
<td>ECON 20110</td>
<td>The Elements of Economic Analysis: Honors II</td>
<td>100</td>
</tr>
<tr>
<td>ECON 20210</td>
<td>The Elements of Economic Analysis: Honors III</td>
<td>100</td>
</tr>
<tr>
<td>ECON 20310</td>
<td>The Elements of Economic Analysis: Honors IV</td>
<td>100</td>
</tr>
</tbody>
</table>

Students who wish to begin the core curriculum during their first year must demonstrate competence with the skills developed in the fundamentals sequence:

- Students must either pass the economics placement test or complete ECON 19800 Introduction to Microeconomics prior to starting ECON 20000 The Elements of Economic Analysis I (or ECON 20100 The Elements of Economic Analysis II). No standardized external exams (IB, AP, nor A-Levels) will substitute. Note that the placement test will only be offered Monday evening of the first week of Autumn Quarter.
- Students must satisfy the calculus requirement as discussed in the subsection “Calculus.”

Empirical Methods

In order to satisfy the empirical methods component of the economics major, students must complete the following sequence of classes:

One from each of the following should be taken as a three-quarter sequence: 300

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 19620</td>
<td>Linear Algebra</td>
</tr>
<tr>
<td>STAT 23400</td>
<td>Statistical Models and Methods</td>
</tr>
<tr>
<td>or STAT 24400</td>
<td>Statistical Theory and Methods I</td>
</tr>
<tr>
<td>ECON 20900</td>
<td>Econometrics: Honors</td>
</tr>
<tr>
<td>or ECON 21000</td>
<td>Econometrics</td>
</tr>
</tbody>
</table>

These classes must be taken in this order and in consecutive quarters. MATH 19520 Mathematical Methods for Social Sciences and MATH 19620 Linear Algebra are not a two-quarter sequence. These two classes serve very different purposes:

- Students should complete MATH 19520 Mathematical Methods for Social Sciences prior to or concurrent with ECON 20000 The Elements of Economic Analysis I (see the subsection on “Fundamentals” for appropriate guidance).
- Students should complete MATH 19620 Linear Algebra as part of the empirical methods sequence.
Students may not use AP Statistics credit earned in high school to satisfy the statistics requirement. Students with AP credit will need to expand on their training with either STAT 23400 Statistical Models and Methods or STAT 24400 Statistical Theory and Methods I.

Students who wish to pursue more advanced training in empirical methods may satisfy the empirical methods requirements with the following course of study:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 20300</td>
<td>Analysis in Rn I</td>
<td>100</td>
</tr>
<tr>
<td>MATH 20400</td>
<td>Analysis in Rn II</td>
<td>100</td>
</tr>
<tr>
<td>STAT 24400</td>
<td>Statistical Theory and Methods I</td>
<td>100</td>
</tr>
<tr>
<td>ECON 20900</td>
<td>Econometrics: Honors</td>
<td>100</td>
</tr>
</tbody>
</table>

Note that MATH 20300 Analysis in Rn I and MATH 20400 Analysis in Rn II may be used to substitute for MATH 19520 Mathematical Methods for Social Sciences and MATH 19620 Linear Algebra.

Students must complete the empirical methods sequence by the end of third year.

Electives

Students then choose a minimum of four additional economics courses to broaden their exposure to areas of applied economics or economic theory. Of the BA degree’s four elective requirements, three must be economics courses offered by the University of Chicago. These courses must have a higher course number than ECON 20300 The Elements of Economic Analysis IV.

One of the following courses may count as an outside elective:

**Computer Science**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSC 10600</td>
<td>Fundamentals of Computer Programming II</td>
<td>100</td>
</tr>
<tr>
<td>CMSC 12100</td>
<td>Computer Science with Applications I</td>
<td>100</td>
</tr>
<tr>
<td>CMSC 12200</td>
<td>Computer Science with Applications II</td>
<td>100</td>
</tr>
<tr>
<td>CMSC 15100</td>
<td>Introduction to Computer Science I</td>
<td>100</td>
</tr>
<tr>
<td>CMSC 15200</td>
<td>Introduction to Computer Science II</td>
<td>100</td>
</tr>
<tr>
<td>CMSC 16100</td>
<td>Honors Introduction to Computer Science I</td>
<td>100</td>
</tr>
<tr>
<td>CMSC 16200</td>
<td>Honors Introduction to Computer Science II</td>
<td>100</td>
</tr>
</tbody>
</table>

**Statistics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 24500</td>
<td>Statistical Theory and Methods II</td>
<td>100</td>
</tr>
<tr>
<td>STAT 25100</td>
<td>Introduction to Mathematical Probability</td>
<td>100</td>
</tr>
<tr>
<td>STAT 25300</td>
<td>Introduction to Probability Models</td>
<td>100</td>
</tr>
<tr>
<td>STAT 26100</td>
<td>Time Dependent Data</td>
<td>100</td>
</tr>
</tbody>
</table>

**Mathematics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 20500</td>
<td>Analysis in Rn III</td>
<td>100</td>
</tr>
<tr>
<td>MATH 20900</td>
<td>Honors Analysis in Rn III</td>
<td>100</td>
</tr>
<tr>
<td>MATH 27300</td>
<td>Basic Theory of Ordinary Differential Equations</td>
<td>100</td>
</tr>
</tbody>
</table>

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. Graduate level economics courses will be counted for elective credit, but consultation with the Undergraduate Office in advance of course registration is required.

A University of Chicago Booth School of Business course may be considered for elective credit if the course requires the equivalent of ECON 20100 The Elements of Economic Analysis II 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.

**SUMMARY OF REQUIREMENTS**

**GENERAL EDUCATION**

<table>
<thead>
<tr>
<th>One of the following:</th>
<th>200</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 13100-13200</td>
<td></td>
</tr>
<tr>
<td>MATH 15100-15200</td>
<td></td>
</tr>
<tr>
<td>MATH 16100-16200</td>
<td>Honors Calculus I-II *</td>
</tr>
</tbody>
</table>

**MAJOR**

<table>
<thead>
<tr>
<th>One of the following:</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 13300</td>
<td>Elementary Functions and Calculus III *</td>
</tr>
<tr>
<td>MATH 15300</td>
<td>Calculus III *</td>
</tr>
<tr>
<td>MATH 16300</td>
<td>Honors Calculus III *</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ECON 20000-20100-20200-2(</th>
<th>The Elements of Economic Analysis I-II-III-IV</th>
<th>400</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 23400</td>
<td>Statistical Models and Methods</td>
<td>100</td>
</tr>
<tr>
<td>or STAT 24400</td>
<td>Statistical Theory and Methods I</td>
<td></td>
</tr>
<tr>
<td>ECON 20900</td>
<td>Econometrics: Honors</td>
<td>100</td>
</tr>
<tr>
<td>or ECON 21000</td>
<td>Econometrics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>One of the following:</th>
<th>200</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 19520 &amp; MATH 19620</td>
<td>Mathematical Methods for Social Sciences and Linear Algebra **</td>
</tr>
<tr>
<td>MATH 20300-20400</td>
<td>Analysis in Rn I-II</td>
</tr>
<tr>
<td>MATH 20700-20800</td>
<td>Honors Analysis in Rn I-II</td>
</tr>
</tbody>
</table>
Four electives

+ 400

Total Units

1300

* Credit may be granted by examination.

** Students are encouraged to take prior to or concurrently with ECON 20000-20100.

+ These courses must include three economics courses numbered higher than ECON 20300 and must follow guidelines in preceding Electives section.

SAMPLE PROGRAMS

The following is a recommended sample plan of study (excluding four elective courses) for those students entering with the MATH 13000s sequence:

<table>
<thead>
<tr>
<th>First Year</th>
<th>First Year</th>
<th>First Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn Quarter</td>
<td>Winter Quarter</td>
<td>Spring Quarter</td>
</tr>
<tr>
<td>MATH 13100</td>
<td>MATH 13200</td>
<td>MATH 13300</td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 19800</td>
<td>MATH 20000</td>
<td>ECON 20000</td>
</tr>
</tbody>
</table>

Third Year

<table>
<thead>
<tr>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 19620</td>
<td>STAT 23400</td>
<td>ECON 20300</td>
</tr>
<tr>
<td>ECON 19900</td>
<td>ECON 20200</td>
<td>ECON 21000</td>
</tr>
<tr>
<td>ECON 20100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The following is a recommended plan of study (excluding four elective courses) for those students entering with the MATH 15000s or MATH 16000s sequence:

First Year

<table>
<thead>
<tr>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 15100</td>
<td>MATH 15200</td>
<td>MATH 15300</td>
</tr>
<tr>
<td>ECON 19800</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 19520</td>
<td>MATH 19620</td>
<td>STAT 23400</td>
</tr>
<tr>
<td>ECON 20000</td>
<td>ECON 19900</td>
<td>ECON 20200</td>
</tr>
<tr>
<td>ECON 20100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Third Year  
Autumn Quarter  
ECON 20300  
ECON 21000  

Those wanting to appropriately plan their economics major with MATH 20300 Analysis in Rn I, MATH 20400 Analysis in Rn II, and STAT 24400 Statistical Theory and Methods I courses should consult with the Undergraduate Program in the Department of Economics.

GRADING  
Beginning in autumn 2010, 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, 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 a quarter of their choosing.

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 fifth 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 advisors 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 study economics at the graduate level should augment the standard curriculum with higher-level mathematics and statistics courses. MATH 19900 Introduction to Analysis and Linear Algebra is a transition course for students who took MATH 13300 Elementary Functions and Calculus III or MATH 15300 Calculus III. Such students often choose to complete some or all of the Mathematics Major with Specialization in Economics, especially MATH 20300-20400 Analysis in Rn I-II or MATH 20700-20800 Honors Analysis in Rn I-II. They can take MATH 19620 Linear Algebra to acquire knowledge of linear algebra; MATH 16300 Honors Calculus III and MATH 19900 Introduction to Analysis and Linear Algebra also provide some coverage of linear algebra. Material on differential equations in MATH 20100 Mathematical Methods for Physical Sciences II can also be useful. In addition, students who are interested in pursuing graduate study are encouraged to take appropriate courses from other departments in the social sciences and to seek research assistant jobs during their third and fourth years. 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.

**ECONOMICS COURSES**

**ECON 17800. 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 or out of sequence. 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 to arrange an alternative.

**ECON 19800. Introduction to 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).

Instructor(s): A. Sanderson, J. List Terms Offered: Autumn, Winter, Spring
ECON 19900. Introduction to 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.
Instructor(s): A. Sanderson Terms Offered: Winter

ECON 20000-20100-20200-20300. The Elements of Economic Analysis I-II-III-IV.
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.
Terms Offered: Autumn, Spring
Prerequisite(s): MATH 15300, 16300 or MATH 19520. First-year students must also pass the placement exam or complete 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.
Terms Offered: Autumn, Winter
Prerequisite(s): ECON 20000 or 20010

ECON 20200. The Elements of Economic Analysis III. 100 Units.
ECON 19900 is required of students without a prior macroeconomics course. 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 activist and monetarist views of fiscal and monetary policy.
Terms Offered: Winter, Spring
Prerequisite(s): ECON 20100 or 20110

ECON 20300. The 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.
Terms Offered: Autumn, Spring
Prerequisite(s): ECON 20200 or 20210
ECON 20010-20110-20210-20310. The Elements of Economic Analysis: Honors I-II-III-IV.

ECON 20010. The Elements of Economic Analysis: Honors I. 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.
Terms Offered: Autumn, Spring
Prerequisite(s): MATH 15300, 16300 or 19520. First year students must also pass the placement test or complete ECON 19800.

ECON 20110. The Elements of Economic Analysis: Honors II. 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.
Terms Offered: Autumn, Winter
Prerequisite(s): ECON 20000 or 20010

ECON 20210. The Elements of Economic Analysis: Honors III. 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. ECON 19900 is required of students without a prior macroeconomic course. 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 activist and monetarist views of fiscal and monetary policy.
Terms Offered: Winter, Spring
Prerequisite(s): ECON 20100 or 20110

ECON 20310. The Elements of Economic Analysis: Honors IV. 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 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): Autumn, Spring
Prerequisite(s): ECON 20200 or 20210
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.
Terms Offered: Autumn, Winter
Prerequisite(s): ECON 20000 or 20010

ECON 20110. The Elements of Economic Analysis: Honors II. 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.
Terms Offered: Autumn, Winter
Prerequisite(s): ECON 20000 or 20010

ECON 20200. The Elements of Economic Analysis III. 100 Units.
ECON 19900 is required of students without a prior macroeconomics course. 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 activist and monetarist views of fiscal and monetary policy.
Terms Offered: Winter, Spring
Prerequisite(s): ECON 20100 or 20110

ECON 20210. The Elements of Economic Analysis: Honors III. 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. ECON 19900 is required of students without a prior macroeconomic course. 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 activist and monetarist views of fiscal and monetary policy.
Terms Offered: Winter, Spring
Prerequisite(s): ECON 20100 or 20110

ECON 20300. The 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.
Terms Offered: Autumn, Spring
Prerequisite(s): ECON 20200 or 20210
ECON 20310. The Elements of Economic Analysis: Honors IV. 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 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): Autumn, Spring
Prerequisite(s): ECON 20200 or 20210

ECON 20700. Game Theory and Economic Applications. 100 Units.
Either ECON 20700 or 20710 may be used as an economics elective, but not both. 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. Myerson Terms Offered: Spring
Prerequisite(s): ECON 20100

ECON 20710. Game Theory: A Formal Approach. 100 Units.
Either ECON 20700 or 20710 may be used as an economics elective, but not both. This course is a rigorous introduction to game theory with an emphasis on formal methods. Definitions of a game, preferences, chance moves, and Nash Equilibrium and its extensions are provided. Applications are given to classical games (such as chess), bargaining, and economic models. This course is intended for students who are planning to study economics at the graduate level and for students with an interest in a mathematical approach to basic issues in the social sciences.
Instructor(s): H. Sonnenschein Terms Offered: Autumn
Prerequisite(s): ECON 20100 and MATH 20300, or consent of instructor

ECON 20740. Analysis of Collective Decision-Making. 100 Units.
This course develops the theory of collective choice by groups of individuals who may have diverse preferences. We study how, and to what extent, preferences can be aggregated and the extent to which voting systems and elections succeed in aggregating information and preferences. Finally we examine how the design of institutions impacts policy outcomes and why the electoral system may produce suboptimal results.
Instructor(s): R. Van Weelden Terms Offered: Spring
Prerequisite(s): Econ 20100

ECON 20800. 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): ECON 20100
ECON 20900. Econometrics: Honors. 100 Units.
The topics are essentially the same as those covered in ECON 21000, 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.
Terms Offered: Winter, Spring
Prerequisite(s): ECON 20300, and STAT 24400 or 24500; or consent of instructor

ECON 21000. 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.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): ECON 20200, STAT 23400, and MATH 19620 or 20000

ECON 21100. Econometrics B. 100 Units.
This course provides students with a basic understanding of how econometrics, economic theory, and knowledge of institutions can be used to draw credible inferences on economic relationships. Topics include multivariate linear regression, causal inference, omitted variables bias, fixed and random effects models, simultaneous equation models, the propensity score, and discrete choice models. Students have the opportunity to apply these techniques to empirical questions in industrial organization, as well as in environmental, labor, and public economics.
Instructor(s): A. Hortacsu and D. Neal Terms Offered: Spring
Prerequisite(s): ECON 20900 or 21000

ECON 21200. Time Series Econometrics. 100 Units.
This course examines time series models and the testing of such models against observed evolution of economic quantities. Topics include autocorrelation and heteroskedasticity in time series applications of the general linear model. Students see the applications of these time series models in macroeconomics and finance.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): ECON 20900 or 21000

ECON 21350. Mechanism Design. 100 Units.
This course introduces students to mechanism design theory, which looks at the design of institutions and studies how these affect the outcomes of social interactions, assuming that the individuals interacting through the institution will act strategically and may hold private information that is relevant to the decision at hand.
Instructor(s): G. Aryal Terms Offered: Spring
Prerequisite(s): ECON 20700, 20710 or 20740
ECON 21400. Applied Static and Dynamic Optimization in Economics. 100 Units.
The goal of this course is to assemble and review the major mathematical techniques
that will be used throughout the first year of graduate core classes. The "treatment"
will be rigorous, but it will be full of examples and applications. Topics include
constrained optimization with equality and inequality constraints, optimal control,
and dynamic programming. Applications will be drawn from the topics covered in
ECON 20000 through ECON 20300. The emphasis is in presenting the students with
the mathematical methods that are required to pursue coursework at the graduate
level.
Instructor(s): V. Lima Terms Offered: Spring
Prerequisite(s): MATH 20300 and ECON 20300.

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 20900 (or 21000)

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): J. List Terms Offered: Spring
Prerequisite(s): ECON 20100
Equivalent Course(s): ECON 41100

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): David W. Galenson Terms Offered: Winter
 Equivalent Course(s): ECON 32000
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 19800 or consent of instructor
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): K. Yoshida Terms Offered: Winter
Prerequisite(s): ECON 20300

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: Not offered 2014-15
Prerequisite(s): ECON 20300 and MATH 20300
ECON 23210. Topics in Applied Macroeconomics. 100 Units.
This course will draw from classic and recent journal articles in an effort to introduce current issues and controversies in the broad field of macroeconomics. Topics in the past have included level accounting across countries, labor supply, real business cycle theory, wedge accounting, unemployment, government spending multipliers, rational bubbles, and money as a medium of exchange. The course will look at empirical evidence through the lens of economic models. The course will be technically rigorous and is aimed at advanced undergraduates. It should provide good ideas for students thinking of writing a B.A. thesis on a topic in macroeconomics.
Instructor(s): R. Shimer. Terms Offered: Spring
Prerequisite(s): ECON 20900 or 2100, and MATH 20300

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): M. Tartari Terms Offered: Winter
Prerequisite(s): ECON 20100 and 21000

ECON 24400. Pay and Performance. 100 Units.
This course examines the relationships between education, types of pay, and careers. After a basic introduction to the roles of education, training, and ability in human capital formation, we develop a theory of how workers and firms determine types of pay (e.g., salary, piece rates, bonuses, options) and career paths within and between firms. Other topics include incentives and insurance in pay determination, hiring, turnover, benefit levels and their relationship to wages, and compensation levels over the career.
Instructor(s): K. Ierulli Terms Offered: Winter
Prerequisite(s): ECON 20100

ECON 24500. Women, Work, and Property Rights. 100 Units.
The shifting presence of women between home and cottage industry to factory and office will be examined in the light of economic analysis. We will look at models of labor supply, matching models of marriage, and household production. Some international comparisons will be introduced, but the main backdrop will be the economic and legal history of women's work experience in the United States.
Instructor(s): Tsiang, G. Terms Offered: Winter
Prerequisite(s): ECON 20000
ECON 25000. 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.
Instructor(s): P. Braun Terms Offered: Autumn, Winter, Spring
Prerequisite(s): ECON 20300 and STAT 23400; and prior or concurrent registration in ECON 21000

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

ECON 25620. Topics in Latin American Economies. 100 Units.
This course examines current issues in the economies of Latin America. Topics include sources of economic growth, commercial policy, regional economic integration, inflation and stabilization, fiscal deficits, the choice of an exchange rate regime, and debt problems.
Instructor(s): A. Menendez Terms Offered: Spring
Prerequisite(s): ECON 20300
Equivalent Course(s): PBPL 25620, PPHA 37500

ECON 26010. Public Finance. 100 Units.
This course examines the role of the government in the U.S. economy. We consider the efficiency and equity arguments for government intervention and analyze empirical evidence on the effects of tax and expenditure policy on economic outcomes. Topics include government-provided goods (with a focus on education), social insurance programs, government provision of health insurance, welfare programs, and tax policy. The effects of potential future policy changes (e.g., vouchers in K–12 education, individual accounts for Social Security) are also discussed.
Terms Offered: Spring
Prerequisite(s): ECON 20300 or consent of instructor
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): ENST 26530, PBPL 26530, PPHA 32510

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): ENST 26531, PBPL 26531, PPHA 32520
ECON 26600. Economics of Urban Policies. 100 Units.
This course covers tools needed to analyze urban economics and address urban policy problems. Topics include a basic model of residential location and rents; income, amenities, and neighborhoods; homelessness and urban poverty; decisions on housing purchase versus rental (e.g., housing taxation, housing finance, landlord monitoring); models of commuting mode choice and congestion and transportation pricing and policy; urban growth; and Third World cities.
Instructor(s): G. Tolley, K. Ierulli Terms Offered: Spring
Prerequisite(s): ECON 20100
Equivalent Course(s): GEOG 26600,GEOG 36600,LLSO 26202,PBPL 24500

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: Spring
Prerequisite(s): ECON 21000
Equivalent Course(s): PBPL 26700,ECON

ECON 26800. 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 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: Autumn
Prerequisite(s): Third- or fourth-year standing. For ECON 26800: ECON 26500 and consent of instructor.
Equivalent Course(s): BPRO 29000,CHSS 37502,ENST 29000,PBPL 29000,PPHA 39201,PSMS 39000

ECON 27300. Regulation of Vice. 100 Units.
This course discusses government policy regarding traditional vices (i.e., drinking, smoking, gambling, illicit sex, recreational drug use). Among policies considered are prohibition, taxation, treatment, decriminalization, and legalization. The intellectual framework employed to evaluate various policies is primarily economic, though other disciplines are drawn upon. This course is offered in alternate years.
Instructor(s): J. Leitzel Terms Offered: Spring
Prerequisite(s): ECON 20000 or PBPL 20000
Equivalent Course(s): PBPL 27300
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): S. Gay Terms Offered: Winter
Prerequisite(s): ECON 20100

ECON 28020. Industrial Organization and Regulation. 100 Units.
This class focuses on economic models of antitrust and regulation. We will consider
the following themes: the economics of imperfectly competitive markets, the
regulation of these imperfect competitive markets in the context of antitrust law, and
the regulation of markets with regard to social policy goals.
Instructor(s): S. Gay Terms Offered: Spring
Prerequisite(s): ECON 28000 or consent

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 28600. Economic Analysis of Law. 100 Units.
This course examines the structure of law from an economic basis. Topics include
property rights, contracts, torts, the Coase theorem, and criminal law.
Instructor(s): J. Leitzel Terms Offered: Autumn
Prerequisite(s): ECON 20100
Equivalent Course(s): PBPL 28605

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 Terms Offered: Winter
Prerequisite(s): ECON 20100 required; ECON 21000 or STAT 23400 strongly
recommended
Note(s): This course is offered only in even numbered years.
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.
Instructor(s): R. Herbst Terms Offered: Autumn, Winter, Spring
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): G. Tsiang, V. Lima Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Faculty sponsorship and consent of honors workshop supervisors
ENGLISH LANGUAGE AND LITERATURE

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 beauties 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 English department 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 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 department encourages students to integrate the intellectual concerns of other fields into their study of literature. This is done by permitting up to two 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.

Students interested in creative writing who are not majoring in English may complete a minor in English and Creative Writing. Information follows the description of the major.

PROGRAM REQUIREMENTS

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 well as a program statement 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. Because literary study is enriched by some knowledge of other cultural expressions, the major in English requires students to extend their knowledge of a language beyond the level required of all College students.

Language Requirement

Two quarters of study at the second-year level in a language other than English (or credit for the equivalent as determined by petition). Alternatively, and with the
permission of the director of undergraduate studies, two courses in an advanced computer language.

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:

**Gateway Requirement**

Early on, students are required to take at least one of our three introductions to a genre (fiction, poetry, or drama), all of which introduce students to techniques for formal analysis and close reading.

One English introduction to a genre

**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 the gateway course 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: Most courses satisfy several requirements. For example, a gateway course could also satisfy a genre requirement, or a course on Chaucer could satisfy the genre requirement for poetry and the pre-1650 requirement. For details about the requirements met by specific courses, students should consult their departmental adviser or the undergraduate program assistant.

Program Statement and Cluster Requirement

By the end of the third week in Spring Quarter of their third year, students should submit a one-page statement to their departmental adviser and the undergraduate program assistant outlining their interests in the field and designating a “cluster” of
at least five courses. With the permission of the director of undergraduate studies, two of these courses may be from departments outside English and be among the three non-departmental courses that can count toward the major’s course requirements. A cluster is a group of courses that share a conceptual focus; the purpose of the cluster is to help students think about the organization of their program. Students will design a personalized cluster that falls under one of the following four general rubrics: (1) literary and critical theory, (2) form/genre/medium, (3) literature in history, (4) literature and culture(s). Students may include Creative Writing courses within their clusters. See the Department of English website (http://english.uchicago.edu) for more information.

Electives
Electives to make up a total of 11 courses. These may include:

Junior Seminar
Junior Seminars, limited to 15 students who have already fulfilled the department’s gateway requirement and taken at least two further English 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 aim to help students prepare the kind of polished writing that some may want to use when applying to graduate school. They are particularly recommended for those wishing to pursue graduate studies in English.

Seniors-Only Course
Seniors-only courses provide fourth-year English majors with the opportunity to examine literary topics in a particularly focused way.

BA Project (Optional)
Students who wish to be considered for departmental honors must submit a critical or creative BA project. For honors candidacy, a student must have at least a 3.0 grade point average overall and a 3.5 grade point average in departmental courses (grades received for transfer credit courses are not included into this calculation). A BA project may take the form of a critical essay, a piece of creative writing, or a mixed media work in which writing is the central element. The student is required to work on an approved topic and to submit a final version to the director of undergraduate studies that has been written, critiqued by both a faculty adviser and a preceptor, and revised. 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 adviser, and director of undergraduate studies. Completion of a BA project does not guarantee a recommendation for departmental honors. 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.

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
is available from their College adviser. It must be completed and returned to their College adviser by the end of Autumn Quarter of the student’s year of graduation.

**The Critical BA Project**

The critical BA project may develop from a paper written in an earlier course or from independent research. To do a critical BA project, students must fill out a declaration form available at the English undergraduate office by the end of Spring Quarter of their third year. On this form, they identify a faculty field specialist who will serve as their adviser. Students typically work on their BA project over three quarters. Early in Autumn Quarter of their fourth year, students will be assigned a graduate student preceptor who will help them think about their project. In Autumn Quarter of their fourth year, students will attend a series of colloquia led by the preceptors to prepare them for the advanced research and writing demands of thesis work. In Winter and Spring Quarters, students will continue to meet with their preceptors and will also consult with their individual faculty adviser. Students may elect to register for the BA project preparation course (ENGL 29900 Independent BA Paper Preparation) 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. By the beginning of the fifth week of Spring Quarter, students submit the final version of their critical BA paper to their preceptor, faculty adviser, and the undergraduate program assistant.

**The Creative BA Project**

**Prerequisites:** Students majoring in English who wish to produce a creative writing BA project must have taken at least two creative writing courses in the genre of their BA project (poetry, fiction, or nonfiction) by the end of their third year. At least one of these courses must be an advanced course, in which the student has earned a B+ or higher.

To do a creative writing BA project, students must fill out a declaration form available at the English undergraduate office by the end of Spring Quarter of their third year. On this form they declare their intent to write a creative writing BA project in a specific genre and list the two creative writing courses in the relevant genre that they have taken as prerequisites for doing the BA project. Students writing a creative BA project do not need to identify a faculty adviser ahead of time. Their creative BA project workshop instructor will serve as their adviser.

Students work on their project over three quarters. Early in Autumn Quarter of their fourth year, students will be assigned a graduate student preceptor. In Autumn Quarter, students will attend a series of colloquia led by their graduate preceptor. In Winter Quarter, students will continue meeting with their graduate preceptor. In addition, students must enroll in one of the creative BA project workshops in their genre. Students are not automatically enrolled in a workshop; they must receive the consent of the workshop instructor, who will also serve as their faculty adviser for their creative BA project. These workshops are advanced courses limited to eight students and will include not only students majoring in English but also those in Interdisciplinary Studies in the Humanities (ISHU) and the Master of Arts Program in the Humanities (MAPH) who are producing creative theses. Students will work closely with their faculty adviser and with their peers in the workshops and will
receive course credit as well as a final grade for the workshop. Students should be aware that because of the high number of students wishing to write fiction for their BA projects, students will not necessarily get their first choice of workshop instructor and faculty adviser.

Summary of Requirements

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 well as a program statement 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 undergraduate program assistant and submit a worksheet that may be obtained online at english.uchicago.edu/files/English Requirement Worksheet 2013.pdf. (http://english.uchicago.edu/sites/english.uchicago.edu/files/English %20Requirement%20Worksheet%202013.pdf)

Two quarters of study at the second-year level in a language other than English or credit for the equivalent as determined by petition

or two quarters of a computer language by permission of the director of undergraduate studies

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):

One English introduction to a genre 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
1-7 English electives (may include ENGL 29900)

Cluster statement with five courses

BA project (optional)

Total Units

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. Two of these may count toward the student’s “cluster.” The student, after discussion with his or her departmental adviser, must submit a petition for course approval to the director of undergraduate studies before taking courses outside the 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. English courses that originate in Creative Writing (CRWR) may be counted toward the major without a petition. 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 five 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 institutions other than those in which students are enrolled as part of a University sponsored study abroad program. For details, visit Examination Credit and Transfer Credit (p. 38).

Reading Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 29700</td>
<td>Reading Course</td>
<td>100</td>
</tr>
<tr>
<td>ENGL 29900</td>
<td>Independent BA Paper Preparation</td>
<td>100</td>
</tr>
</tbody>
</table>

Upon prior approval by the director of undergraduate studies, undergraduate reading courses (ENGL 29700 Reading Course) may be used to fulfill requirements for the major if they are taken for a quality grade (not P/F) and include a final paper assignment. No student may use more than two courses in the major. Seniors who wish to register for the BA project preparation course (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. For alternative approaches to preparing a BA project, see the BA Project section above.

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.

Students who wish to use the BA project in English to meet the same requirement in another major should discuss their proposals with both program chairs no later than the end of third year. Certain requirements must be met. A consent form, to be signed by the 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.

ADVISING

After declaring their intention to major in English to their College advisers, students should first meet with the undergraduate program assistant in English who will help students fill out the English requirements worksheets (available online at english.uchicago.edu/files/English Requirement Worksheet 2013.pdf). Third-year students will be assigned a departmental faculty adviser. Students should meet with their adviser at least twice a year to discuss their academic interests, progress in the major, and long-term career goals. The undergraduate program assistant and director of undergraduate studies are also available to assist
students. Students should meet with the undergraduate program 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. English and History courses are pre-approved for use in their respective majors. Applications are available online via a link to Chicago’s study abroad home page (study-abroad.uchicago.edu) and typically are due in mid–Winter Quarter.

MINOR PROGRAM IN ENGLISH AND CREATIVE WRITING

Students interested in creative writing who are not majoring in English may enter a minor program in English and Creative Writing. These students must declare their intention to enter the program by the end of Spring Quarter of their third year. Students then choose courses in consultation with the undergraduate program assistant or the director of undergraduate studies and must submit a minor program consent form to their College adviser. Students completing this minor will not be given enrollment preference for Creative Writing courses, and they must follow all relevant admission procedures described in the Creative Writing (http://creativewriting.uchicago.edu) website.

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 letter 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.

Requirements follow for the minor program:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two CRWR courses (at least one at the intermediate or advanced level)</td>
<td>200</td>
</tr>
<tr>
<td>Four CRWR or ENGL electives</td>
<td>400</td>
</tr>
<tr>
<td>a portfolio of the student’s work</td>
<td>000</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>600</strong></td>
</tr>
</tbody>
</table>

In addition, a portfolio of the student’s work is to be submitted to the director of undergraduate studies by the end of the fifth week in the quarter in which the student plans to graduate. The portfolio might consist of a selection of poems, one or two short stories or chapters from a novel, a substantial part or the whole of a play, two or three non-fiction pieces, and so forth.
NOTE: 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.

Samples follow of two plans of study:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 23413</td>
<td>Introduction to Literary Theory</td>
<td>100</td>
</tr>
<tr>
<td>ENGL 10700</td>
<td>Introduction to Fiction: The Short Story</td>
<td>100</td>
</tr>
<tr>
<td>ENGL 16500</td>
<td>Shakespeare I: Histories and Comedies</td>
<td>100</td>
</tr>
<tr>
<td>CRWR 10200</td>
<td>Beginning Fiction Workshop</td>
<td>100</td>
</tr>
<tr>
<td>CRWR 12000</td>
<td>Intermediate Fiction Workshop</td>
<td>100</td>
</tr>
<tr>
<td>CRWR 22100</td>
<td>Advanced Fiction Workshop</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>a portfolio of the student’s work (two short stories)</td>
<td>000</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>600</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 23413</td>
<td>Introduction to Literary Theory</td>
<td>100</td>
</tr>
<tr>
<td>ENGL 10400</td>
<td>Introduction to Poetry</td>
<td>100</td>
</tr>
<tr>
<td>ENGL 15800</td>
<td>Medieval Epic</td>
<td>100</td>
</tr>
<tr>
<td>CRWR 13000</td>
<td>Intermediate Poetry Workshop</td>
<td>100</td>
</tr>
<tr>
<td>CRWR 23100</td>
<td>Advanced Poetry Workshop</td>
<td>100</td>
</tr>
<tr>
<td>ENGL 16500</td>
<td>Shakespeare I: Histories and Comedies</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>a portfolio of the student’s work (ten short poems)</td>
<td>000</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>600</td>
</tr>
</tbody>
</table>

For updated course information, visit english.uchicago.edu/course_search. For required student forms, visit english.uchicago.edu/undergrad/resources.

**Course Listings**

Boldface letters in parentheses after the course descriptions refer to the program requirements that a course fulfills: (A) gateway, (B) fiction, (C) poetry, (D) drama, (E) pre-1650, (F) 1650–1830, (G) 1830–1940, and (H) literary or critical theory.

**English Language & Literature Courses**

**ENGL 10200-10300. Problems in the Study of Gender; Problems in the Study of Sexuality.**

This two-quarter interdisciplinary sequence is designed as an introduction to theories and critical practices in the study of feminism, gender, and sexuality. Both classic texts and recent conceptualizations of these contested fields are examined. Problems and cases from a variety of cultures and historical periods are considered, and the course pursues their differing implications in local, national, and global contexts. Both quarters also engage questions of aesthetics and representation, asking how stereotypes, generic conventions, and other modes of circulated fantasy have contributed to constraining and emancipating people through their gender or sexuality.
ENGL 10200. Problems in the Study of Gender. 100 Units.
This course will explore interdisciplinary debates in the analysis of gender and feminism in a transnational perspective. Course readings will primarily traverse the twentieth century encompassing Africa, Europe, and the Americas. We will consider how understandings of gender intersect with categories of ethnicity, race, class, and sexuality. Topics to be covered include gendered experiences of: colonial encounters; migration and urbanization; transformations in marriage and family life; medicine, the body, and sexual health; and decolonization and nation-building, religion, and masculinity. Materials will include theoretical and empirical texts, fiction, memoirs, and films.
Instructor(s): N. Atkinson, Autumn; J. Cole, Spring Terms Offered: Autumn 2013, Spring 2014
Note(s): May be taken in sequence or individually.

ENGL 10300. Problems in the Study of Sexuality. 100 Units.
This course examines theoretical and empirical approaches to understanding gender difference and inequality—central questions in the development of feminist activism and theory. We begin with historical changes in the attempts to theorize sex and gender. Next, we consider central streams of feminist thought, such as Marxist feminism and gender performativity. Finally, we end with some critical interventions in feminist theory, such as intersectionality, masculinities, and transgender studies. We will also do a series of empirical assignments designed to illuminate the social workings of gender.
Instructor(s): Kristen Schilt Terms Offered: Not offered 2014-15
Note(s): May be taken in sequence or individually

ENGL 10400. Introduction to Poetry. 100 Units.
This course involves intensive readings in both contemporary and traditional poetry. Early on, the course emphasizes various aspects of poetic craft and technique, setting, and terminology, as well as provides extensive experience in verbal analysis. Later, emphasis is on contextual issues: referentially, philosophical and ideological assumptions, as well as historical considerations. (A, C)
Instructor(s): L. Ruddick Terms Offered: Autumn
ENGL 10600. Introduction to Drama. 100 Units.
This course introduces students to key concepts and interpretive tools to read and understand drama both as text and as performance. Students will learn to read plays and performances closely, taking into account form, character, plot and genre, but also staging, acting, spectatorship, and historical conventions. We will also consider how various agents—playwrights, directors, actors, and audiences—generate plays and give them meaning. Essential plays from a range of periods: Sophocles, Shakespeare, Calderon, Kleist, Ibsen, Wilder, Brecht, Beckett, Stoppard, Parks, McCraney. (A, D)
Instructor(s): J. Muse Terms Offered: Winter

ENGL 10706. Introduction to Fiction. 100 Units.
This course will explore concepts and analytical tools for reading and interpreting fiction and other narrative forms. We will emphasize formal concerns about narrative voice (omniscience, irony, unreliability, and free indirect discourse) alongside socio-historical and literary-historical perspectives on the uses and pleasures of narrative art. To foreground the problem of narrative itself, we will consider texts from a variety of time periods, with widely varied approaches to the form. Requirements include several short essays and a final examination. (A, B)
Instructor(s): K. Warren; R. So Terms Offered: Winter, 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 Hitchcock, Porter, Griffith, Eisenstein, Lang, Renoir, Sternberg, and Welles.
Instructor(s): Y. Tsivian, Staff Terms Offered: Autumn, Spring
Note(s): Required of students majoring in Cinema and Media Studies
Equivalent Course(s): CMST 10100, ARTH 20000, ARTV 25300

ENGL 11004. History of the Novel. 100 Units.
In this course we will read one great novel from each of the four centuries from the 18th to the 21st. These will probably include Pierre Choderlos de Laclos’s Dangerous Liaisons (in translation), Jane Austen’s Emma, Vladimir Nabokov’s Lolita, and Tom McCarthy’s Remainder. There will also be an opportunity to discuss the (better) movies based on some of these novels (e.g., Stephen Frears’s Dangerous Liaisons and Amy Heckerling’s Clueless, based on Emma). In addition, we will read a selection of short fiction by George Eliot, Charles Dickens, Henry James, James Joyce, Franz Kafka, and others. Assessment will be based on two papers of five to seven pages, regular contributions to the Chalk discussion board, and joint class presentations. (B, F)
Instructor(s): M. Ellmann Terms Offered: Winter
ENGL 11501. Chaucer and the Literary Voice. 100 Units.
This course serves as an introduction and intensive exploration of the poetry of Geoffrey Chaucer. Since Chaucer’s writings consistently foreground questions of who is “speaking” in his writing, we will take “literary voice” as our guiding heuristic, and examine relationships between speech, writing, translation, and dramatis personae. The class will read works from Chaucer’s lyrics, dream visions, and *Canterbury Tales.* (C, E)
Instructor(s): J. Orlemanski Terms Offered: Winter

ENGL 11904. Introduction to Modernism. 100 Units.
This course will focus on major literary works of modernism in English. Works studied will include some combination of poetry by T. S. Eliot, Ezra Pound, W. B. Yeats, H. D. (Hilda Doolittle), W. H. Auden, and Mina Loy, and fiction by Wyndham Lewis, James Joyce, Virginia Woolf, Gertrude Stein, and Rebecca West. There will also be opportunities to work on modernist music and visual art, including a trip to the Art Institute. Assessment will be based on two papers of five to seven pages, regular contributions to the Chalk discussion board, and joint class presentations. (B, C, G)
Instructor(s): M. Ellmann Terms Offered: Winter

ENGL 13000. Academic and Professional Writing (The Little Red Schoolhouse) 100 Units.
Instructor(s): L. McEnery, K. Cochran, T. Weiner Terms Offered: Winter, Spring
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): ISHU 23000, ENGL 33000

ENGL 13800. History and Theory of Drama I. 100 Units.
The course is a survey of major trends and theatrical accomplishments in drama from the ancient Greeks through the Renaissance: Aeschylus, Sophocles, Euripides, Aristophanes, classical Sanskrit theater, medieval religious drama, Japanese Noh drama, Kyd, Marlowe, Shakespeare, and Molière, along with some consideration of dramatic theory by Aristotle, Sir Philip Sidney, Corneille, and others. Students have the option of writing essays or putting on short scenes in cooperation with other members of the course. The goal of these scenes is not to develop acting skill but, rather, to discover what is at work in the scene and to write up that process in a somewhat informal report. End-of-week workshops, in which individual scenes are read aloud dramatically and discussed, are optional but highly recommended. (D)
Instructor(s): D. Bevington Terms Offered: Autumn
Prerequisite(s): Preference given to students with third- or fourth-year standing.
Note(s): May be taken in sequence with ENGL 13900/31100 or individually. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): CLAS 31200, CLCV 21200, CMLT 20500, CMLT 30500, ENGL 31000, TAPS 28400
ENGL 13900. History and Theory of Drama II. 100 Units.
This course is a survey of major trends and theatrical accomplishments in Western drama from the eighteenth century into the twentieth (i.e., Sheridan, Ibsen, Chekhov, Strindberg, Wilde, Shaw, Brecht, Beckett, Pinter, Stoppard, Churchill, Kushner). Attention is also paid to theorists of the drama (e.g., Stanislavsky, Artaud, Grotowski). Students have the option of writing essays or putting on short scenes in cooperation with other members of the course. The goal of these scenes is not to develop acting skill but, rather, to discover what is at work in the scene and to write up that process in a somewhat informal report. End-of-week workshops, in which individual scenes are read aloud dramatically and discussed, are optional but highly recommended. (D)
Instructor(s): D. Bevington Terms Offered: Winter
Prerequisite(s): Third- or fourth-year standing
Note(s): May be taken in sequence with ENGL 13800/31000 or individually. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): CMLT 20600, CMLT 30600, ENGL 31100, TAPS 28401

ENGL 14801. Monsters and Men: Difference and Fear in Medieval England. 100 Units.
In medieval England as now, depictions of the “monstrous” in popular culture provide insight into social pressure points: monsters represent cultural anxieties translated into bodily forms. In this class we will look at some notable medieval monster-narratives accompanied by modern critical works which strive to illuminate the ramifications of monstrosity. (C, E)
Terms Offered: Spring

ENGL 15600. Medieval English Literature. 100 Units.
This course examines the relations among psychology, ethics, and social theory in fourteenth-century English literature. We pay particular attention to three central preoccupations of the period: sex, the human body, and the ambition of ethical perfection. Readings are drawn from Chaucer, Langland, the Gawain-poet, Gower, penitential literature, and saints’ lives. There are also some supplementary readings in the social history of late medieval England. (C, E)
Instructor(s): M. Miller Terms Offered: Winter
Equivalent Course(s): GNSE 15600

ENGL 16500. Shakespeare I: Histories and Comedies. 100 Units.
An exploration of Shakespeare’s major plays in the genres of history play and romantic comedy, from the first half (roughly speaking) of his professional career: Richard II, Henry IV Parts 1 and 2, A Midsummer Night’s Dream, Much Ado about Nothing, Twelfth Night, and Troilus and Cressida. (D, E)
Terms Offered: Winter
Equivalent Course(s): FNDL 21403, ISHU 26550, TAPS 28405
ENGL 16600. Shakespeare II: Tragedies and Romances. 100 Units.
This course will study the second half of Shakespeare’s career, from 1600 to
1611, when the major genres that he worked in were tragedy and "romance" or
tragicomedy. Plays to be read will include Hamlet, Othello, King Lear (quarto and
folio versions), Macbeth, Coriolanus, Antony and Cleopatra, Pericles, The Winter’s Tale,
and The Tempest. There will be one short and one longer paper. Section attendance is
required. (D, E)
Terms Offered: Spring
Note(s): ENGL 16500 recommended but not required.
Equivalent Course(s): FNDL 21404, TAPS 28406

ENGL 17512. Lyric Events and Objects. 100 Units.
Western poetry, at least since Ovid, has set into complex play a yearning for the
repeatable evanescence of the aesthetic encounter and for the permanence of the
monument, often mediated through the body in youth, in ecstasy, in aging, and in
anticipation of death. This course will look at different versions of this dialectic, and
may include works by Ovid, Petrarch, Shakespeare, Góngora, Herrick, Gray, Blake,
Shelley, Baudelaire, Trakl, Berryman, Hart Crane, Oppen, Rukeyser, Frank O’Hara,
W. S. Graham, and Ian Hamilton Finlay. Members of the class will be invited to
propose works for discussion, and we may also consider a few related paintings. (C)
Instructor(s): J. Wilkinson Terms Offered: Winter

ENGL 17514. Literature of the Scientific Revolution. 100 Units.
This course explores the relationship between literary and scientific experiment
during the Scientific Revolution of the seventeenth century, when something like
“modern science” first began to take shape. We’ll discover convergences between
new conceptions of scientific method and innovations in literary writing, and we’ll
seek to understand how the same set of intellectual impulses might lead to events
as different as Galileo’s discovery of the moons of Jupiter and Milton’s dictation
of Paradise Lost. Readings will be drawn from the work of philosophers, scientists,
essayists, fiction-writers, and poets, including figures like Michel de Montaigne,
William Shakespeare, Francis Bacon, Galileo Galilei, René Descartes, Thomas
Browne, Blaise Pascal, Robert Boyle, Anne Conway, Robert Hooke, Margaret
Cavendish, John Milton, and Lucy Hutchinson. (E)
Instructor(s): D. Simon Terms Offered: Spring

ENGL 17811. The 18th Century Novel. 100 Units.
This course offers an introduction to the early English novel, likely including works
by Bunyan, Behn, Haywood, Defoe, Richardson, Fielding, Sterne, Burney, and
Austen. (B, F)
Instructor(s): H. Keenleyside Terms Offered: Spring
ENGL 20132. London Program: Loneley Londoners. 100 Units.
For centuries, London has served as a vibrant literary and cultural home of the African diaspora, but it has not always been very homely. This course takes its title from Samuel Selvon’s seminal *Lonely Londoners* (1956), a novel that carefully juxtaposes the pleasures black subjects derived from participating in and contributing to British culture alongside the feelings of outrage, insecurity, and loneliness constitutive of their migratory experience. Taking our cue from Selvon, in this course we will explore the complicated ways in which black writers in London negotiated slavery, colonialism, migration, metropolitan and global racism, the post-war decline of the British Empire, and African and Caribbean independence. Readings include eighteenth-century writers such as Ignatius Sancho and Olaudah Equiano, Victorian writers such as Mary Seacole, interwar writers such as C. L. R. James and Jean Rhys, Windrush generation novelists including Selvon and George Lamming, and contemporary writers like Andrea Levy. In addition, the class will take field trips to the Black Cultural Archives in Brixton as well as to Liverpool, where we will visit the International Slavery Museum and explore the cultural traces of slavery in a city built upon the slave trade. *(B, F, G)*
Instructor(s): C. Taylor Terms Offered: Autumn

ENGL 20133. London Program: Henry James in London. 100 Units.
This course will focus on James’s vacillating attitudes toward London and toward British society. We will read his accounts of the city for the American press (“London Sights,” “London in the Dead Season,” etc.); an early novella, *A London Life* (1889); and one of his last novels, *The Wings of the Dove* (1902), set in both London and Venice. (In addition we will read one or two stories, and excerpts from other novels.) Our questions will revolve around the literary production of London as built space, as social space, and as a kind of medium (at once a system of communication and an atmosphere). *(B, G)*
Instructor(s): B. Brown Terms Offered: Autumn

ENGL 20134. London Program: Renaissance. 100 Units.
This course explores major lyric poets of the sixteenth and seventeenth centuries by focusing on their treatments of diverse places and locales, including city, court, and country (the traditional topographical and ideological divisions of English society), homes, churches, colleges, prisons, and imaginary and fantastical landscapes. Poets might include Wyatt, Spenser, Sidney, Shakespeare, Donne, Jonson, Herbert, Herrick, Lovelace, Milton, Marvell, Philips, and Cowley. Genres might include sonnet, epithalamion, satire, pastoral, georgic, epistle, epigram, country-house poem, and ode. *(C, E)*
Instructor(s): J. Scodel Terms Offered: Autumn
ENGL 20212. Romantic Natures. 100 Units.
This survey of British Romantic literary culture will combine canonical texts (with an emphasis on the major poetry) with consideration of the practices and institutions underwriting Romantic engagement with the natural world. We will address foundational and recent critical approaches to the many “natures” of Romanticism. Our contextual materials will engage the art of landscape, an influx of exotic flora, practices of collection and display, the emergent localism and naturalism of Gilbert White, the emergence of geological “deep time,” the (literal) fruits of empire, vegetarianism, and the place of pets. (C, F)
Instructor(s): T. Campbell Terms Offered: Autumn

ENGL 20213. British Romanticism and Slavery. 100 Units.
This course will introduce students to the varieties of British Romantic writing by focusing on one of the major political, cultural, and ethical problems of the period 1770–1833: the trade and exploitation of African slaves in the British Empire. Our readings and discussions will address a series of related questions: How did Britons (including major figures of British Romanticism) experience the fact of slavery in distant zones of the Empire? What were the reasons and terms motivating pro-slavery and abolitionist parties? What representational strategies did poets, novelists, lecturers, and pamphleteers adopt in describing the slave trade and plantation life? To what extent did the discourses of slavery draw from or influence contemporary notions of political and aesthetic freedom? (C, F)
Instructor(s): C. Picken Terms Offered: Spring

ENGL 20221. Unsettling Metaphysical Poetry. 100 Units.
Through the close study of key sixteenth and seventeenth century English religious poets (Robert Southwell, John Donne, Amelia Lanyer, George Herbert, Henry Vaughan, and Thomas Traherne—with some guest appearances) this course explores the early modern period’s surprisingly subversive modes of relating to the divine, scripture, the body, uncertainty, and death among other subjects. (C, E)
Instructor(s): A. Marcus Terms Offered: Winter

ENGL 20405. Re-form: Literary and Aesthetic Reformations in the Long 19th Century. 100 Units.
This course will examine the changing theories and practices of artistic form in the poetry, prose, paintings, and prints of major Romantic, Victorian, and Fin-de-siècle British writers/artists, including Wordsworth, Coleridge, Keats, Shelley, Blake, Tennyson, Browning, Rossetti, Morris, Pater, and Wilde. (F, G)
Instructor(s): E. Nerstad Terms Offered: Autumn
ENGL 20602. Junior Seminar: Jane Austen and Criticism. 100 Units.
This Junior Seminar will focus on analytical, research, and bibliographic skills necessary for producing a substantial seminar paper (around 15 to 20 pages). Reading for the course will include all of Austen's novels, selections from her correspondence, and a series of excerpts from the critical commentary on her work: Sir Walter Scott's praise for her writing in the early nineteenth century, as well as the work of recent scholars like D. A. Miller and Claudia Johnson. We’ll talk about issues of style and of popular reception. (B, F, H)
Instructor(s): F. Ferguson Terms Offered: Winter
Note(s): Third-year English majors only. Consult "Junior Seminars" under "Program Requirements" for more information.

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 Terms Offered: Not offered in 2014-15
Note(s): Current MAPH students and 3rd and 4th years in the College. All others by instructor consent only.
Equivalent Course(s): MAPH 41200, ENGL 41202
ENGL 22209. Crowds in fin de siècle Modernism. 100 Units.
The increasing urbanization of late 19th and early 20th century Europe witnessed the advent of a comparatively novel social phenomenon and cultural trope: the crowd. Crowds have been represented as alienating, faceless monstrosities and as liberatingly anonymous environments of self-realization. They are figured as manipulable but also as bullying, as hotbeds of rumor, irrationality, madness, sedition, and communicable disease, but also as sites of transcendent super-personal experience, invention, historical progress, and the groundspring of political legitimacy. Crowds have a (statistical, sociological, psychological) life of their own which confronts and contrasts with the life of the individual. They confirm the flâneur in his ironic distance and insulated subjectivity even as the phenomenology of “merging with” or “melting into” the crowd challenges prevailing notions of individual identity and personal responsibility. This class will examine a variety of literary and visual representations of the crowded turn-of-the-century European metropolis in conjunction with contemporaneous psychological, sociological, and philosophical reflections on the significance of modern multitudes. Though our focal texts are historical we will also consider modulations of these themes in our own social environment of viral videos, big data, cyberbullying, crowd-sourcing, and zombie movies. We will study works by Charles Baudelaire, Walter Benjamin, Elias Canetti, Gustave Caillebotte, Sigmund Freud, Siegfried Kracauer, Fritz Lang, Édouard Manet, Robert Musil, Rainer Maria Rilke, Georges-Pierre Seurat, and Georg Simmel.
Instructor(s): Daniel Smyth Terms Offered: Not offered in 2014-15
Note(s): Current MAPH students and 3rd and 4th years in the College. All others by instructor consent only.
Equivalent Course(s): MAPH 34250

ENGL 22210. Marxism and Psychoanalysis. 100 Units.
Much contemporary work on ideology inherits a tradition of work that draws on both Marxism and psychoanalysis. The aim of this course is to provide the background for reading such work. Readings from Marx, Lacan, Althusser, Gramsci, Jameson, Zizek, Berlant. (H)
Instructor(s): M. Miller Terms Offered: Autumn
ENGL 22403. Ekphrasis and the English Avant-Garde, 1850-1930. 100 Units.
This course will attempt to trace a lineage that runs from the early “avant-garde” of John Ruskin’s social thought and aesthetic ideology all the way to the more recognized avant-garde of the Vorticist movement during the First World War. The course will strive to rupture the traditional notion that the “avant-garde” signifies exactly that, a rupture, and not, rather, a covert continuity of underground, anti-mainstream, anti-industrialized aesthetic practices. What might an “English” avant-garde mean outside its privileged location in high modernism (what might, for instance, a “Victorian avant-garde” come to signify?) and how does this avant-garde disguise its vanguardism in a seemingly conservative system of antiquarian desire (the return to nature, to medievalism, to a handcraft market, to a pre-Raphael state, etc.)? We will also investigate the complicated relationship shared by the seemingly opposed media of the visual arts (painting, photography, interior design), and that of textual production (poetry, prose, novel-writing). What occurs when painters/poets transition from one medium to another: is there an unavoidable slippage, overlap, or contamination of the lexical and graphical systems of composition? How does the Ut pictura poesis tradition keep the need for the “avant-garde” alive in generating alternate markets of practice, consumption, and social change? (B, C, G)
Instructor(s): J. Moctezuma Terms Offered: Spring

ENGL 23400. Virginia Woolf. 100 Units.
Students read six of Woolf’s major works (fiction and intellectual prose), as well as short works by other modernists. (B, G)
Instructor(s): L. Ruddick Terms Offered: Winter

ENGL 23408. Quantitative Methods for Literary Studies. 100 Units.
This methods-based course explores critical and theoretical interest in the quantitative study of literature from the Enlightenment to the present. Topics include: concordance-making in the eighteenth century; attributing authorship in the nineteenth century; the rise of statistical stylistics and new criticism in the early twentieth century; the introduction of computer-assisted analysis in the late twentieth century; and the various quantitative methods (including data mining, “distant reading,” “literary Darwinism,” and “culturomics”) pursued by twenty-first century scholars. In studying this history, and in replicating and adapting both older and more recent quantitative analyses of literary texts, students chart literature’s engagement with other disciplines and pursue what University of Chicago English professor Edith Rickert described in her 1927 book on quantitative analysis as “new methods for the study of literature.” (H)
Instructor(s): E. Slauter Terms Offered: Winter
ENGL 23415. Theories of the Novel. 100 Units.
This course explores some of the fundamental conceptual issues raised by novels: In what way do plot, character, and authorial intention function in the novel, as opposed to other genres? How are novels formally unified (if they are)? What special problems are associated with beginnings and endings of novels? How do such basic features as titles and chapter divisions contribute to novelistic meanings? What are the ideological presuppositions—about gender, race, and class, but also about the nature of social reality, of historicity, and of modernity— inherent in a novelistic view? What ethical practices and structures of affect do novels encourage? (H)
Instructor(s): L. Rothfield Terms Offered: Spring

ENGL 24314. America in the World: Introduction to Transnational Literature. 100 Units.
What does it mean to call a work of literature transnational? And more importantly, what does it matter? Despite the recent surge in the term’s stock neither of these questions elicit self-evident answers. Given the general lack of clarity, this course aims to survey the transnational turn in literary studies with an eye to developing students’ abilities to speak and write cogently about the global dimensions of a literary text. We will take up a particularly rich sub-discipline within transnational studies: the study of American literature in an expanded cultural and historical field. We will read a variety of canonical texts written over the past century or so, treating them as archives of ideas and processes that originate and circulate outside of the nation. Primary readings will include novels that address the African diaspora and Black Atlantic (Morrison, Larsen), the hemispheric Americas (Diaz, Didion), interwar modernism (Faulkner), and postwar cosmopolitanism (Bellow, Bowles). Critical readings will orient and introduce us to key debates within the field, including questions of empire, war, diaspora, political economy, and decolonization. Through close formal analysis we will test the capacities of fiction to convert these global developments into rich aesthetic narratives that help us remap America’s place in the world. (B)
Instructor(s): H. Bakara Terms Offered: Autumn

ENGL 24402. Decolonizing Drama and Performance in Africa. 100 Units.
This course will examine the connections among dramatic writing, theatrical practice, and theoretical reflection on decolonization, primarily in Africa and the Caribbean in the 20th century. Authors (many of whom write theory and theatre) may include the following writers in English, French, and/or Spanish: Aima Aidoo, Fatima Dike, Aime Cesaire, Franz Fanon, Fernandez Retamar, Athol Fugard, Biodun Jeyifo, Were were Liking, Mustafa Matura, Jose Marti, Ngugi wa Thiong’o, Kwame Nkrumah, Wole Soyinka, Derek Walcott. (D, G, H)
Instructor(s): L. Kruger Terms Offered: Spring
Prerequisite(s): Third- and fourth-year undergraduate students with at least one previous course in theatre and/or African studies.
Note(s): Working knowledge of French and/or Spanish is required for Comparative Literature status and recommended but not required for everyone else.
Equivalent Course(s): TAPS 28418
ENGL 24408. Before and After Beckett: Theater and Theory. 100 Units.
Beckett is conventionally typed as the playwright of minimalist scenes of unremitting bleakness but his experiments with theatre and film echo the irreverent play of popular culture (vaudeville on stage and screen, e.g., Chaplin and Keaton) as well as the artistic avant garde (Jarry). This course will juxtapose these early 20th century models with Beckett’s plays on stage and screen and those of his contemporaries (Ionesco, Genet, Duras). Contemporary texts include Vinaver, Minyana, in French, Pinter, Churchill, Kane in English. Theorists include Barthes, Badiou, Bert States, and others. Comparative Literature students will have the opportunity to read French originals. (D, G, H)
Instructor(s): L. Kruger Terms Offered: Winter
Prerequisite(s): PQ: HUM and TAPS course; this course is for juniors and seniors only; not open to first-year College students
Equivalent Course(s): CMLT 24408,TAPS 28438

ENGL 24409. Beckett Beyond the ‘Absurd’ 100 Units.
As an author who dislikes being pigeonholed, Samuel Beckett nonetheless gets labeled as an Absurdist, even the father of the Theater of the Absurd. It is not as if this label is entirely unmerited, but his philosophical interests reach beyond the species of existentialism that was fashionable at the moment of his literary debut. This course will look at theatrical and prose texts spanning Beckett’s career, in conjunction with a variety of philosophical texts from the Cartesian, continental, and analytic traditions, to see how Beckett re-appropriates and transforms philosophical problems and themes within a literary context. Specifically we will look at how Beckett reorients the relations between philosophical skepticism, the philosophy of language, and the problem of meaning.
Instructor(s): B. Berry Terms Offered: Spring
Equivalent Course(s): CMLT 25011

ENGL 24807. South African Fiction and Film. 100 Units.
This course examines the intersection of fiction and film 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 non-fictional 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)
Instructor(s): L. Kruger Terms Offered: Spring
ENGL 25010. Comparative Migrations. 100 Units.
"Comparative Migrations" interrogates how literature and film takes up the issue of migration across the globe. How do these texts represent the experiences of dislocation, marginalization, and acculturation usually associated with migration across literary traditions? How do the ideas of home, longing, and belonging shift throughout these texts? How do distinct historical, social, cultural and political parameters impact both the writing and reading of these texts? Texts under consideration will include novels by Samuel Selvon, Calixthe Beyala, Milton Hatoum, and Junot Diaz and films by Gurinder Chadha, Pedro Costa, and Mathieu Kassovitz. Theorists include Stuart Hall, Edward Said, Édouard Glissant, Michel Foucault, and Miguel Vale de Almeida. Instructor(s): C. Patel Terms Offered: Autumn Equivalent Course(s): CMLT 25010

ENGL 25108. American Renaissance. 100 Units.
The three decades between 1830 and 1860 marked the emergence of some of our most influential writers and texts. We will read selected texts, paying special attention to issues of cultural tradition and literary innovation, religion and reform, politics and culture, and the emergence of an American romantic tradition. We will read works by Ralph Waldo Emerson, Henry David Thoreau, Nathaniel Hawthorne, Herman Melville, Emily Dickinson, Harriet Beecher Stowe, and Margaret Fuller. (B, G) Instructor(s): J. Knight Terms Offered: Winter

ENGL 25202. Spirit Worlds. 100 Units.
In this course we will explore how colonial subjects understood "selves": how they described their spiritual experiences and how they expressed their interior lives. We will also track changing descriptions and explanations of the "supernatural" from the colonial period to the end of the 19th century. Religious ecstasy, trance, prophecy, fortunetelling, witchcraft, and ghosting are some of the practices we will consider in our archival explorations. Our readings will include texts by John Cotton, Increase Mather, Mary Rowlandson, Sarah and Jonathan Edwards, Emerson, Hawthorne, and William James, as well as recent critical work on melancholy, trauma, subject formation, popular religion, and the passions. (F) Instructor(s): J. Knight Terms Offered: Spring

ENGL 25405. The American Classics. 100 Units.
This course offers an introduction to six of the greatest works of American literature: Nathaniel Hawthorne's Scarlet Letter (1850), Herman Melville's Moby-Dick (1851), Harriet Beecher Stowe's Uncle Tom's Cabin (1852), Henry David Thoreau's Walden (1854), Frederick Douglass's My Bondage and My Freedom (1855), and Walt Whitman's Leaves of Grass (1855). Lectures invite you to immerse yourselves in the environments in which they were written and to explore the crucial literary, intellectual, social, religious, economic, and political contexts that shaped the production and reception of these distinctly American contributions to world literature. (B, G) Instructor(s): E. Slauter Terms Offered: Winter
ENGL 25419. Our West. 100 Units.
During the 19th and 20th centuries, the American West became both owned by and part of the United States. This was a dual conquest: a violent wresting of land from both nature and indigenous cultures as well as a voracious assimilation of knowledge about a place. Beginning in Gold Rush California around 1849 and ending with contemporary culture’s obsession with Western images and themes, this course asks students to apply historical and literary critical methods to literary genres of conquest and of regionalism. We will ask such questions as: What is the relationship between knowing and owning? What links a literature to a geographic space? How does a legacy of conquest mark both a regional and national literature? Readings will include texts by John Rollin Ridge, Mark Twain, Helen Hunt Jackson, Frederick Jackson Turner, Frank Norris, Willa Cather, John Steinbeck, and Cormac McCarthy. (B, G)
Instructor(s): K. Kimura Terms Offered: Spring

ENGL 25420. Melville’s Material Cultures. 100 Units.
This course addresses the work of a single author, Herman Melville, with special attention to the environments of his works and the material objects that populate them, examining how Melville’s texts represent and mediate relationships between people and things, things and the social, things and history. (B, G)
Instructor(s): A. Yale Terms Offered: Spring

ENGL 25421. Reading Now and Then. 100 Units.
This course provides a general introduction to the study of the history of reading, together with a more specific exploration of reading practices and communities in the nineteenth-century United States. We’ll discuss literary works by Alcott, Dickinson, Irving, and Poe, and scholarship by Roger Chartier and Janice Radway. (H)
Instructor(s): A. Inchiosa Terms Offered: Autumn

ENGL 25955. Breakdowns: Representations of Illness in Comics. 100 Units.
This course will explore various modes of representing “breakdowns” of self or illness (both physical and mental) in the medium of comics. Consequently, equal attention will be given to “breaking down” the formal properties of the medium itself, specifically, in the way comics work to communicate the visual-textual demands of illness narratives. Some of the cartoonists we will be reading include Justin Green, Charles Burns, Chris Ware, Alison Bechdel, and Lynda Barry. (B)
Instructor(s): O. Chavez Terms Offered: Autumn

ENGL 25957. Contemporary Graphic Narratives. 100 Units.
This survey course focuses on the strongest genre emerging out of graphic literature: graphic nonfiction. Examining the roots of nonfiction comics, we look at early experiments in form and short pieces and explore the diverse book-length texts that shape the field today, from authors such as Art Spiegelman, Keiji Nakazawa, Joe Sacco, Lauren Redniss, Alison Bechdel, Marjane Satrapi, Phoebe Gloeckner, and Lynda Barry. (B)
Instructor(s): H. Chute Terms Offered: Spring
ENGL 25958. The Promised Land: Literature of L.A. 100 Units.
Despite being the United States’ second-biggest city, the literary and cultural history of Los Angeles remains minor in comparison to analyses of New York and Chicago. LA and its fantasy zone, Hollywood, are spaces that provide mechanisms for reconsidering how contemporary urban development is fundamentally affected by social movements, cultural artifacts, and the changing dynamics of capitalism in the 20th century. This class pulls together a range of literary, filmic, and theoretical texts in the interest of opening our understanding of how LA might be considered a major contributor to contemporary literary and film culture. We will read short fiction, novels, and one play and see six films. To help us understand why and how LA came to be both loved and hated as the exemplar for the problem of urban planning under late capitalism, we will read three contemporary theoretical essays (written between 1992 and 2012). (B)
Instructor(s): M. Tusler Terms Offered: Autumn

ENGL 26000. Anglo-American Gothic Fiction in the Nineteenth Century. 100 Units.
In the nineteenth century, gothic fiction in English is an Anglo-American phenomenon. America’s first internationally recognized literary masterpiece, *Rip Van Winkle*, is written in England and appears the same year as *Frankenstein*. Our course will study the transatlantic aspect of the gothic tradition, while we also give full attention to the particular qualities of individual texts. Close reading will be central to our project. Attention to textual intricacies will lead to questions about gender and psychology, as well as culture. Our authors will include Washington Irving, Mary Shelley, James Hogg, Poe, Hawthorne, Emily Bronte, Harriet Prescott Spofford, Joseph Sheridan LeFanu, Henry James, Charlotte Perkins Gilman, and Thomas Hardy. (B, G)
Instructor(s): W. Veeder Terms Offered: Autumn

ENGL 26208. Death and Dying in American Literature. 100 Units.
Covering American literature from the colonial period to Civil War, we’ll examine death, dying, and the place of the undead through the lenses of religion, conflict, race, and gender. Genres include: Indian captivity narratives, deathbed writing, hellfire sermons, sentimental novels, execution sermons, slavery narratives, witchcraft and possession accounts, and gothic fiction. (B, F, G)
Instructor(s): K. Krywokulski Terms Offered: Autumn

ENGL 26403. Environments of Literature. 100 Units.
An introduction to nature writing and environmental criticism/ecocriticism, organized around nineteenth-century narrative representations of landscape, setting, and the nonhuman environment. Authors: Shelley, Thoreau, Ruskin, Hardy, Conrad. Theorists/critics: Lawrence Buell, Ursula Heise, Tim Morton. (B, G, H)
Instructor(s): B. Morgan Terms Offered: Winter
ENGL 27312. Outsiders in Southern Literature. 100 Units.
This course will survey Southern literature from the late nineteenth-century to the present, focusing in particular on the experience of social exclusion. Along the way we will also pause to examine the literary legacies of the “Gothic” and the “grotesque.” Authors will include Cable, Chestnutt, Faulkner, McCullers, Capote, Bontemps, Hurston, Williams, Welty, and Allison. (B, G)
Instructor(s): P. Lido Terms Offered: Spring

ENGL 27807. Poetry and Translation: Theory and Practice. 100 Units.
It is frequently said that poetry cannot be translated, or can only be translated with significant loss. Yet translations of poetry continue to appear, and the work of some poets even seems to thrive in translation. Can translation theory help us to account for this apparent paradox? This course will introduce students to classic and contemporary texts of translation theory in the West, with an eye to the relevance of these theories for the difficulties and promises of translating poetry. We will read theoretical texts by Jerome, Dryden, Herder, Schleiermacher, Nietzsche, Benjamin, Pound and others, and will test these theories against one another and against various English translations of excerpts taken from Dante’s Inferno, as well as translations of individual poems from Charles Baudelaire’s Les Fleurs du Mal and Petits Poèmes en prose. Students will have the opportunity to produce their own translations as part of their required work for the course.
Instructor(s): V. Joshua Adams Terms Offered: Not offered in 2014-15
Prerequisite(s): Reading knowledge of one foreign language.
Note(s): Current MAPH students and 3rd and 4th years in the College. All others by instructor consent only.
Equivalent Course(s): MAPH 34310, CMLT 24270, CMLT 34271

ENGL 27808. Oral History as Literature and Sound Art. 100 Units.
This course introduces students to oral history as a method of recording and representing voices that produced a large body of realist literature and experimental audio works in the twentieth century. Emphasis will be placed on American poetry, nonfiction, and audio since the oral history fieldwork projects of the New Deal, but British audio works from the postwar folk revival and the era of deindustrialization will also be examined. Key authors include Carl Sandburg, Zora Neale Hurston, Alan Lomax, Tony Schwartz, Studs Terkel, Mary Chamberlain, Tom Pickard, and Dave Isay. (C, G)
Instructor(s): A. Peart Terms Offered: Winter
ENGL 28604. French Avant-Gardes and Anglo-American Modernism. 100 Units.
Gertrude Stein famously stated, “America is my country, and Paris is my hometown.” A significant number of major literary modernists writing in English might have agreed with her. Indeed, French history and culture as a whole was variously reflected upon, responded to, torn apart, and reverenced in the writings of modernists like T.S. Eliot, James Joyce, Hope Mirrlees, Djuna Barnes, Ernest Hemingway, F. S. Fitzgerald, Samuel Beckett, Henry James, Virginia Woolf, and many others. This course situates the work of important modernist figures of British and American literature alongside the critical and cultural French contexts in which it emerged. From poet Charles Baudelaire, considered by many scholars to be the progenitor of 20th century modernism, to the concrete poetry of Guillaume Apollinaire and the Surrealist experiments of Andre Breton, the iconoclasm and formal innovations of French writers from the mid-19th century onward had a definitive impact on Anglo-American modernism and the stylistic and thematic engagements of its practitioners. In this course, we will read key texts of literary and artistic movements like Cubism, Imagism, and Surrealism with specific attention to their local conditions of composition and distribution and a focus on the artistic coteries that welcomed them. At the same time, we will consider modernism’s international aspirations and the wider milieu of national or international audiences to whom this work was addressed. Students who read French are welcome to read French texts in the original, but class discussion and all readings will be provided in English. (C, G)
Instructor(s): R. Kyne Terms Offered: Autumn

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 Terms Offered: Not offered in 2014-15
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 28813. Spirits, Spies, Swindlers and Sleuths. 100 Units.
This course explores great works in U.S. literature and film animated by mystery and suspense, investigating how these literary devices evolve across genres and historical periods to interface with political and ethical questions. We will consider texts by Poe, James, Hammett, Wilder, Chandler, Himes, Hitchcock, Highsmith, Pynchon, Auster, Lynch, and Whitehead. (B, G)
Terms Offered: Winter

ENGL 28912. War and Peace. 100 Units.
A close reading of Tolstoy’s great novel, with attention to theoretical approaches to be found in the large critical apparatus devoted to the novel.
Instructor(s): W. Nickell Terms Offered: Winter
Equivalent Course(s): RUSS 22302,CMLT 22301,CMLT 32301,ENGL 32302,FNDL 27103,HIST 23704,RUSS 32302

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 introduces what was singular about the art and craft of silent film. Its general outline is chronological. We also discuss main national schools and international trends of filmmaking.
Instructor(s): T. Gunning Terms Offered: Autumn
Prerequisite(s): Prior or concurrent registration in CMST 10100 required.
Required of students majoring in Cinema and Media Studies.
Note(s): This is the first part of a two-quarter course.
Equivalent Course(s): CMST 28500,ARTH 28500,ARTH 38500,ARTV 26500,ARTV 36500,CMLT 22400,CMLT 32400,CMST 48500,ENGL 48700,MAPH 36000

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): T. Gunning Terms Offered: Winter
Prerequisite(s): Prior or concurrent registration in CMST 10100 required.
Required of students majoring in Cinema and Media Studies.
Note(s): CMST 28500/48500 strongly recommended
Equivalent Course(s): CMST 28600,ARTH 28600,ARTH 38600,ARTV 26600,CMLT 22500,CMLT 32500,CMST 48600,ENGL 48900,MAPH 33700
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): T. Gunning
Terms Offered: Winter
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring in Cinema and Media Studies.
Note(s): CMST 28500/48500 strongly recommended
Equivalent Course(s): CMST 28600,ARTH 28600,ARTH 38600,ARTV 26600,CMLT 22500,CMLT 32500,CMST 48600,ENGL 48900,MAPH 33700

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.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Petition to Associate Chair for Undergraduate Studies and consent of instructor
Note(s): 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 are required to submit the College Reading and Research Course Form.

ENGL 29900. Independent BA Paper Preparation. 100 Units.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of instructor and Associate Chair for Undergraduate Studies
Note(s): Students are required to submit the College Reading and Research Course Form. For more information and an electronic version of the petition form, visit english.uchicago.edu/undergraduate/courses. This course may not be counted toward the distribution requirements for the major, but it may be counted as a departmental elective.
ENVIRONMENTAL SCIENCE

PROGRAM OF STUDY

The Department of the Geophysical Sciences offers a BS degree in Environmental Science. The program is designed to prepare students 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 topics such as the chemistry and dynamics of the ocean and atmosphere, climate change, biogeochemical cycles, ecology, conservation, and environmentally relevant aspects of economics and policy. Undergraduate research is strongly encouraged.

PROGRAM REQUIREMENTS FOR THE BS IN ENVIRONMENTAL SCIENCE

Candidates for the BS in Environmental Science begin their program of study with GEOS 13300 The Atmosphere and GEOS 13400 Global Warming: Understanding the Forecast. Students are strongly encouraged to take these classes before their third year. 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.

Students must also complete one year of chemistry (CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III or equivalent), one year of physics (PHYS 12100-12200-12300 General Physics I-II-III or higher), one year of calculus (MATH 13100-13200-13300 Elementary Functions and Calculus I-II-III or higher), and BIOS 20197 Evolution and Ecology and BIOS 20198 Biodiversity.

GEOS 23900 Environmental Chemistry and BIOS 20196 Ecology and Conservation are required for the major. NOTE: GEOS 23900 Environmental Chemistry and BIOS 20196 Ecology and Conservation typically are offered every other year.

A minimum of four additional 20000-level science courses are required. One must be a GEOS course and one must be a BIOS course chosen from the Environmental Sciences courses (List B). Others may be chosen from Environmental Sciences Courses (List B), Support Courses for the Environmental Sciences (List D), or Mathematics and Statistics Courses (List F). One may be a field course. One may be GEOS 29700 Reading and Research in the Geophysical Sciences. Three other courses must be chosen from Support Courses for the Environmental Social Sciences (List E). In addition, two other courses must be chosen from Support Courses for Mathematics and Statistics (List F), one of which must be a statistics course.

Summary of Requirements for the BS in Environmental Science

GENERAL EDUCATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHEM 11100-11200</td>
<td>Comprehensive General Chemistry I-II (or equivalent) *</td>
<td>200</td>
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<tr>
<td>MATH 13100-13200</td>
<td>Elementary Functions and Calculus I-II (or equivalent) *</td>
<td>200</td>
</tr>
<tr>
<td>BIOS 20197</td>
<td>Evolution and Ecology **</td>
<td>100</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Units</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>BIOS 20198</td>
<td>Biodiversity</td>
<td>100</td>
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<tr>
<td></td>
<td><strong>Total Units</strong></td>
<td>600</td>
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<tr>
<td>MAJOR</td>
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<tr>
<td>CHEM 11300</td>
<td>Comprehensive General Chemistry III (or equivalent)</td>
<td>100</td>
</tr>
<tr>
<td>PHYS 12100-12200-12300</td>
<td>General Physics I-II-III (or higher)</td>
<td>300</td>
</tr>
<tr>
<td>GEOS 13300</td>
<td>The Atmosphere</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 13400</td>
<td>Global Warming: Understanding the Forecast</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 23900</td>
<td>Environmental Chemistry</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 20196</td>
<td>Ecology and Conservation</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Four courses in 20000-level science †</td>
<td>400</td>
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<tr>
<td></td>
<td>Three Environmental Social Sciences courses from List E</td>
<td>300</td>
</tr>
<tr>
<td>MATH 13300</td>
<td>Elementary Functions and Calculus III *</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>One Statistics course and one other course from List F</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td><strong>Total Units</strong></td>
<td>1800</td>
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</table>

* Credit may be granted by examination.
** Environmental Science majors can take these courses without the BIOS prerequisites (BIOS 20150-20151) 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.
† At least one course from GEOS in List B, and at least one course from BIOS in List B; others may be chosen from Lists B, D, or F.

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. 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. The research paper must be completed by eighth week of the quarter in which the student will graduate.

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 both program chairs no later than the end of third year. Certain requirements must be met. A consent form, to be signed by the 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.
FIELD TRIPS AND FIELD COURSES

The department typically sponsors several trips each year that range in length from one day to five weeks. Destinations of trips have included areas as far afield as Newfoundland; the Canadian Rockies; Baja, California; the Caribbean; Italy; and Iceland. The longer trips are designed as undergraduate field courses:

- GEOS 29001 Field Course in Geology 100
- GEOS 29002 Field Course in Modern and Ancient Environments 100
- GEOS 29003 Field Course in Oceanography 100
- GEOS 29004 Field Course in Glaciology 100
- GEOS 29005 Field Course in Environmental Science 100

Most of the shorter trips are mostly scheduled in connection with undergraduate and graduate lecture courses. However, the trips are open to all students and faculty if space permits.

SAMPLE BS PROGRAM

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 Climatology

- BIOS 25206 Fundamentals of Bacterial Physiology 100
- BIOS 23289 Marine Ecology 100
- ECON 26500 Environmental Economics 100
- GEOS 23200 Climate Dynamics of the Earth and Other Planets 100
- GEOS 24500 The Atmosphere and Ocean in Motion 100
- MATH 19620 Linear Algebra 100
- MATH 21100 Basic Numerical Analysis 100
- PBPL 23100 Environmental Law 100
- PBPL 24701 U.S. Environmental Policy 100

Environmental Conservation

- BIOS 23252 Field Ecology 100
- BIOS 23289 Marine Ecology 100
- BIOS 23406 Biogeography 100
- ECON 26500 Environmental Economics 100
- GEOS 23800 Global Biogeochemical Cycles 100
- MATH 21100 Basic Numerical Analysis 100
- PBPL 23100 Environmental Law 100
- PBPL 24701 U.S. Environmental Policy 100
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<tbody>
<tr>
<td>STAT 22400</td>
<td>Applied Regression Analysis</td>
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</tr>
<tr>
<td>STAT 23400</td>
<td>Statistical Models and Methods</td>
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**Environmental Geochemistry**

<table>
<thead>
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<tr>
<td>BIOS 25206</td>
<td>Fundamentals of Bacterial Physiology</td>
<td>100</td>
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<tr>
<td>CHEM 26200</td>
<td>Thermodynamics</td>
<td>100</td>
</tr>
<tr>
<td>ECON 26500</td>
<td>Environmental Economics</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 23800</td>
<td>Global Biogeochemical Cycles</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 23805</td>
<td>Stable Isotope Biogeochemistry</td>
<td>100</td>
</tr>
<tr>
<td>MATH 21100</td>
<td>Basic Numerical Analysis</td>
<td>100</td>
</tr>
<tr>
<td>PBPL 23100</td>
<td>Environmental Law</td>
<td>100</td>
</tr>
<tr>
<td>PBPL 24701</td>
<td>U.S. Environmental Policy</td>
<td>100</td>
</tr>
<tr>
<td>STAT 22000</td>
<td>Statistical Methods and Applications</td>
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**Lists of Courses A–F**

**List A: Geophysical Sciences Courses**

<table>
<thead>
<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>GEOS 21000</td>
<td>Introduction to Mineralogy</td>
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<tr>
<td>GEOS 21005</td>
<td>Mineral Science</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 21100</td>
<td>Introduction to Petrology</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 21200</td>
<td>Physics of the Earth</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 21205</td>
<td>Introduction to Seismology, Earthquakes, and Near-Surface Earth Seismicity</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 21400</td>
<td>Thermodynamics and Phase Change</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 22000</td>
<td>Origin and Evolution of the Solar System</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 22040</td>
<td>Formation of Planetary Systems in Our Galaxy: From Dust to Planetesimals</td>
<td>100</td>
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<tr>
<td>GEOS 22050</td>
<td>Formation of Planetary Systems in our Galaxy: From Planetesimals to Planets</td>
<td>100</td>
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<tr>
<td>GEOS 22060</td>
<td>What Makes a Planet Habitable?</td>
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<tr>
<td>GEOS 22200</td>
<td>Geochronology</td>
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<tr>
<td>GEOS 23200</td>
<td>Climate Dynamics of the Earth and Other Planets</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 23205</td>
<td>Introductory Glaciology</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 23400</td>
<td>Global Warming: Understanding the Forecast</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 23800</td>
<td>Global Biogeochemical Cycles</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 23805</td>
<td>Stable Isotope Biogeochemistry</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 23900</td>
<td>Environmental Chemistry</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 24200</td>
<td>Fundamentals of Geophysical Fluid Dynamics</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 24500</td>
<td>The Atmosphere and Ocean in Motion</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 24600</td>
<td>Laboratory Course on Weather and Climate</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 24705</td>
<td>Energy: Science, Technology, and Human Usage</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 25400</td>
<td>Introduction to Numerical Techniques for the Geophysical Sciences</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>GEOS 26300</td>
<td>Invertebrate Paleobiology and Evolution</td>
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<tr>
<td>GEOS 26600</td>
<td>Geobiology</td>
<td>100</td>
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<tr>
<td>GEOS 27000</td>
<td>Evolutionary History of Terrestrial Ecosystems</td>
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<tr>
<td>GEOS 28000</td>
<td>Introduction to Structural Geology</td>
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<tr>
<td>GEOS 28100</td>
<td>Global Tectonics</td>
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<tr>
<td>GEOS 28300</td>
<td>Principles of Stratigraphy</td>
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</tr>
<tr>
<td>GEOS 29700</td>
<td>Reading and Research in the Geophysical Sciences</td>
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**Field Courses in Geophysical Sciences**

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<th>Course Title</th>
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<tbody>
<tr>
<td>GEOS 29001</td>
<td>Field Course in Geology</td>
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</tr>
<tr>
<td>GEOS 29002</td>
<td>Field Course in Modern and Ancient Environments</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 29003</td>
<td>Field Course in Oceanography</td>
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List B: Environmental Sciences Courses

**Geophysical Sciences**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>GEOS 21000</td>
<td>Introduction to Mineralogy</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 23200</td>
<td>Climate Dynamics of the Earth and Other Planets</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 23205</td>
<td>Introductory Glaciology</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 23400</td>
<td>Global Warming: Understanding the Forecast</td>
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</tr>
<tr>
<td>GEOS 23800</td>
<td>Global Biogeochemical Cycles</td>
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<tr>
<td>GEOS 23805</td>
<td>Stable Isotope Biogeochemistry</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 23900</td>
<td>Environmental Chemistry</td>
<td>100</td>
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<tr>
<td>GEOS 24200</td>
<td>Fundamentals of Geophysical Fluid Dynamics</td>
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<td>GEOS 24500</td>
<td>The Atmosphere and Ocean in Motion</td>
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<td>GEOS 24600</td>
<td>Laboratory Course on Weather and Climate</td>
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<td>GEOS 24705</td>
<td>Energy: Science, Technology, and Human Usage</td>
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<tr>
<td>GEOS 26600</td>
<td>Geobiology</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 28000</td>
<td>Introduction to Structural Geology</td>
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</tr>
<tr>
<td>GEOS 29700</td>
<td>Reading and Research in the Geophysical Sciences</td>
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**Biological Sciences*  

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<th>Course Title</th>
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<td>BIOS 20196</td>
<td>Ecology and Conservation</td>
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<tr>
<td>BIOS 22244</td>
<td>Introduction to Invertebrate Biology</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 23232</td>
<td>Ecology and Evolution in the Southwest</td>
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</tr>
<tr>
<td>BIOS 23266</td>
<td>Evolutionary Adaptation</td>
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<tr>
<td>BIOS 23280</td>
<td>Genetically Modified Organisms</td>
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<tr>
<td>BIOS 23289</td>
<td>Marine Ecology</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 23406</td>
<td>Biogeography</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 25206</td>
<td>Fundamentals of Bacterial Physiology</td>
<td>100</td>
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**Field Courses in Environmental Sciences**

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>GEOS 29005</td>
<td>Field Course in Environmental Science</td>
<td>100</td>
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</table>
* GeoSci majors can take these courses without the BIOS prerequisites (20150-20151) unless they pursue a double major in biology. They are expected to show competency in mathematical modeling of biological phenomena covered in BIOS 20151.

List C: Support Courses for the Geophysical Sciences

**Biological Sciences***

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BIOS 20191</td>
<td>Integrative Physiology</td>
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<tr>
<td>BIOS 20194</td>
<td>Developmental Biology</td>
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<tr>
<td>BIOS 20196</td>
<td>Ecology and Conservation</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 20200</td>
<td>Introduction to Biochemistry</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 21208</td>
<td>Fundamentals of Molecular Biology</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 22243</td>
<td>Biomechanics of Organisms</td>
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<tr>
<td>BIOS 22244</td>
<td>Introduction to Invertebrate Biology</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 23289</td>
<td>Marine Ecology</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 23404</td>
<td>Reconstructing the Tree of Life: An Introduction to Phylogenetics</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 23406</td>
<td>Biogeography</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 25206</td>
<td>Fundamentals of Bacterial Physiology</td>
<td>100</td>
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</table>

* Excluding courses used to meet the general education requirement for the biological sciences

**Chemistry**

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<th>Course Title</th>
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<tr>
<td>CHEM 20100-20200</td>
<td>Inorganic Chemistry I-II</td>
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<tr>
<td>CHEM 22000-22100-22200</td>
<td>Organic Chemistry I-II-III</td>
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<tr>
<td>CHEM 23000-23100-23200</td>
<td>Honors Organic Chemistry I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>CHEM 26100-26200-26300</td>
<td>Quantum Mechanics; Thermodynamics; Chemical Kinetics and Dynamics</td>
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**Physics**

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<tr>
<td>PHYS 18500</td>
<td>Intermediate Mechanics</td>
<td>100</td>
</tr>
<tr>
<td>PHYS 19700</td>
<td>Statistical and Thermal Physics</td>
<td>100</td>
</tr>
<tr>
<td>PHYS 22500</td>
<td>Intermediate Electricity and Magnetism I</td>
<td>100</td>
</tr>
<tr>
<td>PHYS 22600</td>
<td>Electronics</td>
<td>100</td>
</tr>
<tr>
<td>PHYS 22700</td>
<td>Intermediate Electricity and Magnetism II</td>
<td>100</td>
</tr>
</tbody>
</table>

List D: Support Courses for the Environmental Sciences

**Chemistry**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 20100-20200</td>
<td>Inorganic Chemistry I-II</td>
<td>200</td>
</tr>
<tr>
<td>CHEM 22000-22100-22200</td>
<td>Organic Chemistry I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td>---------</td>
</tr>
<tr>
<td>CHEM 23000-23100-23200</td>
<td>Honors Organic Chemistry I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>CHEM 26100-26200-26300</td>
<td>Quantum Mechanics; Thermodynamics; Chemical Kinetics and Dynamics</td>
<td>300</td>
</tr>
<tr>
<td><strong>Biological Sciences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOS 2018x or 2019x series†</td>
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<td></td>
</tr>
<tr>
<td>BIOS 20200</td>
<td>Introduction to Biochemistry</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 20242</td>
<td>Principles of Physiology</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 21208</td>
<td>Fundamentals of Molecular Biology</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 25206</td>
<td>Fundamentals of Bacterial Physiology</td>
<td>100</td>
</tr>
<tr>
<td>† Excluding courses used to meet the general education requirement for the biological sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ecology and Evolution</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOS 23252</td>
<td>Field Ecology</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 23254</td>
<td>Mammalian Ecology</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 23258</td>
<td>Molecular Evolution I: Fundamentals and Principles</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 23289</td>
<td>Marine Ecology</td>
<td>100</td>
</tr>
<tr>
<td><strong>List E: Support Courses for the Environmental Social Sciences</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Environmental Studies</strong></td>
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<tr>
<td>ENST 24102</td>
<td>Environmental Politics</td>
<td>100</td>
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<tr>
<td>ENST 29000</td>
<td>Energy and Energy Policy</td>
<td>100</td>
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<tr>
<td><strong>Public Policy</strong></td>
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<tr>
<td>PBPL 21800</td>
<td>Economics and Environmental Policy</td>
<td>100</td>
</tr>
<tr>
<td>PBPL 23100</td>
<td>Environmental Law</td>
<td>100</td>
</tr>
<tr>
<td>PBPL 24701</td>
<td>U.S. Environmental Policy</td>
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<tr>
<td><strong>Economics</strong></td>
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<tr>
<td>ECON 19800</td>
<td>Introduction to Microeconomics</td>
<td>100</td>
</tr>
<tr>
<td>ECON 19900</td>
<td>Introduction to Macroeconomics</td>
<td>100</td>
</tr>
<tr>
<td>ECON 26500</td>
<td>Environmental Economics</td>
<td>100</td>
</tr>
<tr>
<td>ECON 26510</td>
<td>Advanced Topics in Environmental Economics</td>
<td>100</td>
</tr>
<tr>
<td>*<em>Harris School of Public Policy Studies</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPHA 38900</td>
<td>Environmental Science and Policy</td>
<td>100</td>
</tr>
<tr>
<td>PPHA 39901</td>
<td>Policy Approaches to Mitigating Climate Change</td>
<td>100</td>
</tr>
<tr>
<td>* These courses expect intermediate-level proficiency in microeconomics, statistics, and econometrics.</td>
<td></td>
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<tr>
<td><strong>List F: Support Courses for Mathematics and Statistics</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Geophysical Sciences</strong></td>
<td></td>
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</tr>
<tr>
<td>GEOS 25400</td>
<td>Introduction to Numerical Techniques for the Geophysical Sciences</td>
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Mathematics

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MATH 19620</td>
<td>Linear Algebra</td>
<td>100</td>
</tr>
<tr>
<td>MATH 20000-20100</td>
<td>Mathematical Methods for Physical Sciences I-II</td>
<td>200</td>
</tr>
<tr>
<td>MATH 20300</td>
<td>Analysis in Rn I</td>
<td>100</td>
</tr>
<tr>
<td>MATH 20400</td>
<td>Analysis in Rn II</td>
<td>100</td>
</tr>
<tr>
<td>MATH 20500</td>
<td>Analysis in Rn III</td>
<td>100</td>
</tr>
<tr>
<td>MATH 21100</td>
<td>Basic Numerical Analysis</td>
<td>100</td>
</tr>
<tr>
<td>MATH 22000</td>
<td>Introduction to Mathematical Methods in Physics</td>
<td>100</td>
</tr>
<tr>
<td>MATH 27000</td>
<td>Basic Complex Variables</td>
<td>100</td>
</tr>
<tr>
<td>MATH 27300</td>
<td>Basic Theory of Ordinary Differential Equations</td>
<td>100</td>
</tr>
<tr>
<td>MATH 27500</td>
<td>Basic Theory of Partial Differential Equations</td>
<td>100</td>
</tr>
<tr>
<td>MATH 38300</td>
<td>Numerical Solutions to Partial Differential Equations</td>
<td>100</td>
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Physics

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>PHYS 22100</td>
<td>Mathematical Methods in Physics</td>
</tr>
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</table>

Statistics

Any course in statistics at the 22000 level or higher. Some recommendations follow:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 22000</td>
<td>Statistical Methods and Applications</td>
<td>100</td>
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<tr>
<td>or STAT 23400</td>
<td>Statistical Models and Methods</td>
<td></td>
</tr>
<tr>
<td>STAT 22400</td>
<td>Applied Regression Analysis</td>
<td>100</td>
</tr>
<tr>
<td>STAT 24400-24500</td>
<td>Statistical Theory and Methods I-II</td>
<td>200</td>
</tr>
<tr>
<td>STAT 26100</td>
<td>Time Dependent Data</td>
<td>100</td>
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</table>

Computing

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CMSC 28510</td>
<td>Introduction to Scientific Computing</td>
<td>100</td>
</tr>
<tr>
<td>CMSC 34200</td>
<td>Numerical Hydrodynamics</td>
<td>100</td>
</tr>
</tbody>
</table>

For more information about the Geophysical Sciences undergraduate program, see the Geophysical Sciences (p. 535) page of this catalog.

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. (L) Instructor(s): A. Campbell Terms Offered: Autumn

**GEOS 13200. Earth History. 100 Units.**
This course covers the paleogeographic, biotic, and climatic development of the Earth. (L) Instructor(s): M. Foote Terms Offered: Winter Prerequisite(s): GEOS 13100 or consent of instructor
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 13200 or consent of instructor
Equivalent Course(s): 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. (L)
Instructor(s): D. Archer, D. MacAyeal Terms Offered: Autumn, Spring
Prerequisite(s): MATH 10500, or placement in MATH 13100 or higher, or consent of instructor required; some knowledge of chemistry or physics helpful.
Equivalent Course(s): PHSC 13400, ENST 12300

GEOS 21000. Introduction to 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): L. Grossman Terms Offered: Autumn
Prerequisite(s): CHEM 11100-11200-11300 or equivalent

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: not offered 2014-2015
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
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): A. Campbell, F. Richter 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. MacAyeal Terms Offered: Autumn
Equivalent Course(s): GEOS 31205

GEOS 21400. Thermodynamics and Phase Change. 100 Units.
This course develops the mathematical structure of thermodynamics with emphasis
on relations between thermodynamic variables and equations of state. These
concepts are then applied to homogeneous and heterogeneous phase equilibrium,
culminating in the construction of representative binary and ternary phase diagrams
of petrological significance.
Instructor(s): A. Campbell Terms Offered: Spring
Prerequisite(s): MATH 20000-20100-20200 and college-level chemistry and calculus,
or consent of instructor.
Equivalent Course(s): GEOS 31400
GEOS 22000. Origin and Evolution of the Solar System. 100 Units.
Representative topics include abundance and origin of the elements; formation, condensation, and age of the solar system; meteorites and the historical record of the solar system they preserve; comets and asteroids; the planets and their satellites; temperatures and atmospheres of the planets; and the origin of the Earth’s lithosphere, hydrosphere, atmosphere, and biosphere. (L)
Instructor(s): L. Grossman Terms Offered: Winter
Prerequisite(s): Consent of instructor required; knowledge of physical chemistry recommended
Note(s): This course is offered in alternate years.
Equivalent Course(s): ASTR 21300

GEOS 22040. Formation of Planetary Systems in Our Galaxy: 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 Terms Offered: Autumn
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. Formation of Planetary Systems in our Galaxy: 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 Terms Offered: Winter
Prerequisite(s): Consent of instructor
Note(s): This course is offered in alternate years.
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 reading and discussing papers in peer-reviewed journals each meeting and for periodically preparing presentations and leading the discussion.
Instructor(s): D. Abbot, F. Ciesla 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).
Instructor(s): N. Dauphas Terms Offered: Autumn
Prerequisite(s): Background in college-level geology, physics, and mathematics.
Equivalent Course(s): GEOS 32200

GEOS 23200. Climate Dynamics of the Earth and Other Planets. 100 Units.
Prior programming experience helpful but not required. 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.
(L)
Instructor(s): R. Pierrehumbert 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 33200
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. (L)  
Instructor(s): D. MacAyeal Terms Offered: Winter  
Prerequisite(s): Knowledge of vector calculus, linear algebra, and computer programming.  
Equivalent Course(s): GEOS 33205  

GEOS 23400. 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. Lectures are shared with PHSC 13400, but students enrolled in GEOS 23400 are required to write an individual research term paper. (L)  
Instructor(s): D. Archer Terms Offered: Spring  
Prerequisite(s): MATH 10600, or placement in MATH 13100 or higher, or consent of instructor required.  
Note(s): Some knowledge of chemistry or physics helpful.  

GEOS 23800. Global Biogeochemical Cycles. 100 Units.  
This survey course covers the geochemistry of the surface of the Earth, with emphasis on biological and geological processes, their assembly into self-regulating systems, and their potential sensitivity to anthropogenic or other perturbations. Budgets and cycles of carbon, nitrogen, oxygen, phosphorous, sulfur, and silicon are discussed, as well as fundamentals of the processes of weathering, sediment diagenesis, and isotopic fractionation. What is known about the biogeochemistry of the Earth through geologic time is also presented.  
Instructor(s): D. Archer, J. Waldbauer Terms Offered: Autumn  
Prerequisite(s): CHEM 11100-11200 or consent of instructor  
Equivalent Course(s): GEOS 33800
GEOS 23805. Stable Isotope Biogeochemistry. 100 Units.
Stable isotopes of H, C, O, N, and S are valuable tools for understanding the
biological and geochemical processes that have shaped the composition of Earth’s
atmosphere and oceans throughout our planet’s history. This course examines basic
thermodynamic and kinetic theory to describe the behavior of isotopes in chemical
and biological systems. We then examine the stable isotope systematics of localized
environmental processes, and see how local processes contribute to global isotopic
signals that are preserved in ice, sediment, rock, and fossils. Special emphasis is
placed on the global carbon cycle, the history of atmospheric oxygen levels, and
paleoclimate.
Instructor(s): A. Colman Terms Offered: Winter
Prerequisite(s): CHEM 11100-11200-11300 or equivalent; 13100-13200-13300 or
consent of instructor
Equivalent Course(s): GEOS 33805

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. (L)
Instructor(s): A. Colman, D. Archer Terms Offered: Autumn
Prerequisite(s): CHEM 11101-11201 or equivalent, and prior calculus course
Equivalent Course(s): ENST 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 24500. The Atmosphere and Ocean in Motion. 100 Units.
The motion of the atmosphere and ocean not only affects daily weather conditions
but is also critical in maintaining the habitable climate of our planet. This course
teaches: (1) observed patterns of large-scale circulation of the atmosphere and
ocean; (2) physical principles that drive the observed circulation; (3) transport of
heat, angular momentum, and other quantities; and (4) climate variability and
predictability. The lectures are supplemented by problem sets and a computer lab
project.
Instructor(s): N. Nakamura Terms Offered: Spring
Prerequisite(s): GEOS 13300 or equivalent, and calculus
Equivalent Course(s): GEOS 34500
GEOS 24600. Laboratory Course on Weather and Climate. 100 Units.
Working in groups, students gain hands-on experience in designing, implementing, and analyzing experiments concerning the principles of rotating fluids that underlie weather and climate.
Instructor(s): N. Nakamura Terms Offered: Spring
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).
Instructor(s): E. Moyer Terms Offered: Spring
Prerequisite(s): Knowledge of physics or consent of instructor
Equivalent Course(s): ENST 24705, GEOS 34705

GEOS 25400. Introduction to Numerical Techniques for the 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): F. Ciesla Terms Offered: Autumn
Prerequisite(s): Familiarity with a computer programming language such as C, Fortran, or IDL, or a mathematical computing environment like Mathematica or Matlab. Spreadsheets such as Excel or Numbers can also be used for many problems.
Equivalent Course(s): GEOS 35400
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.
Note(s): Not offered 2014-2015
Equivalent Course(s): BIOS 23261, EVOL 32400, GEOS 36300

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 Terms Offered: Spring
Prerequisite(s): GEOS 13100-13200-13300 or college-level cell & molecular biology
Equivalent Course(s): GEOS 36600

GEOS 27000. Evolutionary History of Terrestrial Ecosystems. 100 Units.
This seminar course covers the evolution of terrestrial ecosystems from their Paleozoic assembly through to the modern world. The fossil history of plant, vertebrate, invertebrate, and fungal lineages are covered, as well as the diversification of their ecological interactions. The influence of extinction events and important extrinsic factors (e.g., geography, climate, atmospheric composition) also are considered.
Instructor(s): C. K. Boyce Terms Offered: Spring
Equivalent Course(s): GEOS 37000, EVOL 32500
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: Winter
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 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.
Terms Offered: Summer, Autumn
Prerequisite(s): GEOS 13100-13200 and consent of instructor
Note(s): Interested students should contact the departmental counselor.
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.
Equivalent Course(s): GEOS 39002

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.
Terms Offered: not offered 2014-2015
Prerequisite(s): Consent of instructor
Note(s): Interested students should contact the departmental counselor.

GEOS 29004. Field Course in Glaciology. 100 Units.
Instructor(s): D. MacAyeal Terms Offered: not offered 2014-2015
Prerequisite(s): Consent of instructor
Note(s): Interested students should contact the departmental counselor.

GEOS 29005. Field Course in Environmental Science. 100 Units.
Terms Offered: not offered 2014-2015
Prerequisite(s): Consent of instructor
Note(s): Interested students should contact the departmental counselor.

GEOS 29700. Reading and Research in the Geophysical Sciences. 100 Units.
Terms Offered: Summer, Autumn, Winter, Spring
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.
ENVIRONMENTAL STUDIES

PROGRAM OF STUDY

In the early twenty-first century, environmental challenges—including deforestation, climate change, pollution, water resources, habitat loss, and the food and energy needs of a growing population—are among the most pressing issues facing the world. Many environmental processes operate at a global scale and create natural and human consequences that cannot be addressed solely from within a single area or discipline. At the same time, local and historical conditions are always at issue in addressing environmental processes, problems, and possibilities. The study of critical environmental issues requires both area specific knowledge and knowledge that crosses traditional academic and geographic boundaries. The Environmental Studies program allows students to address these issues through focused interdisciplinary coursework and research.

The undergraduate major is housed in the Social Sciences Collegiate Division and emphasizes interdisciplinary approaches to environmental topics, incorporating models and methods from the humanities and social and natural sciences. The program is designed to be complementary to the Environmental Sciences BA/BS program, although students in Environmental Studies will complete basic course work in both the natural sciences and quantitative analyses as a foundation for studying environmental questions.

Students who are majoring in Environmental Studies are expected to build a foundation for studying environmental questions by completing basic course work both in the natural sciences and in quantitative analyses. The program draws on the existing strengths and interests of College faculty in a variety of disciplines and divisions. The curriculum is organized around required elements that include:

1. a common introductory sequence
2. course work in two broadly conceived thematic tracks
3. a thesis
4. an internship or field studies component

The two thematic tracks are (1) Environmental Economics and Policy, and (2) Socio-natural Systems and Frameworks. Although students will design a program of study that will emphasize one of the tracks, course work from each will be included.

The major in Environmental Studies is coordinated by the Program on the Global Environment, which is housed in the Center for International Studies.

Students in other fields of study may also complete a minor in Environmental Studies. Information follows the description of the major.

NOTE: The BS in Environmental Science that is offered by the Department of Geophysical Sciences may be more appropriate for students who intend to pursue postgraduate studies or professional careers in the natural sciences. Students who matriculated before July 2006 and have questions about Environmental Studies courses that they have already taken should contact the program director of
Environmental Studies, Mark Lycett (702.6040, mlycett@uchicago.edu), to devise their program of study.

SUMMARY OF PROGRAM

Students who are majoring in Environmental Studies must take thirteen courses according to the following guidelines.

Environmental Studies Core Sequence

Students are required to take the two-course core sequence in Environmental Studies:

ENST 21201 Human Impact on the Environment
& ENST 21301 Making the Natural World: Foundations of Human Ecology

ENST 21201 Human Impact on the Environment and ENST 21301 Making the Natural World: Foundations of Human Ecology are required of students who are majoring in Environmental Studies and may be taken in any order.

One course provides an overview of fundamental issues in environmental studies while the other stresses contemporary concerns and policy applications. Each course is oriented toward one of the basic thematic tracks. Students are strongly encouraged to complete the sequence in their second year.

Thematic Tracks

Students must take four courses in their area of emphasis and two courses in their supporting track for a total of six courses.

A. Environmental Economics and Policy Track: This concentration emphasizes issues such as environmental law, development, globalization, and policy studies. This track has a more applied focus and is inclined more toward present-day issues and strategies in the context of politics, law, and economics. A detailed course list can be found here (http://pge.uchicago.edu/undergraduates/tracks).

B. Socio-natural Systems and Frameworks Track: This concentration emphasizes environmental history; landscape studies; human ecology and demography; and environmental ethics, philosophy, and representation. Included in this track are courses on cultural and historical constructions of the natural and the human; this track emphasizes intellectual frameworks as well as the use of substantive information from the social sciences, sciences, and humanities. A detailed course list can be found here (http://pge.uchicago.edu/undergraduates/tracks).

Most courses taken beyond the general education requirement that have significant environmental content may be counted in one of the two thematic tracks for the Environmental Studies major or minor. Approved courses for each of these tracks and for the Environmental Sciences course work requirement are selected quarterly by the faculty. No course may be counted for more than one requirement. For the complete list of approved courses, consult the program adviser or visit pge.uchicago.edu.
Quantitative Analysis

One course must be taken to demonstrate competence in quantitative analysis. Students may choose to take either STAT 22000 Statistical Methods and Applications or an equivalent.

Environmental Sciences

Students must take three courses in environmental sciences. This supporting course work must be chosen from an approved list. A detailed course list can be found here (http://pge.uchicago.edu/undergraduates/tracks).

BA Thesis

Students are required to take one course that emphasizes research design and skills and the writing process. Students are expected to develop significant independent research projects in close consultation with their preceptor and faculty adviser. In consultation with Environmental Studies preceptors, students prepare a topic page that is due eighth week of Spring Quarter in their third year.

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 Studies and related fields. The preceptor serves 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 Autumn Quarter of their fourth year, students register for ENST 29801 BA Colloquium I, which is designed to teach research skills and more generally to aid the research and writing process. The final version of the BA thesis is due by the second Friday of the quarter in which the student plans 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. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student’s year of graduation.

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. More details can be found at pge.uchicago.edu/undergraduates/internships.

Summary of Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ENST 21201</td>
<td>Human Impact on the Environment</td>
<td>100</td>
</tr>
<tr>
<td>ENST 21301</td>
<td>Making the Natural World: Foundations of Human Ecology</td>
<td>100</td>
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<tr>
<td></td>
<td>Four courses in the thematic track of emphasis</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td>Two courses in the supporting thematic track</td>
<td>200</td>
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</tbody>
</table>
STAT 22000 Statistical Methods and Applications (or equivalent) 100
Three courses in the environmental sciences chosen from an approved list 300
ENST 29801 BA Colloquium I 100

Total Units 1300

Advising
Application for admission to the Environmental Studies program should be made to the program adviser, 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 adviser and the program director, should be in place by a student’s third year.

Grading
Students who are majoring in Environmental Studies must receive quality grades in all thirteen courses taken to meet the requirements of the program. Students may apply a maximum of two course credits for supervised individual reading or research 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 superior by the faculty and preceptor readers.

MINOR PROGRAM IN ENVIRONMENTAL STUDIES
Students who are not Environmental Studies majors may complete a minor in Environmental Studies. Such a minor requires that six courses be taken according to the following guidelines:

ENST 21201 Human Impact on the Environment 100
ENST 21301 Making the Natural World: Foundations of Human Ecology 100
Four courses in one of the two thematic tracks chosen in consultation with the program director 400

Total Units 600

Students who elect the minor program in Environmental 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.
ENVIRONMENTAL STUDIES COURSES

ENST 12100. Chemistry and the Atmosphere. 100 Units.
This course focuses on aspects of chemistry as they apply to the Earth’s atmosphere. The first half considers atmospheric structure and fundamental chemical principles, while the second half presents examples of chemical systems that operate in the atmosphere. Topics include the chemical composition of the atmosphere, the structure of atoms and molecules, the nature of chemical reactions, the interaction of solar radiation with atmospheric gases, the properties of the water molecule, formation of an ozone layer, and the chemistry of urban air pollution.
Instructor(s): J. Frederick Terms Offered: Autumn
Prerequisite(s): MATH 10500, or placement in MATH 13100 or higher, or consent of instructor
Equivalent Course(s): PHSC 13500

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. (L)
Instructor(s): D. Archer, D. MacAyeal Terms Offered: Autumn, Spring
Prerequisite(s): MATH 10500, or placement in MATH 13100 or higher, or consent of instructor required; some knowledge of chemistry or physics helpful.
Equivalent Course(s): PHSC 13400,GEOS 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, except by petition.
Equivalent Course(s): BIOS 11125
ENST 12404. Environmental Ecology. 100 Units.
This course emphasizes basic scientific understanding of ecological principles that relate most closely to the ways humans interact with their environments. It includes lectures on the main environmental pressures, notably human population growth, disease, pollution, climate change, habitat destruction, and harvesting. We emphasize the ongoing impacts on the natural world, particularly causes of population regulation and extinction and how they might feed back on to humans. Discussion required.
Instructor(s): T. Price Terms Offered: Winter
Prerequisite(s): NTSC 10300 or BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.
Equivalent Course(s): BIOS 13107, NTSC 10400

ENST 13106. The Hungry Earth: Light, Energy, and Subsistence. 100 Units.
This course considers the continuing erosion of the resources of the Earth by the persisting pressures of a growing human population, which makes a broad knowledge and appreciation of biology essential. Discussion includes the principles of energy conversion by plants as primary producers, the evolution of the structures and mechanisms involved in energy conversion, the origin of crop plants, improvements of plants by conventional breeding and genetic engineering, and the interactions of plants with pathogens and herbivores.
Instructor(s): M. Ruddat Terms Offered: Winter
Prerequisite(s): BIOS 10110 or BIOS 10130
Equivalent Course(s): BIOS 13106

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 13200 or consent of instructor
Equivalent Course(s): GEOS 13300

ENST 21201. Human Impact on the Environment. 100 Units.
The goal of this course is to analyze the impact of the human enterprise on the world that sustains it. Topics include human population dynamics, historical trends in human well-being, and our use of natural resources—especially in relation to the provision of energy, water, and food—and the impacts that these activities have on the range of goods and services provided by geological/ecological systems. We read and discuss diverse sources and write short weekly papers.
Instructor(s): P. Drake Terms Offered: Autumn
Note(s): ENST 21201 and 21301 are required of students who are majoring in Environmental Studies and may be taken in any order.
Equivalent Course(s): NCDV 21201
ENST 21301. Making the Natural World: Foundations of Human Ecology. 100 Units.
This course considers the conceptual underpinnings of contemporary Western notions of ecology, environment, and balance, but it also examines several specific historical trajectories of anthropogenic landscape change. We approach these issues from the vantage of several different disciplinary traditions, including environmental history, philosophy, ecological anthropology, and paleoecology. Instructor(s): M. Lycett Terms Offered: Winter
Note(s): ENST 21201 and 21301 are required of students who are majoring in Environmental Studies and may be taken in any order.
Equivalent Course(s): ANTH 21303

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
Equivalent Course(s): LLSO 26201, PBPL 21800

ENST 22000. The Anthropology of Development. 100 Units.
This course applies anthropological understanding to development programs in "underdeveloped" and "developing" societies. Topics include the history of development; different perspectives on development within the world system; the role of principal development agencies and their use of anthropological knowledge; the problems of ethnographic field inquiry in the context of development programs; the social organization and politics of underdevelopment; the culture construction of "well-being;" economic, social, and political critiques of development; population, consumption, and the environment; and the future of development.
Instructor(s): A. Kolata Terms Offered: Not offered 2014-15; will be offered 2015-16
Equivalent Course(s): ANTH 22000, ANTH 35500
ENST 22506. The Natures of the Factory Farm. 100 Units.
This course looks at the culture, technology, politics and ecology of industrial agriculture through the lens of the animal-based "factory" farm. Over the quarter we will trace key steps along the process of manufacturing industrialized animals from life to death in order to think about the factory farm’s logic, value, and consequences for rural environments (primarily) within the United States. By emphasizing the historical and cultural conditions of possibility that enable the modern-day factory farm, this course illustrates how mass-producing life forms is more than just a matter of technology, profit-making, or necessity. Instead, we will see how legal definitions of the “farm” versus the “factory”, ideological notions of animal (and human) “nature”, labor law, animal confinement, and the corporate ownership of genetic breeds contribute to its growing ascendency as a global norm of animal production. But the factory farm has also led to new ideals for rural life that go far beyond classic forms of American agrarianism. As such, we will look to a series of case studies that take up the ecological politics of heritage-breed animals, raw milk production, and recent (Europe-based) projects that try to redeem certain elements of industrial agriculture. Along the way, students will receive an introduction to the analysis of food chains, applied ethology, animal studies, agrarian studies, and rural environmental politics.
Instructor(s): A. Blanchette Terms Offered: not offered 2014-15

ENST 23100. Environmental Law. 100 Units.
This lecture/discussion course examines the development of laws and legal institutions that address environmental problems and advance environmental policies. Topics include the common law background to traditional environmental regulation, the explosive growth and impact of federal environmental laws in the second half of the twentieth century, regulations and the urban environment, and the evolution of local and national legal structures in response to environmental challenges.
Instructor(s): R. Lodato Terms Offered: Winter
Prerequisite(s): Third- or fourth-year standing, or consent of instructor
Equivalent Course(s): LLSO 23100, PBPL 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): Prior introductory course in ecology or consent of instructor
Equivalent Course(s): BIOS 23289
ENST 23500. Political Sociology. 100 Units.
Political sociology explores how social processes shape outcomes within formal political institutions as well as the politics that occurs outside of recognized governing arrangements in the family, civic associations, social networks, and social movements, all of which may feed back into electoral, legislative, or administrative politics. The course will address how sociological analysis illuminates processes of political interaction and mobilization, the sources of political conflict and participation, the adoption and implementation of public policy, and the organization of political regimes whether level, national, or transnational.
Instructor(s): E. Clemens Terms Offered: Autumn
Prerequisite(s): Completion of the general education requirement in social sciences
Equivalent Course(s): SOCI 20106, PBPL 23600, SOCI 30106

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. (L)
Instructor(s): A. Colman, D. Archer Terms Offered: Autumn
Prerequisite(s): CHEM 11101-11201 or equivalent, and prior calculus course
Equivalent Course(s): GEOS 23900, GEOS 33900

ENST 24102. Environmental Politics. 100 Units.
This course examines the different theoretical underpinnings of environmental activism and elucidates the manner in which they lead to different ends. We explore several contrasting views of environmentalism, including the land ethic, social ecology, and deep ecology. Discussions are based on questions posed about the readings and the implications they suggest. Class participation is required.
Instructor(s): R. Lodato Terms Offered: Spring

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).
Instructor(s): E. Moyer Terms Offered: Spring
Prerequisite(s): Knowledge of physics or consent of instructor
Equivalent Course(s): GEOS 24705, GEOS 34705

ENST 25100. Ecological Applications to Conservation Biology. 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., design of natural reserves, risk of extinction, impact of harvesting, dynamics of species invasions, role of species interaction). Course material is drawn mostly from the current primary literature. One Saturday field trip and computer modeling labs required in addition to scheduled class time. (L)
Instructor(s): C. Pfister, E. Larsen Terms Offered: Autumn
Prerequisite(s): Completion of the general education requirement for the biological sciences and consent of instructor
Equivalent Course(s): BIOS 23351, ECEV 31300

ENST 25300. The Planetary Footprint of Farming. 100 Units.
This course draws on a ten-day field study of small, organic farms in the Berkshires to explore the environmental impact of modern industrial agriculture and realistic alternatives. Of interest are the roles of natural setting (i.e., geology, climate, meteorology); energy use and material flow; techniques of food production; dietary choices; and development and conservation strategies. Students are financially responsible for travel in December. A classroom component of lectures, readings, and exercises precedes the field trip.
Instructor(s): P. Martin Terms Offered: Autumn, Winter
Prerequisite(s): Third- or fourth-year standing, or consent of instructor
Equivalent Course(s): GEOS 25300
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): Completion of the general education requirement in the biological sciences and a course in either ecology, evolution, or earth history; or consent of instructor
Equivalent Course(s): BIOS 23406, EVOL 45500, GEOG 25500, GEOG 35500

ENST 25900. Cultural Geography. 100 Units.
This course examines the two main concerns of this field of geography: (1) the logic and pathology revealed in the record of the human use and misuse of the Earth, and (2) the discordant relationship of the world political map with more complicated patterns of linguistic and religious distribution.
Instructor(s): M. Mikesell Terms Offered: Winter
Equivalent Course(s): GEOG 20100, GEOG 30100

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.
Instructor(s): M. Conzen Terms Offered: Autumn
Note(s): This course offered in odd years.
Equivalent Course(s): GEOG 26100, GEOG 36100, HIST 28900, HIST 38900

ENST 26201. Naturalizing Disaster: Nature, Vulnerability, and Social History. 100 Units.
The United Nations International Strategy for Disaster Reduction defines disaster in three crucial terms: hazards, vulnerability, and capacity. While only the first of these can be "natural" in the way that that term is commonly understood, catastrophic events and processes are frequently represented as exogenous, autonomous, and unpredictable elements of a bio-physical world. Beginning from the theorization of disaster as a property of nature, this seminar examines the political ecology of drought, flood, earthquake, and famine in their historical, economic, and cultural contexts, focusing on community vulnerability and capacity as outcomes of socio-natural histories and relations. Drawing on historical and contemporary case studies, we will consider a number of dimensions of the dynamic between nature, dislocation, and communities in an increasingly vulnerable world.
Instructor(s): M. Lycett and P. Drake Terms Offered: Spring
Equivalent Course(s): ANTH 28200, ANTH 38220
ENST 26220. Southeast Asia and the Environmental Imagination. 100 Units.
This course will explore the major environmental issues that are impacting social and ecological systems in Southeast Asia today. These issues include, but are not limited to, water management, deforestation, pollution control, energy extraction, land rights, development, and disaster vulnerability. We will examine case studies that are representative of various social contexts (e.g., indigenous, national), geographical scales (e.g., local, transnational), and ecological settings (e.g., seas, forests) to examine the ways people understand and relate to different environments in Southeast Asia. To understand the complex political, economic, and cultural factors that shape human-environment interactions in this dynamic region, the class will draw from a set of texts and analytical perspectives that crosses disciplines. Readings will include literary, historical, and theoretical texts by both Southeast Asian and Western writers to consider the various ways nonhuman nature is understood and engaged with across temporal and cultural settings. We will utilize an interdisciplinary set of concepts and analytical tools from the arts, humanities, and environmental sciences to help us think more rigorously and imaginatively about the environment.
Instructor(s): P. Drake Terms Offered: not offered 2014-15

ENST 26300. The Chinese Environment. 100 Units.
This course explores the changing interrelationship between humans and the physical environment in China. We begin by dealing with physical geography and the country’s resource base. We then consider the human response to the opportunities offered by China’s physical environment. Finally, we shift our emphasis to environmental problems. Students are required to attend both sessions.
Instructor(s): R. Edmonds Terms Offered: Spring
Equivalent Course(s): GEOG 26300, GEOG 36300

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): G. Tolley, S. Shaikh Terms Offered: Not offered 2014-15
Prerequisite(s): ECON 20100
ENST 26505. Non-Industrial Agriculture. 100 Units.
Agriculture is, fundamentally, a human manipulation of the environment, a deliberately maintained successional state designed to serve human needs and desires. In this course, we use the history of non-industrial agriculture to think through some contemporary concerns about environmental change and the sources of our food—including topics such as genetically modified plants, fertilizers, sustainability, and invasive species. Beginning with the origins of agriculture in the early Holocene, we examine several forms of so-called "traditional" agriculture in the tropics and elsewhere, from swidden to intensive cropping. While the course is framed in terms of contemporary concerns, our focus is primarily historical and ethnographic, focusing on the experiences of agriculturalists over the last ten thousand years, including non-industrial farmers today. Students will be expected to produce and present a research paper.
Instructor(s): K. Morrison Terms Offered: Winter
Equivalent Course(s): ANTH 26505, ANTH 46505

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): ECON 26530, PBPL 26530, PPHA 32510
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): ECON 26540, PBPL 26531, PPHA 32520

ENST 26701. Tropical Ecology. 100 Units.
This course will provide an introduction to tropical ecology. We will cover topics ranging from the biogeochemical properties that create tropical ecosystems to the structure of tropical forests to the factors that contribute to the high biodiversity characteristic of tropical zones. We will also look at interspecific interactions important in tropical systems, including trophic dynamics, chemically mediated plant-insect relationships, pollination, and decomposition. We will also discuss issues of conservation concern in tropical forests. The course will draw from a comprehensive textbook as well as a selection of primary literature.
Instructor(s): T. Massad Terms Offered: Spring
Prerequisite(s): Completion of the general education requirement in biological sciences or consent of instructor
Equivalent Course(s): BIOS 23257

ENST 27100-27201-27301-27320. Integrative Research Seminar: Calumet; Food Security and Agriculture: Calumet; Environmental Management and Planning in the Calumet Region; Restoration Ecology; Topics in the Ecology of the Calumet Region.
This full-time, one-quarter sequence is intended to help students bridge theory and practice in environmental studies. The program features four integrated courses, projects, field trips, guest lectures, and presentations. Students will work in the classroom and field as they integrate perspectives from the sciences, humanities, and social sciences in the study of local environments and communities. Enrollment is based on acceptance into the Calumet Quarter Program. Visit pge.uchicago.edu/calumet for an application, which requires an unofficial transcript and letter of recommendation. Students must enroll in the three core Calumet Quarter courses ENST 27100-27201-27301 and may also enroll in the optional readings course ENST 29720.
ENST 27100. Integrative Research Seminar: Calumet. 100 Units.
This course examines the history of land use and social and environmental issues in the Calumet region. In addition to discussing the Calumet region broadly, students develop final projects grounded in research from all courses in the field studies program. Talks and discussions are led each week by guest lecturers who represent industry, nonprofit organizations, or Chicago government, or who are conducting research within the Calumet region.
Instructor(s): M. McLeester Terms Offered: not offered 2014-15
Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.

ENST 27201. Food Security and Agriculture: Calumet. 100 Units.
Do you know where your next meal will come from? Many people around the world, and even close to home, do not. The Food and Agricultural Organization explains that food security exists when all people, at all times, have physical, social, and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life. Food security is thus a complex issue involving aspects of food production and distribution, poverty, buying power, and social networks, and cultural choice. In this course we use the Calumet region as a case study to examine some aspects of the food security debate, especially the basic conceptual divide between the framework of food security, as defined by international organizations above, and the more grass-roots notion of food sovereignty. Though we will aim for an overview of the issues, we focus this quarter more specifically on issues of agriculture and the food system, including urban agriculture, permaculture, and other challenges to the dominant industrial model. In a region with significant economic distress and area of “food desert,” the Calumet presents examples of both challenge and response to this critical topic.
Instructor(s): K. Morrison Terms Offered: Not offered 2014-15
Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.

ENST 27220. Environmental Management and Planning in the Calumet Region. 100 Units.
This course focuses on the identification and measurement of environmental outcomes in the Calumet Region of Chicago. Topics include the quantification of air quality impacts from industrial pollution and the potential for green infrastructure development to manage stormwater in the region and beyond. The course will introduce students to the environmental concerns and opportunities in the area and develop the methods and tools for measurement, management and planning for improved outcomes for residents and businesses. The course will draw on economic concepts and tools through applications of environmental management and policy. Enrollment in this course requires participation in the Calumet Quarter.
Instructor(s): S. Shaikh Terms Offered: not offered 2014-15
Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.
ENST 27301. Restoration Ecology. 100 Units.
This course will give students a strong foundation in the discipline of restoration ecology, building up from basic ecological principles to concepts and theory applied to restoration of ecosystems. We will evaluate restoration projects based on a discussion of primary literature with a focus on ecosystems found in the Calumet region. The course will also have a strong field component, and students will work on restoration projects in the Calumet area. Wetland restoration will be a primary focus, and projects will include studies of plant and bird diversity as well as water quality evaluations. The fieldwork will form the basis of the students’ own case studies in restoration ecology, and students will write reports on their field work, analyzing their own projects in the context of the larger body of wetland restoration literature.
Instructor(s): T. Massad Terms Offered: not offered 2014-15
Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.

ENST 27320. Topics in the Ecology of the Calumet Region. 100 Units.
We consider stewardship of land, habitats, natural areas, communities, and buildings in the Calumet Region of Chicago and Northwest Indiana. The goal of this course is to give students a basic understanding of select ecological principles and concepts, a demonstration of their application to local ecosystems, and the opportunity to collaborate with stewards in the Calumet.
Instructor(s): A. Anastasio Terms Offered: not offered 2014-15
Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.

ENST 27201-27220-27301-27320. Food Security and Agriculture: Calumet; Environmental Management and Planning in the Calumet Region; Restoration Ecology; Topics in the Ecology of the Calumet Region.
This full-time, one-quarter sequence is intended to help students bridge theory and practice in environmental studies. The program features four integrated courses, projects, field trips, guest lectures, and presentations. Students will work in the classroom and field as they integrate perspectives from the sciences, humanities, and social sciences in the study of local environments and communities. Enrollment is based on acceptance into the Calumet Quarter Program. Visit pge.uchicago.edu/calumet for an application, which requires an unofficial transcript and letter of recommendation. Students must enroll in the three core Calumet Quarter courses ENST 27100-27201-27301 and may also enroll in the optional readings course ENST 29720.
ENST 27201. Food Security and Agriculture: Calumet. 100 Units.
Do you know where your next meal will come from? Many people around the world, and even close to home, do not. The Food and Agricultural Organization explains that food security exists when all people, at all times, have physical, social, and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life. Food security is thus a complex issue involving aspects of food production and distribution, poverty, buying power, and social networks, and cultural choice. In this course we use the Calumet region as a case study to examine some aspects of the food security debate, especially the basic conceptual divide between the framework of food security, as defined by international organizations above, and the more grass-roots notion of food sovereignty. Though we will aim for an overview of the issues, we focus this quarter more specifically on issues of agriculture and the food system, including urban agriculture, permaculture, and other challenges to the dominant industrial model. In a region with significant economic distress and area of “food desert,” the Calumet presents examples of both challenge and response to this critical topic.
Instructor(s): K. Morrison Terms Offered: Not offered 2014-15
Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.

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Instructor(s): S. Shaikh Terms Offered: not offered 2014-15
Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.
ENST 27301. Restoration Ecology. 100 Units.
This course will give students a strong foundation in the discipline of restoration ecology, building up from basic ecological principles to concepts and theory applied to restoration of ecosystems. We will evaluate restoration projects based on a discussion of primary literature with a focus on ecosystems found in the Calumet region. The course will also have a strong field component, and students will work on restoration projects in the Calumet area. Wetland restoration will be a primary focus, and projects will include studies of plant and bird diversity as well as water quality evaluations. The fieldwork will form the basis of the students’ own case studies in restoration ecology, and students will write reports on their field work, analyzing their own projects in the context of the larger body of wetland restoration literature.
Instructor(s): T. Massad Terms Offered: not offered 2014-15
Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.

ENST 27320. Topics in the Ecology of the Calumet Region. 100 Units.
We consider stewardship of land, habitats, natural areas, communities, and buildings in the Calumet Region of Chicago and Northwest Indiana. The goal of this course is to give students a basic understanding of select ecological principles and concepts, a demonstration of their application to local ecosystems, and the opportunity to collaborate with stewards in the Calumet.
Instructor(s): A. Anastasio Terms Offered: not offered 2014-15
Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.

ENST 27220. Environmental Management and Planning in the Calumet Region. 100 Units.
This course focuses on the identification and measurement of environmental outcomes in the Calumet Region of Chicago. Topics include the quantification of air quality impacts from industrial pollution and the potential for green infrastructure development to manage stormwater in the region and beyond. The course will introduce students to the environmental concerns and opportunities in the area and develop the methods and tools for measurement, management and planning for improved outcomes for residents and businesses. The course will draw on economic concepts and tools through applications of environmental management and policy. Enrollment in this course requires participation in the Calumet Quarter.
Instructor(s): S. Shaikh Terms Offered: not offered 2014-15
Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.
ENST 27301-27320. Restoration Ecology; Topics in the Ecology of the Calumet Region.
This full-time, one-quarter sequence is intended to help students bridge theory and practice in environmental studies. The program features four integrated courses, projects, field trips, guest lectures, and presentations. Students will work in the classroom and field as they integrate perspectives from the sciences, humanities, and social sciences in the study of local environments and communities. Enrollment is based on acceptance into the Calumet Quarter Program. Visit pge.uchicago.edu/calumet for an application, which requires an unofficial transcript and letter of recommendation. Students must enroll in the three core Calumet Quarter courses ENST 27100-27201-27301 and may also enroll in the optional readings course ENST 29720.

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This course will give students a strong foundation in the discipline of restoration ecology, building up from basic ecological principles to concepts and theory applied to restoration of ecosystems. We will evaluate restoration projects based on a discussion of primary literature with a focus on ecosystems found in the Calumet region. The course will also have a strong field component, and students will work on restoration projects in the Calumet area. Wetland restoration will be a primary focus, and projects will include studies of plant and bird diversity as well as water quality evaluations. The fieldwork will form the basis of the students’ own case studies in restoration ecology, and students will write reports on their field work, analyzing their own projects in the context of the larger body of wetland restoration literature. Instructor(s): T. Massad Terms Offered: not offered 2014-15 Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.

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We consider stewardship of land, habitats, natural areas, communities, and buildings in the Calumet Region of Chicago and Northwest Indiana. The goal of this course is to give students a basic understanding of select ecological principles and concepts, a demonstration of their application to local ecosystems, and the opportunity to collaborate with stewards in the Calumet. Instructor(s): A. Anastasio Terms Offered: not offered 2014-15 Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.

ENST 27320. Topics in the Ecology of the Calumet Region. 100 Units.
We consider stewardship of land, habitats, natural areas, communities, and buildings in the Calumet Region of Chicago and Northwest Indiana. The goal of this course is to give students a basic understanding of select ecological principles and concepts, a demonstration of their application to local ecosystems, and the opportunity to collaborate with stewards in the Calumet. Instructor(s): A. Anastasio Terms Offered: not offered 2014-15 Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.
ENST 27400. Principles of Epidemiology. 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): B. Lahey Terms Offered: Autumn 
Prerequisite(s): Introductory statistics recommended or Consent of Instructor 
Equivalent Course(s): HSTD 30900, BIOS 29318, PPHA 36400, STAT 35000

ENST 27420. Urban Gardens: Therapeutic, Educational, and Community Building Practicum. 100 Units. 
This teaching practicum will consider emerging research on urban gardens for individual, community, and environmental wellness, and will prepare students to design teachable lessons for school-based programs and community building. Course material is drawn from current literature, curricula, and case studies that demonstrate the impacts and methods of garden education, place-based development, and horticultural therapy. We will discuss the perceived individual, societal, and global problems that urban gardens are thought to address and the reported benefits they deliver. Students will evaluate the goals, organization, methodology, values-bias, and efficacy of existing curricula, and design a series of educational workshops that can be adapted to multiple age groups and learning environments. The course will include one or more field trips, and students will be required to volunteer/teach at an area school or community garden program. 
Instructor(s): M. Mass Terms Offered: not offered 2014-15 
Note(s): This course will include off-site field trips and community service/teaching commitment.

ENST 27750. Practicum in Environment, Agriculture, and Food Policy I. 100 Units. 
Instructor(s): S. Shaikh Terms Offered: Autumn 
Prerequisite(s): Open only to Public Policy majors and Environmental Studies majors and minors 
Equivalent Course(s): PBPL 27750

ENST 27751. Practicum in Environment, Agriculture, and Food Policy II. 100 Units. 
Instructor(s): S. Shaikh Terms Offered: Winter 
Prerequisite(s): Open only to Public Policy majors and Environmental Studies majors and minors 
Equivalent Course(s): PBPL 27751
ENST 28210. Colonial Ecologies. 100 Units.
This seminar explores the historical ecology of European colonial expansion in a comparative framework, concentrating on the production of periphery and the transformation of incorporated societies and environments. In the first half of the quarter, we consider the theoretical frameworks, sources of evidence, and analytical strategies employed by researchers to address the conjunction of environmental and human history in colonial contexts. During the second half of the course, we explore the uses of these varied approaches and lines of evidence in relation to specific cases and trajectories of transformation since the sixteenth century.
Instructor(s): M. Lycett, K. Morrison Terms Offered: Not offered 2014-15; will be offered 2015-16
Equivalent Course(s): ANTH 28210, ANTH 48210

ENST 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 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: Autumn
Prerequisite(s): Third- or fourth-year standing. For ECON 26800: ECON 26500 and consent of instructor.
Equivalent Course(s): BPRO 29000, CHSS 37502, ECON 26800, PBPL 29000, PPHA 39201, PSMS 39000

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.
Terms Offered: Autumn, Winter, Spring
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: Autumn
Prerequisite(s): Registration by instructor consent only
Note(s): Please email Sabina Shaikh at sabina@uchicago.edu.
Equivalent Course(s): PBPL 29701
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: Not offered 2014-15
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): Staff
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 Studies.

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. BA 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

PROGRAM OF STUDY

Introduction

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. See fundamentals.uchicago.edu/page/about to view some of the questions posed by Fundamentals students in the past and the programs of study they built for themselves.

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. Students are admitted on the basis of the application statement, interviews, and previous academic performance.

PROGRAM REQUIREMENTS

A. Course Work

1. **Required Introductory Sequence (2 courses).** A two-quarter sequence, open to second- and third-year students, serves as the introduction to the major. It sets a standard and a tone for the program as a whole by showing how texts can be read to illuminate fundamental questions. Each course in the sequence is taught by a different faculty member; each course is devoted to the close reading of one or two texts, chosen because they raise challenging questions and present important and competing answers. Students should learn a variety of ways in which a text can respond to their concerns and can compel consideration of its own questions.

2. **Elected Text/Author Courses (6 courses).** A text/author course is a course that is devoted to the study of one or two particular texts, or the work of a particular author. Through these courses, each student will develop a list of six classic texts under the supervision of a faculty adviser. This list should contain works in the area of the student’s primary interest that look at that interest from diverse perspectives, and one of the six must be studied in an original language other than English, the same language in which the student establishes competency. The Senior Examination (see below) is built off this list of core texts.

3. **Supporting Courses (4 courses).** Appropriate courses in relevant disciplines and subject matters are selected with the help of the advisers. Students must receive quality grades in these courses.

4. **Foreign Language (1 course).** Students in the program are expected to achieve a level of competence 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. Achieving the necessary competence ordinarily requires two years of formal language instruction (with an average grade of B- or better) or its equivalent. The third quarter of the second year of the language (or the equivalent as determined by petition) is counted toward the major. In addition, students must demonstrate their language abilities by taking a course or independent study in which one of their texts is read in the original language, or by writing a paper that analyzes the text in its original language and shows the student’s comprehension of that language. Prospective Fundamentals students are advised that course offerings and departmental resources limit the languages with which this requirement can be fulfilled. Students must choose a language in which they can take a text course or text-based independent study.

B. Junior Paper (FNDL 29901)

The Junior Paper 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. At every stage in the preparation of the paper, students are expected to work
closely with their Fundamentals faculty adviser. Students register for one course of independent study (FNDL 29901) in the quarter in which they write and rewrite the paper. Acceptance of a successful junior paper is a prerequisite for admission to the senior year of the program.

C. Senior Examination (FNDL 29902)

In Spring Quarter of their senior year, usually at the end of week six, students are examined on the six fundamental texts they have chosen. 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. Students register for one independent study (FNDL 29902) in Winter or Spring Quarter.

Summary of Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
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<tbody>
<tr>
<td>Two introductory courses</td>
<td>200</td>
</tr>
<tr>
<td>Six elected text and author courses</td>
<td>600</td>
</tr>
<tr>
<td>Four elected supporting courses</td>
<td>400</td>
</tr>
<tr>
<td>Third quarter of second-year foreign language *</td>
<td>100</td>
</tr>
<tr>
<td>FNDL 29901 Independent Study: Junior Paper</td>
<td>100</td>
</tr>
<tr>
<td>FNDL 29902 Independent Study: Senior Examination</td>
<td>100</td>
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<tr>
<td><strong>Total Units</strong></td>
<td>1500</td>
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</tbody>
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* Or credit for the equivalent as determined by petition.

Four-Year Sample Curriculum

Courses that meet College general education requirements are labeled (GE). Courses that are underlined fulfill requirements of the Fundamentals major. The Fundamentals program is comprised of fifteen courses. The two-quarter introductory sequence is strictly required and prescribed for students who are in the first year of the program; a second year of foreign language study (in a language chosen by the students) is also prescribed; and text and supporting courses, which are truly elective, are freely chosen by students with advice from their faculty advisers. Students interested in Fundamentals are well advised to take Humanities and a language in the first year.

- **First Year (1200 units):** Humanities (GE) = 300; Social Sciences (GE) = 300; Physical/Biological Sciences or Mathematics (GE) = 300; Foreign Language Year I = 300
- **Second Year (1200 units):** Introductory Fundamentals Sequence = 200; Text/Author Course = 100; Physical/Biological Sciences or Mathematics (GE) = 300; Civilization Sequence (GE) = 300; Foreign Language Year II = 300
- **Third Year (900 units):** Text/Author Courses = 300; Supporting Courses = 200; FNDL 29901 Independent Study: Junior Paper = 100; Music / Visual / Dramatic Arts (GE) = 100; Electives = 200
Fourth Year (900 units): Text/Author Courses = 200; Supporting Courses = 200; FNDL 29902 Independent Study: Senior Examination = 100; Electives = 400

Total Units: 4200

Grading, Advising, and Honors

Grading. The independent study courses connected with the Junior Paper (FNDL 29901 Independent Study: Junior Paper) and the senior examination (FNDL 29902 Independent Study: Senior Examination) are evaluated in faculty statements on the nature and the quality of the work. In support of the independent study grade of Pass, the Fundamentals faculty member supervising the Junior Paper, the second reader of the paper, and the readers of the examination submit their evaluations and recommendations for honors to the Office of the New Collegiate Division. Other independent study courses may be taken for a quality grade; students must write a term paper for such independent study courses. Students should request statements of reference from faculty with whom they have worked in all their independent study courses.

Advising. Students have faculty advisers who are chosen from members of the program with whom the student works most closely. 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 advises the writing of the junior paper and is responsible for approving the final list of texts for the Fundamentals examination. The program coordinator is available for advice and consultation on all aspects of every student’s program.

Honors. Honors are awarded by the Fundamentals faculty to students who have performed with distinction in the program. Special attention is paid to both the Junior Paper and the senior examination.

Courses 2014–2015

Required Introductory Sequence

FNDL 28102. Machiavelli’s Political Thought. 100 Units.
This course is devoted to the political writings of Niccolò Machiavelli. Readings include The Prince, Discourses on Livy’s History of Rome, selections from the Florentine Histories, and Machiavelli’s proposal for reforming Florence’s republic, “Discourses on Florentine Affairs.” Topics include the relationship between the person and the polity; the compatibility of moral and political virtue; the utility of class conflict; the advantages of mixed institutions; the principles of self-government, deliberation, and participation; the meaning of liberty; and the question of military conquest. (A) Instructor(s): J. McCormick Terms Offered: Autumn Prerequisite(s): Prior consent of instructor.
Equivalent Course(s): PLSC 27216, LLSO 28200, PLSC 52316

FNDL 25311. Pale Fire. 100 Units.
This course is an intensive reading of Pale Fire by Nabokov. Instructor(s): Malynne Sternstein Terms Offered: Winter
Independent Study (Junior Paper and Senior Exam)

**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 chairman.

**FNDL 29902. Independent Study: Senior Examination. 100 Units.**
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Open only to Fundamentals students with consent of faculty supervisor and program chairman. Students are required to submit the College Reading and Research Course Form. Must be taken for P/F grading.

Text/Author Courses (Autumn)

**FNDL 20502. Frank Lloyd Wright in Chicago and Beyond. 100 Units.**
This course looks at Wright’s work from multiple angles. We examine his architecture, urbanism, and relationship to the built environment, as well as the socio-cultural context of his lifetime and legend. We take advantage of the Robie House on campus and of the rich legacy of Wright’s early work in Chicago; we also think about his later Usonian houses for middle-income clients and the urban framework he imagined for his work (Broadacre City), as well as his Wisconsin headquarters (Taliesin), and spectacular works like the Johnson Wax Factory (a field trip, if funds permit), Fallingwater, and the Guggenheim Museum. By examining one architect’s work in context, students gain experience analyzing buildings and their siting, and interpreting them in light of their complex ingredients and circumstances. The overall goal is to provide an introduction to thinking about architecture and urbanism.
Instructor(s): K. Taylor Terms Offered: Autumn
Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): ARTH 17410
FNDL 21103. Marsilio Ficino’s "On Love" 100 Units.
This course is first of all a close reading of Marsilio Ficino’s seminal book *On Love* (first Latin edition *De amore* 1484; Ficino’s own Italian translation 1544). Ficino’s philosophical masterpiece is the foundation of the Renaissance view of love from a Neo-Platonic perspective. It is impossible to overemphasize its influence on European culture. *On Love* is not just a radically new interpretation of Plato’s *Symposium*. It is the book through which sixteenth- and seventeenth-century Europe read the love experience. Our course will analyze its multiple classical sources and its spiritual connotations. During our close reading of Ficino’s text, we will show how European writers and philosophers appropriated specific parts of this Renaissance masterpiece. In particular, we will read extensive excerpts from some important love treatises, such as Castiglione’s *The Courtier (Il cortigiano)*, Leone Ebreo’s *Dialogues on Love*, Tullia d’Aragona’s *On the Infinity of Love*, but also selections from a variety of European poets, such as Michelangelo’s *canzoniere*, Maurice Scève’s *Délie*, and Fray Luis de León’s *Poesía*. Course taught in English. Instructor(s): A. Maggi Terms Offered: Autumn Equivalent Course(s): ITAL 33900,CMLT 26701,CMLT 36701,ITAL 23900
FNDL 21411. The Art of Michelangelo. 100 Units.
The central focus of this course will be Michelangelo’s prolific production in sculpture, painting, and architecture while making substantial use of his writings, both poetry and letters, and his extensive extant body of preparatory drawings to help us understand more about 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 roughly chronological starting with his highly precocious 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 already the deity of art and a lonely, troubled, repentant Christian, producing some of his most moving works in a highly personal style. Beyond close examination of the works themselves, among the themes that will receive considerable attention for the ways they bear upon his art are Michelangelo’s fraught relationship with patrons such as the Medici and a succession of popes; his complex devotion to and rivalry with ancient classical art and his living rivalry with Leonardo da Vinci, Raphael, Bramante, and others; his changing attitude towards religion, especially his engagement with the Catholic Reform and some of its key personalities such as Vittoria Colonna; his sexuality and how it might bear on the representation of gender in his art and poetry; his “official” biographies created by the devotees Giorgio Vasari (1550, 1568) and Ascanio Condivii (1553) during Michelangelo’s lifetime and some of the most influential moments in the artist’s complex, sometimes ambivalent, reception over the centuries; new approaches and ideas about Michelangelo that have emerged in recent decades from the unabated torrent of scholarship and, especially, the restoration and scientific imaging of many of his works. Through the concentrated 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: Autumn
Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): ARTH 17612

FNDL 21810. Italo Calvino. 100 Units.
Italo Calvino is one of the most important authors of the twentieth century. We will read some of his most famous books in Italian. Among others, we will study Le Cita, Invisibili, Gli Amori Difficili, Il Barone Rampante, Se Una Notte D’Inverno Un Viaggiatore.
Reading Calvino is an essential experience for all students of Italian culture. We will place his books and his poetics in the context of modern Italian culture and Western European post-modernism.
Instructor(s): A. Maggi Terms Offered: Autumn
Note(s): Taught in Italian.
Equivalent Course(s): ITAL 21800
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. (A)
Instructor(s): A. Davidson Terms Offered: Autumn
Note(s): One prior philosophy course is strongly recommended.
Equivalent Course(s): PHIL 24800, CMLT 25001, GNSE 23100, HIPS 24300

FNDL 23910. Rulership Ancient and Modern: Xenophon’s Education of Cyrus and Machiavelli’s Prince. 100 Units.
A reading of two of the classic treatments of political rulership: Xenophon’s *The Education of Cyrus* and Machiavelli’s *Prince*. We will consider the qualities needed to acquire, maintain, and increase political power, the relations between rulers and ruled, the relations between political and military leadership and more broadly between politics and war, the roles of morality and religion in politics, differences between legitimate and tyrannical rule, and differences between modern and ancient views of rulership. (A)
Instructor(s): N. Tarcov Terms Offered: Autumn
Equivalent Course(s): PLSC 33910, PLSC 23910

FNDL 24400. The Mahabharata in English Translation. 100 Units.
A reading of the Mahabharata in English translation (van Buitenen, Narasimhan, Ganguli, and Doniger [ms.]), with special attention to issues of mythology, feminism, and theodicy. (C)
Instructor(s): W. Doniger Terms Offered: Autumn
Equivalent Course(s): RLST 26800, HREL 35000, SALC 20400, SALC 48200

FNDL 24804. Three Fausts. 100 Units.
This course will examine three Faust stories: the sinful, foolish Faust of the chapbooks, the quester of Goethe’s *Faust*, and the troubled, demonic "Faust" (the fictional composer Adrian Leverkuhn) of Thomas Mann’s late masterpiece, *Dr. Faustus*. The focus of the course will be on the problematic nature of knowledge; the goals of ends of knowledge, and how these relate to the goals/ends of human life; the aesthetics of the forbidden; and the relationships between human beings and the forbidden/demonic.
Instructor(s): S. Meredith Terms Offered: Autumn
Equivalent Course(s): GRMN 24814

FNDL 27103. War and Peace. 100 Units.
A close reading of Tolstoy’s great novel, with attention to theoretical approaches to be found in the large critical apparatus devoted to the novel.
Instructor(s): W. Nickell Terms Offered: Winter
Equivalent Course(s): RUSS 22302, CMLT 22301, CMLT 32301, ENGL 28912, ENGL 32302, HIST 23704, RUSS 32302
Text/Author Courses (Winter)

**FNDL 21714. Boccaccio’s "Decameron" 100 Units.**
Written in the midst of the social disruption caused by the Black Death (1348), the *Decameron* may have held readers attention for centuries because of its bawdiness, but it is also a profound exploration into the basis of faith and the meaning of death, the status of language, the construction of social hierarchy and social order, and the nature of crisis and historical change. Framed by a storytelling contest between seven young ladies and three young men who have left the city to avoid the plague, the one hundred stories of Boccaccio’s *Decameron* form a structural masterpiece that anticipates the Renaissance epics, Chaucer’s *Canterbury Tales*, and the modern short story.

Instructor(s): J. Steinberg Terms Offered: Autumn
Note(s): Classes conducted in English
Equivalent Course(s): ITAL 23502, ITAL 33502, REMS 33502

**FNDL 23400. Plato’s Laws. 100 Units.**
An introductory reading of Plato’s *Laws* with attention to such themes as the following: war and peace; courage and moderation; rule of law; music, poetry, drinking, and education; sex, marriage, and gender; property and class structure; crime and punishment; religion and theology; and philosophy. (A)

Instructor(s): N. Tarcov Terms Offered: Winter
Note(s): Enrollment limited. Open to undergraduates with consent of instructor.
Equivalent Course(s): PLSC 48300, LLSO 28500, SCTH 30300

**FNDL 23408. Introduction to Being and Time. 100 Units.**
The aim of this course is to introduce one of the most important and discussed works pertaining to the continental field of philosophy of the 20th century: Heidegger’s *Being and Time*. The course is structured by two main movements. On the one hand we introduce the main and fundamental concepts developed by Heidegger in his work through analytic sessions devoted to the most important sections of *Sein und Zeit*. On the other hand, we follow the way *Sein und Zeit* was received and discussed in the field of French contemporary continental philosophy, especially through Derrida’s and Levinas’s interpretations and discussions of *Sein und Zeit*. The double structure of our itinerary obeys a philosophical necessity which takes the form of a leading question: Is it possible to think beyond the primacy of the horizon of Being—drawn by Heidegger in *Sein und Zeit*—anything like an "Otherwise than Being"? And if so, we will have to elucidate why and in what sense such an alternative horizon of sense does not entail the abandonment of the Heideggerian Question of Being, but leads, on the contrary, to the full explanation of the background without which the Question of Being raised by *Sein und Zeit* becomes unintelligible.

Instructor(s): R. Moati Terms Offered: Winter
Equivalent Course(s): PHIL 23408, PHIL 33408
FNDL 23902. 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: Winter
Equivalent Course(s): HIST 23510, HIST 33510

FNDL 24208. Cicero on Friendship and Aging. 100 Units.
Two of Cicero's most enduring works are *De Amicitia* (On Friendship) and *De Senectute* (On Old Age). We will read the entirety of both works in Latin and study their relationship to Cicero's thought and life. Other readings in translation will include related works of Cicero and quite a few of his letters to Atticus and other friends. The first hour of each course meeting will be devoted to translation, the rest to discussion, in order to give opportunities for auditors who are reading in translation. The requirements include a midterm, a final exam, and a paper. Anyone from anywhere in the University may register if you meet the prerequisite.
Instructor(s): M. Nussbaum Terms Offered: Winter
Prerequisite(s): This is a Latin course that presupposes five quarters of Latin or the equivalent preparation. Others interested in taking it may register for an Independent Study and have different requirements, more writing and no Latin, but they will take a final exam (different).
Equivalent Course(s): PHIL 34208, PHIL 24208, LAWS 52403, LATN 28614, CLAS 38614, RETH 38614

FNDL 24212. Lucretius. 100 Units.
We will read selections of Lucretius' magisterial account of a universe composed of atoms. The focus of our inquiry will be: 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 will include Lucretius' vision of an infinite universe, of heaven, and of the hell that humans have created for themselves on earth.
Instructor(s): E. Asmis Terms Offered: Winter
Equivalent Course(s): LATN 22100, LATN 32100
FN DL 24314. 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): EALC 25305, GNSE 25305

FN DL 25706. Phaedo. 100 Units.
This class will be a close reading of Plato’s Phaedo, which is a dialogue about what it means to die, and what kinds of things escape death. In addition to interesting ourselves in the—dramatic and philosophical—structure of the dialogue as a whole, we will carefully examine each of Socrates’ arguments for the immortality of the soul. We will also read some contemporary philosophical literature both on the Phaedo itself and on the problem of the afterlife. (IV)
Instructor(s): A. Callard Terms Offered: Winter
Equivalent Course(s): PHIL 25706, PHIL 35706

FN DL 26904. Le Journal de voyage de Montaigne. 100 Units.
Rédigé en 1580 et 1581, le journal de voyage en Allemagne, en Suisse et en Italie de Montaigne constitue un riche commentaire sur les pratiques politiques, religieuses et culturelles de l’Europe à la fin de la Renaissance. Ainsi, la première partie du journal de voyage met en évidence cette préoccupation politique. On a souligné que les étapes en Alsace, en Allemagne du Sud, en Suisse alémanique et en Autriche se présentaient comme une série d’« impressions de voyage en Eucharistie ». Sans aller jusqu’à comparer ce voyage avec une excursion en terre cannibale ou dans le Nouveau Monde, il est pourtant vrai que Montaigne découvrit des modèles politiques fondamentalement dissemblables de ceux que la Réforme lui avait fait connaître en France. Le grand apport de ce voyage en Allemagne, Autriche et Suisse fut sans nul doute une perception de la religion plus anthropologique et politique que théologique; elle favorisa le développement d’une expérience de terrain avant de rejoindre Rome. Nous verrons comment le Journal de voyage de Montaigne constitue un document politique et culturel pour Montaigne.
Instructor(s): P. Desan Terms Offered: Winter
Prerequisite(s): At least two years of French.
Equivalent Course(s): FREN 24300, FREN 34300
FNDL 26905. Plautus and Moliere: Comedy, Invention, and Imitation. 100 Units.
Instructor(s): L. Norman Terms Offered: Winter
Note(s): Taught in English with French discussion groups and readings in French for French students.
Equivalent Course(s): FREN 36800, REMS 26800, REMS 36800, FREN 26800

Text/Author Courses (Spring)
FNDL 21211. Don Quixote. 100 Units.
The course will provide a close reading of Cervantes’ *Don Quixote* and discuss its links with Renaissance art and Early Modern narrative genres. On the one hand, *Don Quixote* can be viewed in terms of prose fiction, from the ancient Greek romances to the medieval books of knights errant and the Renaissance pastoral novels. On the other hand, *Don Quixote* exhibits a desire for Italy through the utilization of Renaissance art. Beneath the dusty roads of La Mancha and within Don Quixote’s chivalric fantasies, the careful reader will come to appreciate glimpses of images with Italian designs. Taught in English. Spanish majors will read the text in the original and use Spanish for the course assignments. The course format would be alternating lectures by the two faculty members on Mondays and Wednesdays. Fridays are devoted to discussion of the materials presented on Mondays and Wednesdays.
Instructor(s): F. de Armas, T. Pavel Terms Offered: Spring
Prerequisite(s): SPAN 21703 for students seeking Spanish credit

FNDL 21300. James Joyce’s 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.
Instructor(s): S. Meredith Terms Offered: Spring

FNDL 21717. Psychoanalysis as Cultural Theory. 100 Units.
In this seminar we will read Freud’s major writings about society, religion, politics, and culture. We will then examine texts by writers who follow Freud’s lead in their own social, cultural, and political analysis, among them, Theodor Adorno, Norman O. Brown, Julia Kristeva, and Slavoj Zizek.
Instructor(s): Eric Santner Terms Offered: Spring
Equivalent Course(s): GRMN 26115
FNDL 25704. Nietzsche: Beyond Good and Evil and On the Genealogy of Morality. 100 Units.
This will be an introduction to Nietzsche through the careful study of two mature works: portions of *Beyond Good and Evil* and all of *On the Genealogy of Morality*. Topics will include Nietzsche’s attack on morality and freedom of the will, perspectivism, and the idea of will to power. Some prior background in philosophy, especially Plato and Kant, will be helpful, but is not required. The grade will be based on one or two writing assignments, with extra credit for high quality class participation.
Instructor(s): B. Leiter Terms Offered: Spring

FNDL 26106. The Medieval Persian Romance: Gorgani’s Vis and Ramin. 100 Units.
This class is an inquiry into the medieval romance genre through the close and comparative reading of one of its oldest extant representatives, Gorgâni’s *Vis & Râmin* (c. 1050). With roots that go back to Late Antiquity, this romance is a valuable interlocutor between the Greek novel and the Ovidian erotic tradition, Arabic love theory and poetics, and well-known European romances like *Tristan*, *Lancelot*, and *Cligès*: a sustained exploration of psychological turmoil and moral indecision, and a vivid dramatization of the many contradictions inherent in erotic theory, most starkly by the lovers’ faithful adultery. By reading *Vis & Râmin* alongside some of its generic neighbors (*Kallirrhoe*, *Leukippe*, *Tristan*, *Cligès*), as well as the love-theories of writers like Plato, Ovid, Avicenna, Jâhiz, Ibn Hazm, and Andreas Cappellanus, we will map out the various kinds of literary work the romance is called upon to do, and investigate the myriad and shifting conceptions of romantic love as performance, subjectivity, and moral practice. An optional section introducing selections from the original text in Persian will be available if there is sufficient student interest.
Instructor(s): C. Cross Terms Offered: Spring
Equivalent Course(s): RLLT 26106, NEHC 26106

FNDL 26107. Religion and Human Evolution: Reading Bellah. 100 Units.
This course will be a close reading of the magnum opus of one of this generation’s most important sociologists, Robert Bellah’s *Religion and Human Evolution*. The text will be read and analyzed attentive to historical, theological, and ethical questions about the place of religion in the development of human social life.
Instructor(s): W. Schweiker, W. Otten Terms Offered: Spring
Note(s): Limited to third- and fourth-year students with priority given to Fundamentals and Religious Studies majors.
Equivalent Course(s): RLST 25601
FN DL 26506. Agnes Varda. 100 Units.
This course examines the work of one of the most significant directors working in France today. Making important films from the 1960s to the present day, Varda has been crucial to the development of new film practices: both in the past—as with the birth of the French New Wave Cinema—and in the present by exploring new form of plastic narration and by working with moving images in gallery spaces.
Instructor(s): D. Bluher Terms Offered: Spring
Equivalent Course(s): CMST 26810, CMST 36810

FN DL 26507. Ernst Lubitsch: An International Style. 100 Units.
Description pending.
Instructor(s): X. Dong Terms Offered: Spring
Equivalent Course(s): CMST 26302, CMST 36302

FN DL 26903. 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: Spring
Note(s): All readings in English.
Equivalent Course(s): POLI 35301, ISHU 29405, POLI 25301

Suggested 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 may therefore vary considerably on an individual basis. The list below is an example of the kinds of courses that can fulfill this role, but it is certainly not comprehensive nor complete, and not all of these courses are necessarily on offer every year. It is recommended that the student take the initiative every quarter to seek out courses that could potentially speak to his or her interests, and that the final selection be made in consultation with the student’s advisor(s) and the program coordinator.
ARTH 10100. Introduction to Art. 100 Units.
This course seeks to develop skills in perception, comprehension, and appreciation when dealing with a variety of visual art forms. It encourages the close analysis of visual materials, explores the range of questions and methods appropriate to the explication of a given work of art, and examines the intellectual structures basic to the systematic study of art. Most importantly, the course encourages the understanding of art as a visual language and aims to foster in students the ability to translate this understanding into verbal expression, both oral and written. Examples draw on local collections.
Terms Offered: Autumn, Winter, Spring
Note(s): Students must attend first class to confirm enrollment. For nonmajors, this course meets the general education requirement in the dramatic, musical, and visual arts.

ARTH 21511. Image, Spectacle, Sound. 100 Units.
Focusing on the pre-modern city primarily in Italy, this seminar seeks to introduce upper level undergraduate and graduate students in the humanities to the way in which art and architecture were elements within a comprehensive urban system that included civic, religious, and daily rituals, both modest and spectacular. The pre-modern city was the site of a whole range of practices in which art played an important but integrated role. The assumption of such a course is that the paintings, sculptures, and artifacts that remain in museums and collections today are only a part of what was once a whole set of social relations between the individual and the collective, between the sacred and the profane. Consequently, through a series of readings that will focus on experience rather than aesthetic production, students will be encouraged to develop research projects that go beyond the frame of the work of art in order to see how it was intimately connected to the structure of urban life and how it profoundly affected the lives of its audience.
Instructor(s): N. Atkinson Terms Offered: Autumn
Equivalent Course(s): ARTH 31511

ARTH 26803. Enlightenment and 19th Century Architectural Theory and Practice. 100 Units.
This course examines influential new ideas about architectural design from the Enlightenment and nineteenth century in terms of writings and related buildings in Europe and the United States. This experimental period generated theoretical writing that continues to matter to architects today; we will study it in terms of its initial contexts and application. Major themes are: (1) the relationship of a building’s structure to its decoration (or body to clothing, as it was sometimes put); (2) the rise of historical interest in older buildings from divergent stylistic traditions (e.g., classical and Gothic) and its impact on new design; (3) the development of aesthetic theory suited to mass as well as elite audiences (e.g., the sublime and the picturesque); and (4) the idea that architect and building could and should be ethical or socially reformatory.
Instructor(s): K. Taylor Terms Offered: Autumn
Prerequisite(s): Prior course in art history or permission of the instructor.
Equivalent Course(s): ARTH 36803
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. Gardnier Terms Offered: Autumn
Equivalent Course(s): CLAS 32514

CLCV 23514. Augustan Culture. 100 Units.
Augustus’ accession to power after decades of civil war was a moment of tremendous cultural and political change. His own writings and the historians’ writings about him will be contextualized with readings from the great literary figures of the time, Livy, Vergil, Horace, Propertius, and Ovid, and supplemented with an overview of the art and architecture of the period.
Instructor(s): M. Lowrie Terms Offered: Spring
Equivalent Course(s): CLAS 33514

CLCV 29100. Ancient Myth. 100 Units.
This course examines the social, political, cultural, and religious functions of ancient myth. We also examine the various theoretical interpretations of myth that have been proposed in a variety of fields to investigate what myth can tell us about the ancient Greeks and Romans, as well as about those who regard themselves as the inheritors of classical culture.
Terms Offered: Spring

CMLT 24402. Early Novels: The Ethiopian Story, Parzifal, Old Arcadia. 100 Units.
The course will introduce the students to the oldest sub-genres of the novel, the idealist story, the chivalric tale and the pastoral. It will emphasize the originality of these forms and discuss their interaction with the Spanish, French, and English novel.
Instructor(s): T. Pavel, G. Most Terms Offered: Winter
Equivalent Course(s): CMLT 34402,SCTH 35914,RLLT 24402,RLLT 34402

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 Hitchcock, Porter, Griffith, Eisenstein, Lang, Renoir, Sternberg, and Welles.
Instructor(s): Y. Tsivian, Staff Terms Offered: Autumn, Spring
Note(s): Required of students majoring in Cinema and Media Studies
Equivalent Course(s): ARTH 20000,ARTV 25300,ENGL 10800
CMST 23001. From La Dolce Vita to the Murder of Pasolini. 100 Units.
This course explores an intensely productive, stormy, even delirious period in
Italian film culture between 1960 and 1975. In that era the material and social
transformations effected by the economic boom, the marketing of Italy’s luxury
image, the student movements, and the rise of left and right wing terrorism
provoked some of the richest, most innovative work by such filmmakers as
Antonioni, Pasolini, Bellocchio, Leone, among others. This Italian "New Wave,"
distinct from its French counterpart, responded to a host of political and cultural
imperatives through new visions of urban space, of social and sexual mores, the
relation of "high" and "low," and revisitations of the past both near and distant.
These and related questions bound up with film culture and aesthetics we shall
discuss in light of both monumental and lesser-known works. All readings in
English.
Instructor(s): N. Steimatsky

CMST 28500-28600. 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.

CMST 28500. History of International Cinema I: Silent Era. 100 Units.
This course introduces what was singular about the art and craft of silent film.
Its general outline is chronological. We also discuss main national schools and
international trends of filmmaking.
Instructor(s): T. Gunning Terms Offered: Autumn
Prerequisite(s): Prior or concurrent registration in CMST 10100 required.
Required of students majoring in Cinema and Media Studies.
Note(s): This is the first part of a two-quarter course.
Equivalent Course(s): ARTH 28500, ARTH 38500, ARTV 26500, ARTV 36500, CMLT 22400, CMLT 32400, CMST 48500, ENGL 29300, ENGL 48700, MAPH 36000

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): T. Gunning Terms Offered: Winter
Prerequisite(s): Prior or concurrent registration in CMST 10100 required.
Required of students majoring in Cinema and Media Studies.
Note(s): CMST 28500/48500 strongly recommended
Equivalent Course(s): ARTH 28600, ARTH 38600, ARTV 26600, CMLT 22500, CMLT 32500, CMST 48600, ENGL 29600, ENGL 48900, MAPH 33700
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): T. Gunning
Terms Offered: Winter
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring in Cinema and Media Studies.
Note(s): CMST 28500/48500 strongly recommended
Equivalent Course(s): ARTH 28600, ARTH 38600, ARTV 26600, CMLT 22500, CMLT 32500, CMST 48600, ENGL 29600, ENGL 48900, MAPH 33700

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 2015
Equivalent Course(s): RLST 22501

ENGL 11501. Chaucer and the Literary Voice. 100 Units.
This course serves as introduction and intensive exploration of the poetry of Geoffrey Chaucer. Since Chaucer’s writings consistently foreground questions of who is “speaking” in his writing, we will take “literary voice” as our guiding heuristic, and examine relationships between speech, writing, translation, and dramatis personae. The class will read works from Chaucer’s lyrics, dream visions, and *Canterbury Tales*. (C, E)
Instructor(s): J. Orlemanski
Terms Offered: Winter

ENGL 11904. Introduction to Modernism. 100 Units.
This course will focus on major literary works of modernism in English. Works studied will include some combination of poetry by T. S. Eliot, Ezra Pound, W. B. Yeats, H. D. (Hilda Doolittle), W. H. Auden, and Mina Loy, and fiction by Wyndham Lewis, James Joyce, Virginia Woolf, Gertrude Stein, and Rebecca West. There will also be opportunities to work on modernist music and visual art, including a trip to the Art Institute. Assessment will be based on two papers of five to seven pages, regular contributions to the Chalk discussion board, and joint class presentations.
(B, C, G)
Instructor(s): M. Ellmann
Terms Offered: Winter
ENGL 13800. History and Theory of Drama I. 100 Units.
The course is a survey of major trends and theatrical accomplishments in drama from the ancient Greeks through the Renaissance: Aeschylus, Sophocles, Euripides, Aristophanes, classical Sanskrit theater, medieval religious drama, Japanese Noh drama, Kyd, Marlowe, Shakespeare, and Molière, along with some consideration of dramatic theory by Aristotle, Sir Philip Sidney, Corneille, and others. Students have the option of writing essays or putting on short scenes in cooperation with other members of the course. The goal of these scenes is not to develop acting skill but, rather, to discover what is at work in the scene and to write up that process in a somewhat informal report. End-of-week workshops, in which individual scenes are read aloud dramatically and discussed, are optional but highly recommended. (D)
Instructor(s): D. Bevington Terms Offered: Autumn
Prerequisite(s): Preference given to students with third- or fourth-year standing.
Note(s): May be taken in sequence with ENGL 13900/31100 or individually. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): CLAS 31200, CLCV 21200, CMLT 20500, CMLT 30500, ENGL 31000, TAPS 28400

ENGL 13900. History and Theory of Drama II. 100 Units.
This course is a survey of major trends and theatrical accomplishments in Western drama from the eighteenth century into the twentieth (i.e., Sheridan, Ibsen, Chekhov, Strindberg, Wilde, Shaw, Brecht, Beckett, Pinter, Stoppard, Churchill, Kushner). Attention is also paid to theorists of the drama (e.g., Stanislavsky, Artaud, Grotowski). Students have the option of writing essays or putting on short scenes in cooperation with other members of the course. The goal of these scenes is not to develop acting skill but, rather, to discover what is at work in the scene and to write up that process in a somewhat informal report. End-of-week workshops, in which individual scenes are read aloud dramatically and discussed, are optional but highly recommended. (D)
Instructor(s): D. Bevington Terms Offered: Winter
Prerequisite(s): Third- or fourth-year standing
Note(s): May be taken in sequence with ENGL 13800/31000 or individually. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): CMLT 20600, CMLT 30600, ENGL 31100, TAPS 28401

ENGL 15600. Medieval English Literature. 100 Units.
This course examines the relations among psychology, ethics, and social theory in fourteenth-century English literature. We pay particular attention to three central preoccupations of the period: sex, the human body, and the ambition of ethical perfection. Readings are drawn from Chaucer, Langland, the Gawain-poet, Gower, penitential literature, and saints’ lives. There are also some supplementary readings in the social history of late medieval England. (C, E)
Instructor(s): M. Miller Terms Offered: Winter
Equivalent Course(s): GNSE 15600
ENGL 21401. Advanced Theories of Sex/Gender: Ideology, Culture, and Sexuality. 100 Units.
Beginning with the extension of the democratic revolution in the breakup of the New Left, this seminar will explore the key debates (foundations, psychoanalysis, sexual difference, universalism, multiculturalism) around which gender and sexuality came to be articulated as politically significant categories in the late 1980s and the 1990s. (A)
Instructor(s): L. Zerilli Terms Offered: Autumn
Prerequisite(s): Completion of GNSE 10100-10200 and GNSE 28505 or 28605 or permission of instructor.
Equivalent Course(s): PLSC 21410, ARTH 21400, ARTH 31400, ENGL 30201, GNSE 31400, MAPH 36500, PLSC 31410

ENGL 22210. Marxism and Psychoanalysis. 100 Units.
Much contemporary work on ideology inherits a tradition of work that draws on both Marxism and psychoanalysis. The aim of this course is to provide the background for reading such work. Readings from Marx, Lacan, Althusser, Gramsci, Jameson, Zizek, Berlant. (H)
Instructor(s): M. Miller Terms Offered: Autumn

ENGL 23415. Theories of the Novel. 100 Units.
This course explores some of the fundamental conceptual issues raised by novels: In what way do plot, character, and authorial intention function in the novel, as opposed to other genres? How are novels formally unified (if they are)? What special problems are associated with beginnings and endings of novels? How do such basic features as titles and chapter divisions contribute to novelistic meanings? What are the ideological presuppositions—about gender, race, and class, but also about the nature of social reality, of historicity, and of modernity— inherent in a novelistic view? What ethical practices and structures of affect do novels encourage? (H)
Instructor(s): L. Rothfield Terms Offered: Spring

ENGL 24408. Before and After Beckett: Theater and Theory. 100 Units.
Beckett is conventionally typed as the playwright of minimalist scenes of unremitting bleakness but his experiments with theatre and film echo the irreverent play of popular culture (vaudeville on stage and screen, e.g., Chaplin and Keaton) as well as the artistic avant garde (Jarry). This course will juxtapose these early 20th century models with Beckett’s plays on stage and screen and those of his contemporaries (Ionesco, Genet, Duras). Contemporary texts include Vinaver, Minyana, in French, Pinter, Churchill, Kane in English. Theorists include Barthes, Badiou, Bert States, and others. Comparative Literature students will have the opportunity to read French originals. (D, G, H)
Instructor(s): L. Kruger Terms Offered: Winter
Prerequisite(s): PQ: HUM and TAPS course; this course is for juniors and seniors only; not open to first-year College students
Equivalent Course(s): CMLT 24408, TAPS 28438
ENGL 26000. Anglo-American Gothic Fiction in the Nineteenth Century. 100 Units.
In the nineteenth century, gothic fiction in English is an Anglo-American phenomenon. America’s first internationally recognized literary masterpiece, Rip Van Winkle, is written in England and appears the same year as Frankenstein. Our course will study the transatlantic aspect of the gothic tradition, while we also give full attention to the particular qualities of individual texts. Close reading will be central to our project. Attention to textual intricacies will lead to questions about gender and psychology, as well as culture. Our authors will include Washington Irving, Mary Shelley, James Hogg, Poe, Hawthorne, Emily Bronte, Harriet Prescott Spofford, Joseph Sheridan LeFanu, Henry James, Charlotte Perkins Gilman, and Thomas Hardy. (B, G)
Instructor(s): W. Veeder Terms Offered: Autumn

ENGL 33409. 18th Century Novel. 100 Units.
We’ll consider a series of classic eighteenth-century novels: Daniel Defoe’s Robinson Crusoe, Samuel Richardson’s Pamela, Henry Fielding’s Joseph Andrews, Sterne’s Sentimental Journey, Ann Radcliffe’s Mysteries of Udolpho, and Jane Austen’s Emma. We’ll also be taking up various classic critical treatments of the novel (by Ian Watt, Michael McKeon, Catherine Gallagher, Deidre Lynch, and others).
Instructor(s): F. Ferguson Terms Offered: Winter

FREN 21501. Approches à l’analyse littéraire. 100 Units.
Dans ce cours nous aborderons des techniques d’analyse littéraire des textes en vers et en prose. En outre, nous nous pencherons sur des écrits métatextuels—ceux qui traitent des aspects formels des ouvrages littéraires, de leur utilité morale et/ou politique, du rapport entre la littérature et la vie dite réelle. La production littéraire est non seulement une activité culturelle, intellectuelle, politique, éthique, et esthétique, mais aussi l’objet d’une reflexion soutenue au cours des siècles.
Instructor(s): D. Delogu Terms Offered: Autumn
Prerequisite(s): FREN 20500 and one previous literature course taught in French.
Note(s): Taught in French.
Equivalent Course(s): FREN 31501

FREN 23600. L’écriture de l’histoire à la Renaissance. 100 Units.
Les intellectuels de la Renaissance durent conceptualiser les événements qui les entouraient et penser l’histoire en des termes nouveaux. La tradition et les textes de l’Antiquité ne suffisaient plus pour comprendre l’homme et le monde. Certains virent dans leur époque un renouveau, d’autres un progrès, d’autres encore un déclin, ou, comme Montaigne, un progrès dans le déclin. Bref, la Renaissance s’interroge sur sa propre histoire et offre une multitude de modèles théoriques pour sa compréhension et son écriture. À partir des textes de Machiavel, Jean Bodin, La Pope linière, Loys Le Roy, Montaigne et d’autres auteurs, nous verrons comment s’écrit l’histoire aux débuts de la modernité.
Instructor(s): P. Desan Terms Offered: Winter
Equivalent Course(s): FREN 33600
FREN 25600. Realism and Its Returns in 20th-Century France. 100 Units.
This course will examine the influence and continuation in twentieth-century French literature of the great realist enterprise of the previous century. Beginning with the crisis of naturalism in the late nineteenth century, we will consider the inflections given to literary representation by historical cataclysm, the avant-garde critique of the novel, and the postwar "age of suspicion." We will investigate the reformulations of literature's relationship to reality offered by theories of literary commitment and by the experiments of the Nouveau Roman. Finally, we will evaluate the phenomenon of the "return to the real" in contemporary French literature. Readings will include works by Aragon, Céline, Sartre, Robbe-Grillet, Sarraute, Perec, and Pierre Michon.
Instructor(s): A. James Terms Offered: Spring
Prerequisite(s): Advanced undergraduates admitted with consent of instructor.
Note(s): Course taught in French.
Equivalent Course(s): FREN 35600

FREN 26510. Oulipo in Context. 100 Units.
This course will examine the history and achievements of the Paris-based literary collective Oulipo (Workshop for Potential Literature), from its founding as a secret society in 1960 to its expansion into an internationally visible group. We will consider the group's relationship to (and reaction against) earlier and contemporary avant-garde movements, the French new novel, and structuralism, and we will also examine the reception of Oulipian writing outside France. Readings will include collective publications by the group as well as works by Queneau, Perec, Roubaud, Calvino, Mathews, Grangaud, and others.
Instructor(s): A. James Terms Offered: Spring
Note(s): A weekly session in French will be held for French majors and graduate students. Students seeking French credit must do the readings (where applicable) and writing in French.
Equivalent Course(s): FREN 36510

HIST 20802. Alexander the Great. 100 Units.
This course provides both a survey of the career of Alexander the Great and an introduction to the historiographical traditions (ancient and modern) that shape our understanding of his legacy. We will focus primarily on two clusters of problems. First, we will examine what Alexander's career can tell us about the dynamics of ancient empires. Second, we will grapple with the interpretative challenges generated by our evidence, which consists largely of literary accounts produced by authors who wrote long after Alexander's own lifetime and who relied on earlier texts that no longer survive. All sources will be read in translation.
Instructor(s): C. Hawkins Terms Offered: Autumn
Equivalent Course(s): HIST 30802, CLCV 24506, CLAS 34506
HIST 23002. Protestant Reformation in Germany. 100 Units.
This course is designed to clarify and test the assumptions underlying the present state of knowledge about the Protestant Reformation. Its method consists of reading extensively in the historiography and reflecting intensively on the issues raised by that reading. So as to maintain a well-defined focus the course is limited largely to the Reformation in Germany. So as to develop a broad perspective the course is not limited to the most recent literature. We will begin with some of the most famous older interpretations (Hegel, Ranke, Engels, Troeltsch, Weber, Febvre). We will then go on to consider the redefinition of the historical agenda since the 1960s and the current state of our knowledge by reading the work of leading contemporary historians of the Reformation (e.g., Bernd Moeller, Thomas Brady, Heiko Oberman, Jean Delumeau, Peter Blickle, Heinz Schilling). I will focus on explaining the readings, but I will also leave room for questions and discussion.
Instructor(s): C. Fasolt Terms Offered: Winter
Equivalent Course(s): RLST 22602

HIST 24913. Victorian Science. 100 Units.
This course examines how Victorians sought to understand the natural world, and how their scientific work helped develop modern intellectual conventions, social relations, and institutions. We will study a wide range of topics from the 1830s through the beginning of the twentieth century in order to develop a kind of panorama of scientific life and to determine when key features of modern science came into being.
Instructor(s): A. Winter Terms Offered: Winter
Equivalent Course(s): HIST 34913, HIPS 24913, CHSS 34913

HIST 25506. Science and Aesthetics in the Eighteenth to the Twenty-First Centuries. 100 Units.
One can distinguish four ways in which science and aesthetics are related during the last three centuries. First, science has been the subject of artistic effort in painting and photography and in poetry and novels (e.g., in Goethe’s poetry or in H. G. Wells’s Island of Doctor Moreau). Second, science has been used to explain aesthetic effects (e.g., Helmholtz’s work on the way painters achieve visual effects or musicians achieve tonal effects). Third, aesthetic means have been used to convey scientific conceptions (e.g., through illustrations in scientific volumes or through aesthetically affective and effective writing). Finally philosophers have stepped back to consider the relationship between scientific knowing and aesthetic comprehension (e.g., Kant and Bas van Fraassen). In this course, we will consider these four modes of relationship. The first part of the quarter will be devoted to Kant, reading carefully his third critique; then we will turn to Goethe and Helmholtz, both feeling the impact of Kant, and to Wells, a student of T. H. Huxley. We then consider more contemporary modes expressive of the relationship, especially the role of illustrations in science and the work of contemporary philosophers like Fraassen.
Instructor(s): R. Richards Terms Offered: Winter
Equivalent Course(s): HIST 35506, HIPS 25506, CHSS 35506, PHIL 24301, PHIL 34301
HIST 27412. Race and Twentieth-Century Social Science. 100 Units.
This course explores the role that social-science ideologies and methods have played in shaping our understanding of “race” and racial phenomena in the twentieth century. Beginning with the scientific racism that dominated the late-nineteenth century, we will examine the claims and methods of diverse “scientific” interventions over the first half of the twentieth century that both challenged and confirmed racist thinking, including intelligence testing and blood work during World War I, the work of Franz Boas and his students, the Chicago school of sociology, and state policies addressing the race question in the post-WWII era (including the United Nations’ UNESCO reports). Our emphasis throughout will be on how social historical and political forces shaped and were shaped in turn by twentieth-century science.
Instructor(s): T. Holt Terms Offered: Winter
Prerequisite(s): Open to upper-level undergraduates.
Equivalent Course(s): CRES 27412, LLSO 21210

HIST 30109. Politics of Culture in African American History. 100 Units.
In this course we will explore historically the political implications of black cultural formations and expressions, focusing on the diverse ways in which culture has been explicitly invoked or deployed to political ends, has served as a means of political mobilization, and has marked African Americans as fit or unfit for citizenship rights. Through this debate, which has been sometimes explicit and at other times sub-rosa, we will probe the meanings and significance attributed to race, culture, and their interrelationship. Among the topics to be addressed in lectures and discussions are the debates on the relation between slave culture and resistance, the contrasting ways black and white performers have engaged the minstrel tradition, the social interpretations of black musical expression, the role to the state in promoting black cultural expression, and culture as a site of resistance. Each topic will be addressed through lectures and class discussions.
Instructor(s): T. Holt Terms Offered: Winter
Equivalent Course(s): LLSO 27601, CRES 20109, CRES 30109, HIST 20109

ITAL 24110. Vichianism: The Italian Enlightenment. 100 Units.
This course looks at the reception of Giambattista Vico (1668–1744), whose philosophy, largely neglected at first, eventually came to enjoy far-reaching influence as European thinkers set out on repeated quests for the source of a different “modernity” or “Counter-Enlightenment” in fields as varied as political theory (Romagnosi, Cattaneo, Ferrari), the historical and modernist novel (Cuoco, Manzoni, Joyce), Romantic historiography ( Michelet, Gioberti), literary criticism (Auerbach), and intellectual history (Berlin). What is the secret behind the enduring appeal of Vico’s anti-rationalist stance? This seminar, going further than dedicating itself to the legacy of a single thinker, wishes to investigate the “logic” (or lack thereof) that attends posthumous acclaim, eponymy, and etiological myths, and to provide guidelines for a disciplined approach to the history, practice, and theory of reception.
Instructor(s): R. Rubini Terms Offered: Spring
Equivalent Course(s): ITAL 34110, CMLT 24110, CMLT 34110
ITAL 25115. Topics in the Philosophy of Religion: The Challenge of Suffering from Job to Primo Levi. 100 Units.
This course will focus on authors from the Jewish tradition, although some attention will be given to Catholic and Protestant perspectives, as found, for example, in liberation theology and in certain forms of religious existentialism. We will look at the various ways in which contemporary philosophers of Judaism have dealt with suffering, evil and God, especially after the experience of the Shoah. We will examine the often repeated claim that Judaism has approached the philosophical and religious challenges of suffering more through an ethics of suffering than on the basis of a metaphysics of suffering. After an introductory discussion of Maimonides on the Book of Job, readings for the course may come from authors such as E. Lévinas, J.B. Soloveitchik, Y. Leibowitz, H. Jonas, A. Lichtenstein, D.W. Halivni, D. Shatz, and E. Berkovits. The course will culminate in a philosophical analysis of some of the most important writings of Primo Levi.
Instructor(s): A. Davidson Terms Offered: Winter
Equivalent Course(s): PHIL 25115, DVPR 35115, HIJD 35115, ITAL 35115, PHIL 35115, RLST 25115

ITAL 26200. Renaissance and Baroque Fairytales and Their Modern Rewritings. 100 Units.
We study the distinctions between myth and fairy tale, and then focus on collections of modern Western European fairy tales, including those by Straparola, Basile, and Perrault, in light of their contemporary rewritings of classics (Angela Carter, Calvino, Anne Sexton). We analyze this genre from diverse critical standpoints (e.g., historical, structuralist, psychoanalytic, feminist) through the works of Croce, Propp, Bettelheim, and Marie-Louise Von Franz.
Instructor(s): A. Maggi Terms Offered: Winter
Note(s): Class conducted in English.
Equivalent Course(s): ITAL 36200, CMLT 26700, CMLT 36700

ITAL 28702. Italian Comic Theater. 100 Units.
A survey of the history of Italian theatre from the Erudite Renaissance Comedy to Goldoni’s reform. We will pay particular attention to the tradition of *commedia dell’arte* (scenarios, stock characters, and plot formation), ancient and medieval influences, evolution and emancipation of female characters, and the question of language. Readings include works by Plautus, Ariosto, Machiavelli, Angelo Beolco (Ruzzante), Flaminio Scala, and Goldoni. Toward the end of the course we will consider the legacy of Italian Comedy in relation to the birth of grotesque and realist drama in Pirandello.
Instructor(s): R. Rubini Terms Offered: Spring
Note(s): Taught in Italian
Equivalent Course(s): ITAL 38702
JWSC 20004-20005-20006. Jewish Thought and Literature I-II-III.
Taking these courses in sequence is not required. This sequence meets the
general education requirement in civilization studies. Students in this sequence
explore Jewish thought and literature from ancient times until the modern era
through a close reading of original sources. A wide variety of works is discussed,
including the Hebrew Bible (Old Testament) and texts representative of rabbinic
Judaism, medieval Jewish philosophy, and modern Jewish culture in its diverse
manifestations. Texts in English.

JWSC 20004. Jewish Thought and Literature I: Introduction to the Hebrew
Bible. 100 Units.
The course will survey the contents of all twenty-four books of the Hebrew
Bible, and introduce critical questions regarding its central and marginal
figures, events, 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 its relation to
the larger culture of the ancient Near East.
Instructor(s): S. Chavel Terms Offered: Autumn
Equivalent Course(s): RLST 11005,BIBL 31000

JWSC 20005. Jewish Thought and Literature II: The Bible and Archaeology.
100 Units.
In this course we will look at how interpretation of evidence unearthed by
archaeologists contributes to a historical-critical reading of the Bible, and vice
versa. We will focus on the cultural background of the biblical narratives, from
the stories of Creation and Flood to the destruction of the Jerusalem temple
by the Romans in the year 70. No prior coursework in archaeology or biblical
studies is required, although it will be helpful for students to have taken JWSC
20004 (Introduction to the Hebrew Bible) in the Autumn Quarter.
Instructor(s): D. Schloen Terms Offered: Spring
Equivalent Course(s): NEHC 20405,NEHC 30405,RLST 20408

JWSC 20006. Jewish Thought and Literature III: Biblical Voices in Modern
Hebrew Literature. 100 Units.
The Hebrew Bible is the most important intertextual point of reference in
Modern Hebrew literature, a literary tradition that begins with the (sometimes
contested) claim to revive the ancient language of the Bible. In this course, we
will consider the Bible as a source of vocabulary, figurative language, voice
and narrative models in modern Hebrew and Jewish literature, considering the
stakes and the implications of such intertextual engagement. Among the topics
we will focus on: the concept of language-revival, the figure of the prophet-
poet, revisions and counter-versions of key Biblical stories (including the story
of creation, the binding of Isaac and the stories of King David), the Song of
Songs in Modern Jewish poetry.
Instructor(s): N. Rokem Terms Offered: Winter
Equivalent Course(s): NEHC 20406,NEHC 30406,CMLT 20401,CMLT
30401,RLST 20406,RLIT 30406,FNDL 20415
LATN 22200. Roman Satire. 100 Units.
The object of this course is to study the emergence of satire as a Roman literary
genre with a recognized subject matter and style. Readings include Horace *Satires*
1.1, 4, 6, and 10 and 2.1, 5 and 7; Persius 1 and 5; and Juvenal 1 and 3.
Instructor(s): S. Bartsch-Zimmer Terms Offered: Spring
Equivalent Course(s): LATN 32200

LATN 22300. Roman Oratory. 100 Units.
Two of Cicero’s speeches for the defense in the criminal courts of Rome receive a
close reading in Latin and in English. The speeches are in turn considered in relation
to Cicero’s rhetorical theory as set out in the *De Oratore* and in relation to the role of
the criminal courts in Late Republican Rome.
Instructor(s): P. White Terms Offered: Autumn
Equivalent Course(s): LATN 32300

NEHC 20573. The Burden of History: A 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: Winter
Equivalent Course(s): SOSL 27300,CMLT 23401,CMLT 33401,HIST 24005,HIST
34005,NEHC 30573,SOSL 37300

NEHC 20885. Returning the Gaze: The Balkans and Western Europe. 100 Units.
This course investigates the complex relationship between South East European
self-representations and the imagined Western "gaze" for whose benefit the nations
stage their quest for identity and their aspirations for recognition. We also think
about differing models of masculinity, the figure of the gypsy as a metaphor for the
national self in relation to the West, and the myths Balkans tell about themselves. We
conclude by considering the role that the imperative to belong to Western Europe
played in the Yugoslav wars of succession. Some possible texts/films are Ivo Andric,
*Bosnian Chronicle*; Aleko Konstantinov, *Baj Ganyo*; Emir Kusturica, *Underground*; and
Milcho Manchevski, *Before the Rain*.
Instructor(s): A. Ilieva Terms Offered: Autumn
Equivalent Course(s): SOSL 27200,CMLT 23201,CMLT 33201,NEHC 30885,SOSL
37200

PHIL 21219. Philosophical Issues of Literary Criticism. 100 Units.
Readings will include seminal theoretical works by Frye, Empson, Auerbach,
Barthes, Cavell, Kittler.
Instructor(s): R. Pippin, D. Wellbery Terms Offered: Spring
Equivalent Course(s): PHIL 31219
PHIL 21700. Human Rights I: 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): B. Laurence Terms Offered: Spring 2015
Equivalent Course(s): HMRT 20100, HMRT 30100, PHIL 31600, HIST 29301, HIST 39301, INRE 31600, LAWS 41200, MAPH 40000, LLSO 25100

RLST 22602. Protestant Reformation in Germany. 100 Units.
This course is designed to clarify and test the assumptions underlying the present state of knowledge about the Protestant Reformation. Its method consists of reading extensively in the historiography and reflecting intensively on the issues raised by that reading. So as to maintain a well-defined focus the course is limited largely to the Reformation in Germany. So as to develop a broad perspective the course is not limited to the most recent literature. We will begin with some of the most famous older interpretations (Hegel, Ranke, Engels, Troeltsch, Weber, Fevbre). We will then go on to consider the redefinition of the historical agenda since the 1960s and the current state of our knowledge by reading the work of leading contemporary historians of the Reformation (e.g., Bernd Moeller, Thomas Brady, Heiko Oberman, Jean Delumeau, Peter Blickle, Heinz Schilling). I will focus on explaining the readings, but I will also leave room for questions and discussion.
Instructor(s): C. Fasolt Terms Offered: Winter
Equivalent Course(s): HIST 23002

RLST 23403. 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-visions 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: Will be offered 2014-2015
Prerequisite(s): Third- or fourth-year standing
Equivalent Course(s): BPRO 28100
RLST 23603. 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.
Prerequisite(s): Third- or fourth-year standing
Equivalent Course(s): BPRO 23000, ASTR 23000

RLST 24201. Indian Philosophy I: Origins and Orientations. 100 Units.
A survey of the origins of Indian philosophical thought, emphasizing the Vedas, Upanisads, and early Buddhist literature. Topics include concepts of causality and freedom, the nature of the self and ultimate reality, and the relationship between philosophical thought and ritual or ascetic religious practice. (B)
Instructor(s): D. Arnold Terms Offered: Autumn
Equivalent Course(s): DVPR 30200, HREL 30200, SALC 20901, SALC 30901

RLST 24202. Indian Philosophy II: The Classical Traditions. 100 Units.
Continuing and building upon SALC 20901/30901, we focus on the development of the major classical systems of Indian thought. The course emphasizes Indian logic, epistemology, and philosophy of language. (B)
Instructor(s): M. Kapstein Terms Offered: Winter
Prerequisite(s): RLST 24201
Equivalent Course(s): DVPR 30300, HREL 30300, SALC 20902, SALC 30902

RUSS 25600. Realism in Russia. 100 Units.
From the 1830s to the 1890s, most Russian prose writers and playwrights were either engaged in the European-wide cultural movement known as "realistic school" which set for itself the task of engaging with social processes from the standpoint of political ideologies. The ultimate goal of this course is to distill more precise meanings of "realism," "critical realism," and "naturalism" in nineteenth-century Russian through analysis of works by Gogol, Turgenev, Tolstoy, Dostoevsky, Aleksandr Ostrovsky, Goncharov, Saltykov-Shchedrin, and Kuprin. Texts in English and the original. Optional Russian-intensive section offered.
Terms Offered: Winter
Equivalent Course(s): RUSS 35600
RUSS 25700. Russian Literature from Modernism to Post-Modernism. 100 Units.
Given the importance of the written word in Russian culture, it is no surprise that writers were full-blooded participants in Russia's tumultuous recent history, which has lurched from war to war, and from revolution to revolution. The change of political regimes has only been outpaced by the change of aesthetic regimes, from realism to symbolism, and then from socialist realism to post-modernism. We sample the major writers, texts, and literary doctrines, paying close attention to the way they responded and contributed to historical events. This course counts as the third part of the survey of Russian literature. Texts in English.
Terms Offered: Spring
Equivalent Course(s): RUSS 35700

RUSS 27300. Imaginary Worlds: The Fantastic and Magic Realism in Russia and Southeastern Europe. 100 Units.
In this course, we 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. We consider how these narrative modes conjure alternative realities and how they conceptualize the human self. We also think about the political power of these alternative realities in their historical contexts: from subversive to escapist, from giving voice to the disempowered to supportive of nationalist imaginaries.
Instructor(s): A. Ilieva Terms Offered: Spring
Equivalent Course(s): SOSL 37700, CMLT 27701, CMLT 37701, RUSS 37300, SOSL 27700

SPAN 22310. Literature and Ideas in the Spanish-Speaking Caribbean: The Nineteenth Century. 100 Units.
In this course we will study some of the main intellectual currents in the Spanish-speaking Caribbean during the nineteenth century and their relationships to the literary production of the period. In particular, we will address the reformulation of ideas of the Enlightenment, liberalism, and philosophical Positivism, both for political reflections upon slavery, colonialism, and projects of national independence and social reform as well as for literary aesthetics. How did predicaments of the Enlightenment come to structure pro-slavery thought? What was the relationship between liberalism and abolitionism? How did philosophical principles related to the development of the natural sciences support or undermine projects of national independence and/or of social emancipation (such as women's and labor rights)? And what did literature have to do with these issues? Among the authors we may study are Francisco de Arango y Parreño, Félix Varela, José Antonio Saco, Gertrudis Gómez de Avellaneda, Condesa de Merlín, Eugenio María de Hostos, Enrique José Varona, José de Jesús Galván, José Martí, and Luisa Capetillo.
Instructor(s): A. Lugo-Ortiz Terms Offered: Winter
Note(s): Taught in Spanish, with an additional weekly discussion session for graduate students.
Equivalent Course(s): SPAN 32310
SPAN 23900. El retorno de Astrea: astrología, mito e imperio en el teatro aurisecular. 100 Units.
In classical mythology, Astraea, the goddess of justice, chastity, and truth, was the last of the immortals to leave earth with the decline of the ages. Her return was to signal the dawn of a new Golden Age. During the Spanish seventeenth century, her myth was utilized by a number of playwrights, but particularly by Calderón de la Barca to delve into a series of questions. As an astral myth, it allowed poets to delve into astrological matters at a time when this art still enjoyed much popularity. The course will analyze the presence of planets and zodiacal signs, of miraculous stars and horoscopes to discuss the topical uses of astrology and the limits of its orthodoxy. While Aratus discussed the astronomical implications of the myth in ancient times, Virgil transformed it into an imperial myth, proclaiming that she would return to Rome without the need for ekpyrosis. Thus, Philip IV appropriated the myth in Spain to proclaim the renovation that was to take place during his reign. Playwrights would thus praise Philip through this myth. It also has been argued that Astraea also served to point to the regime’s failures. The course will then study the political implications of the myth. Among the plays by Calderón that will be included are: La gran Cenobia, La vida es sueño, El mayor encanto amor, Los tres mayores prodigios, and El monstruo de los jardines.
Instructor(s): F. de Armas Terms Offered: Spring
Prerequisite(s): SPAN 21703 and SPAN 21500
Note(s): Taught in Spanish.
Equivalent Course(s): SPAN 33900

SPAN 26410. La imaginación mediterránea del Siglo de Oro. 100 Units.
In this course we will explore the place of the Mediterranean as a space of cultural contact, conflict, and exchange in the Spanish literary imagination. The ‘Middle Sea’ was not only the geographical framework for a large corpus of Iberian narratives, poems, and plays of the early modern period, but also a discursive space where many political, religious, and cultural ideas of the period were staged and disputed. We will read portions of sixteenth-century Spanish translations of the Odyssey and the Aeneid, travel writing such as the Viaje de Turquía, captivity narratives by Miguel de Cervantes and Diego Galán, short stories by María de Zayas and Lope de Vega, and poems by Garcilaso de la Vega, Fernando de Herrera, and morisco authors.
Instructor(s): M. Martínez Terms Offered: Winter
Note(s): Taught in Spanish.
Equivalent Course(s): SPAN 36410
Gender and Sexuality Studies

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. The plan of study, designed with the assistance of the Director of Undergraduate Studies, can take the form of a gender-track in a traditional academic discipline, interdisciplinary work on a gender-related topic, or a combination thereof. Students can thus create a cluster of courses linked by their attention to gender as an object of study or by their use of gender 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

Gender and Sexuality Studies majors must take GNSE 15002-15003 Gender and Sexuality in World Civilizations I-II to fulfill their general education requirement in civilization studies. If a student has taken another sequence to fulfill the general education requirement, s/he may petition to count GNSE 15002-GNSE 15003 towards major requirements.

The major requires eleven courses, a BA Essay Seminar, and a BA research project or essay that can count as a thirteenth course. The Center for Gender Studies recognizes two main paths by which students might develop an undergraduate concentration. Path A is for students whose central interest lies in the interdisciplinary study of gender and sexuality; it is designed to provide students with a range of conceptual and historical resources to pursue such study with creativity and rigor. Path B is for students whose interest in gender and sexuality is primarily organized around a specific other discipline or field such as History, English, or Political Science; it is designed to provide students with the conceptual and methodological resources to pursue Gender and Sexuality Studies within such a field. Within those goals, each path is meant to provide students with the opportunity to design a course of study tailored to their particular interests. Each path consists of the two required introductory Problems in Gender and Sexuality Studies courses, a group of nine electives (chosen in consultation with the Director of Undergraduate Studies), a BA Essay seminar for fourth-year students, and a BA paper written under the supervision of an appropriate faculty member.

Path A: GNSE 10310 Theories of Gender and Sexuality and ten electives, which must meet the following chronological, geographical, and methodological distribution guidelines: at least one course with a main chronological focus that is pre-1900 and at least one course with a main chronological focus that is post-1900; at least one course with a main focus that is North America or Europe and at least one course with a main focus that is Latin America, Africa, or Asia; at least two courses in the Humanities and at least two courses in the Social Sciences. Any given
course may fulfill more than one distribution requirement; for instance, a course on gender in Shakespeare would count as fulfilling one course requirement in pre-1900, Europe, and Humanities.

**Path B:** GNSE 10310 Theories of Gender and Sexuality; six Gender and Sexuality Studies courses in a primary field; and four supporting field courses. Courses in the primary field focus on gender and/or sexuality in a single discipline or in closely related disciplines and develop a gender track within that discipline. Supporting field courses provide training in the methodological, technical, or scholarly skills needed to pursue research in the student’s primary field.

**Introductory Theory Course**

GNSE 10310 Theories of Gender and Sexuality

**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 in the student’s primary field of interest. Students must submit the essay by May 1 of their fourth year or 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**

**GENERAL EDUCATION**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>GNSE 15002-15003</td>
<td>Gender and Sexuality in World Civilizations I-II</td>
<td>200</td>
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</table>

**Total Units** 200

**MAJOR**

<table>
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<tr>
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<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>GNSE 10310</td>
<td>Theories of Gender and Sexuality</td>
<td>100</td>
</tr>
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</table>

Ten courses distributed according to the requirements of either Path A or Path B1000

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>GNSE 29800</td>
<td>BA Seminar</td>
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<tr>
<td>GNSE 29900</td>
<td>BA Essay</td>
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</table>

**Total Units** 1300

Summary of Requirements for Path A: Gender and Sexuality Studies

**Interdisciplinary Major**

**MAJOR**

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<thead>
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<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>GNSE 10310</td>
<td>Theories of Gender and Sexuality</td>
<td>100</td>
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</tbody>
</table>
Ten courses distributed according to the chronological, geographical, and disciplinary categories of Path A

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNSE 29800</td>
<td>BA Seminar</td>
<td>100</td>
</tr>
<tr>
<td>GNSE 29900</td>
<td>BA Essay</td>
<td>100</td>
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</tbody>
</table>

Total Units: 1300

Summary of Requirements for Path B: Gender and Sexuality Studies

Disciplinary Major

MAJOR

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>GNSE 10310</td>
<td>Theories of Gender and Sexuality</td>
<td>100</td>
</tr>
</tbody>
</table>

Ten courses distributed between six primary courses and four supporting courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNSE 29800</td>
<td>BA Seminar</td>
<td>100</td>
</tr>
<tr>
<td>GNSE 29900</td>
<td>BA Essay</td>
<td>100</td>
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</tbody>
</table>

Total Units: 1300

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 3.0 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

Each student chooses a faculty adviser for their BA project from among the Gender and Sexuality Studies Affiliated Faculty listed below. At the beginning of their third year, students are encouraged to design their program of study with the assistance of the Director of Undergraduate Studies.

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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
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<tbody>
<tr>
<td>GNSE 10310</td>
<td>Theories of Gender and Sexuality</td>
<td>100</td>
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</table>

Five additional courses in Gender and Sexuality Studies: 500

Total Units: 600

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 or contact the student affairs administrator at
702.2365.

GENDER AND SEXUALITY STUDIES COURSES

GNSE 10100. Problems in the Study of Gender. 100 Units.
How does transgender change feminism? This course will serve as an introduction
to the study of gender, transgender, and trans*feminism, a branch of feminism that
forefronts the significance of transgender and gender non-conforming phenomena
to feminist projects and ideas and vice versa. Relations between transgender and
gender non-conforming individuals and U.S. feminisms have not been easy. This
course will begin by exploring some of those contentious encounters in order to
address the differing interpretations of gender and social justice at work in each.
We will then fan out both backwards and forward in time. We will look at histories
of gender non-conforming phenomena in the U.S. that pre-date the coinage of the
word transgender, such as those found in George Chauncey’s *Gay New York: Gender,
Urban Culture, and the Making of the Gay Male World 1890-1940*, Esther Newton’s
*Mother Camp: Female Impersonators in America*, and various documentations of
both the Stonewall riots and the riot at Compton Cafeteria—histories that bring
transgender phenomena in (anachronistic) contact with the many sexual histories of
the U.S. We will consider as well key texts in feminist theory worrying the relation
between gender and sexuality by such authors as Judith Butler, Audre Lorde,
and Monique Wittig. Finally, we will turn to essays, novels, manifestoes, films,
and documentaries from the 1990s onwards—by such author-activists as Sharon
Bridgforth, Eli Clare, Leslie Feinberg, Vic Muñoz, Vivian Namaste, Sylvia Rivera,
Dean Spade, Susan Stryker, and Riki Wilchins—in order to explore how transgender
and feminism transform each other.
Instructor(s): Shanna Carlson Terms Offered: Autumn 2014 or Winter 2015
Note(s): Subtitle: Gender and Transfeminism
GNSE 10200. Problems in the Study of Sexuality. 100 Units.
This course examines theoretical and empirical approaches to understanding gender difference and inequality—central questions in the development of feminist activism and theory. We begin with historical changes in the attempts to theorize sex and gender. Next, we consider central streams of feminist thought, such as Marxist feminism and gender performativity. Finally, we end with some critical interventions in feminist theory, such as intersectionality, masculinities, and transgender studies. We will also do a series of empirical assignments designed to illuminate the social workings of gender.
Instructor(s): Kristen Schilt Terms Offered: Not offered 2014-15
Note(s): May be taken in sequence or individually

GNSE 10310. Theories of Gender and Sexuality. 100 Units.
This is a new one-quarter, seminar-style introductory course for undergraduates. It is a program requirement for Gender and Sexuality Studies majors and minors. 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. Prior course experience in gender/sexuality studies (by way of the Civilization Core or other course work) is strongly advised.
Instructor(s): L. Berlant, K. Schilt Terms Offered: Spring
Note(s): This course will replace the requirement of GNSE 10100-10200 for students entering in Autumn Quarter 2014 who end up majoring or minoring in Gender and Sexuality Studies (and an option for current students).

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
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

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

GNSE 20170. The Sociology of Deviant Behavior. 100 Units.
This course examines how distinctions between "normal" and "deviant" are created, and how these labels shift historically, culturally, and politically. We analyze the construction of social problems and moral panics (e.g., smoking, "satanic" daycares, obesity) to explore how various moral entrepreneurs shape what some sociologists call a "culture of fear." Additionally, we investigate the impact on individuals of being labeled "deviant" either voluntarily or involuntarily, as a way of illustrating how both social control and social change operate in society.
Instructor(s): K. Schilt Terms Offered: Autumn
Equivalent Course(s): SOCI 20175

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): Third- or fourth-year standing. Instructor consent required.
Equivalent Course(s): CHDV 21000, AMER 33000, ANTH 24320, ANTH 35110, CHDV 31000, GNSE 31000, PSYC 23000, PSYC 33000
GNSE 21400. Advanced Theories of Sex/Gender. 100 Units.
From Winter 2014 Description: This year the class will focus on affect theory in relation to debates in contemporary queer and feminist theory: rights, normativity, love/desire, sex, history, biopower, labor, affect. Aesthetic objects will be brought into contact with theoretical work: we will be thinking about argument and evidence and also about how mediation and exemplarity matter. Students can choose to write a standard essay or can contribute to constructing class anthologies that will contextualize three aesthetic works: such as Frank O’Hara’s “Having a Coke with You”; Saidiya Hartman’s Find Your Mother; Kim Peirce’s Boys Don’t Cry. Key authors include: Sara Ahmed, Lee Edelman, Patricia Williams, Jose Muñoz, Judith Butler, Eve Sedgwick, Michael Warner, Mel Chen, Jasbir Puar, Gayatri Gopinath, Leo Bersani, Michael Foucault, Gayatri Spivak, Fred Moten, Jennifer Doyle.
Instructor(s): Lauren Berlant Terms Offered: Winter 2015
Prerequisite(s): Completion of GNSE 10100 and 10200 or permission of instructor
Equivalent Course(s): ARTH 21400, ARTH 31400, ENGL 21401, ENGL 30201, GNSE 31400, MAPH 36500, PLSC 21410, PLSC 31410

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): J. Mateo Terms Offered: Winter
Prerequisite(s): Permission of instructor only.
Note(s): Not offered 2014-15
Equivalent Course(s): CHDV 21500, HIPS 22401

GNSE 22401. Latina/o Intellectual Thought. 100 Units.
Equivalent Course(s): ENGL 22804, LACS 22804, SPAN 22801, CMLT 21401

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. (A)
Instructor(s): A. Davidson Terms Offered: Autumn
Note(s): One prior philosophy course is strongly recommended.
Equivalent Course(s): PHIL 24800, CMLT 25001, FNDL 22001, HIPS 24300
GNSE 27702. Gender in the Balkans through Literature and Film. 100 Units.  
This introductory course examines the poetics of femininity and masculinity in some of the best works of the Balkan region. We contemplate how the experiences of masculinity and femininity are constituted and the issues of socialization related to these modes of being. Topics include the traditional family model, the challenges of modernization and urbanization, the socialist paradigm, and the post-socialist changes. Finally, we consider the relation between gender and nation, especially in the context of the dissolution of Yugoslavia. All work in English.  
Instructor(s): A. Ilieva Terms Offered: Winter

GNSE 28604. Law and Social Movements in Modern America. 100 Units.
This course traces and examines the relationship of law and social movements in the United States since 1865. We examine how lawyers and ordinary citizens have used the law to support the expansion of social, political, and economic rights in America. We also look at how the state and civic organizations have shaped and deployed law to criminalize the strategies of social reform movements and stifle dissent.  
Instructor(s): J. Dailey Terms Offered: Autumn  
Equivalent Course(s): HIST 28604,HMRT 28604,LLSO 28604

GNSE 29600. Feminist Philosophy. 100 Units.  
The course is an introduction to the major varieties of philosophical feminism: Liberal Feminism (Mill, Wollstonecraft, Okin, Nussbaum), Radical Feminism (MacKinnon, Andrea Dworkin), Difference Feminism (Gilligan, Held, Noddings), and Postmodern "Queer" Feminism (Rubin, Butler). After studying each of these approaches, we will focus on political and ethical problems of contemporary international feminism, asking how well each of the approaches addresses these problems. (A)  
Instructor(s): M. Nussbaum Terms Offered: Spring  
Prerequisite(s): Undergraduates by permission only.  
Equivalent Course(s): HMRT 31900,LAWS 47701,PLSC 51900,RETH 41000,PHIL 31900
GNSE 50101. Law-Philosophy Workshop. 100 Units.
This is a seminar/workshop many of whose participants are faculty from various related disciplines. It admits approximately ten students. Its aim is to study, each year, a topic that arises in both philosophy and the law and to ask how bringing the two fields together may yield mutual illumination. Most sessions are led by visiting speakers, from either outside institutions or our own faculty, who circulate their papers in advance. The session consists of a brief introduction by the speaker, followed by initial questioning by the two faculty coordinators, followed by general discussion, in which students are given priority. Several sessions involve students only, and are led by the instructors. Students write a 20-25 page seminar paper at the end of the year. The course satisfies the Law School Substantial Writing Requirement. There are approximately four meetings in each of the three quarters. Students must therefore enroll for all three quarters.
Instructor(s): M. Nussbaum, B. Leiter (Law School). A. Green (Law School) Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Students are admitted by permission of the two instructors. They should submit a c.v. and a statement (reasons for interest in the course, relevant background in law and/or philosophy) to the instructors by e-mail. Usual participants include graduate students in philosophy, political science, and divinity, and law students.
Note(s): Students must enroll for all three quarters.
Equivalent Course(s): LAWS 61512, RETH 51301, HMRT 51301, PHIL 51200
GEOGRAPHICAL STUDIES

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 studies 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 studies calls for the satisfactory completion of eleven courses, at least eight of which must be in geographical studies. These include the orientation course (GEOG 20000 Orientation Seminar); an introduction to Geographic Information Systems/GIS (GEOG 28201 Intro to Geographic Information Systems); the senior seminar (GEOG 29800 Senior Seminar); and at least eight 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 20000</td>
<td>Orientation Seminar</td>
<td>100</td>
</tr>
<tr>
<td>GEOG 28201</td>
<td>Intro to Geographic Information Systems</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Eight additional geographical studies courses; up to three may be in approved related fields</td>
<td>800</td>
</tr>
<tr>
<td>GEOG 29800</td>
<td>Senior Seminar</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>BA thesis</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Units</strong></td>
<td><strong>1100</strong></td>
</tr>
</tbody>
</table>

GRADING

All courses counted toward the geographical studies major must be taken for quality grades.

RESEARCH GRANTS

Geographical studies 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 Studies 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.

GEOGRAPHICAL STUDIES COURSES

GEOG 20000. Orientation Seminar. 100 Units.
This course is a review of the history and current orientations of human and environmental geography. It includes a critical review of representative pedagogic works and selected reading of recent periodical and monographic literature.
Instructor(s): M. Mikesell Terms Offered: Autumn
Note(s): Open to current and prospective geographical studies majors; open to nonmajors with consent of instructor

GEOG 20100. Cultural Geography. 100 Units.
This course examines the two main concerns of this field of geography: (1) the logic and pathology revealed in the record of the human use and misuse of the Earth, and (2) the discordant relationship of the world political map with more complicated patterns of linguistic and religious distribution.
Instructor(s): M. Mikesell Terms Offered: Winter
Equivalent Course(s): ENST 25900,GEOG 30100

GEOG 21900. Historical Geography of the United States. 100 Units.
This course examines the spatial dynamics of empire, the frontier, regional development, the social character of settlement patterns, and the evolution of the cultural landscapes of America from pre-European times to 1900. All-day northern Illinois field trip required.
Instructor(s): M. Conzen Terms Offered: Autumn
Note(s): This course offered in even years.
Equivalent Course(s): GEOG 31900,HIST 28800,HIST 38800

GEOG 22100. Changing America in the Twentieth Century. 100 Units.
This course explores the regional organization of U.S. society and its economy during the pivotal twentieth century, emphasizing the shifting dynamics that explain the spatial distribution of people, resources, economic activity, human settlement patterns, and mobility. We put special focus on the regional restructuring of industry and services, transportation, city growth, and cultural consumption. Two-day weekend field trip to the Mississippi River required.
Instructor(s): M. Conzen Terms Offered: Winter
Note(s): This course offered odd years.
Equivalent Course(s): GEOG 32100,HIST 27506,HIST 37506
GEOG 22700. 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 U.S.
experience as a way of developing worldwide urban policy.
Instructor(s): F. Stuart Terms Offered: Winter
Equivalent Course(s): SOCI 20104,CRES 20104,GEOG 32700,SOCI 30104,SOSC 25100

GEOG 23003. Urban Europe, 1600-Present. 100 Units.
This course examines the growth, structure, and, on occasion, decline of European
towns and cities from the seventeenth century to the present. The focus throughout
is on questions directly related to the positioning, form, and function of urban
communities and to the efforts of interest groups and policy makers to shape and
promote the fortunes of these communities. The course is interdisciplinary in spirit
and content, drawing on the contributions of historians, geographers, sociologists,
economists, demographers, political scientists, urban planners, and others. There are
no prerequisites; the readings and lectures cover whatever needs to be known about
theories, methods, and the European context.
Instructor(s): J. Craig Terms Offered: Winter
Equivalent Course(s): HIST 23003,HIST 33003,GEOG 33003

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.
Instructor(s): M. Conzen Terms Offered: Winter
Note(s): This course offered in even years.
Equivalent Course(s): GEOG 33500

GEOG 25300. Seminar: Problems in the Human Geography of the Middle East. 100 Units.
This course includes a review and cartographic demonstration of habitat types,
modes of livelihood, and ethnic distribution. Students then present reports on
selected aspects of human geography.
Instructor(s): M. Mikesell Terms Offered: Spring
GEOG 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): Completion of the general education requirement in the biological sciences and a course in either ecology, evolution, or earth history; or consent of instructor.
Equivalent Course(s): BIOS 23406, ENST 25500, EVOL 45500, GEOG 35500

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.
Instructor(s): M. Conzen Terms Offered: Autumn
Note(s): This course offered in odd years.
Equivalent Course(s): ENST 26100, GEOG 36100, HIST 28900, HIST 38900

GEOG 26300. The Chinese Environment. 100 Units.
This course explores the changing interrelationship between humans and the physical environment in China. We begin by dealing with physical geography and the country’s resource base. We then consider the human response to the opportunities offered by China’s physical environment. Finally, we shift our emphasis to environmental problems. Students are required to attend both sessions.
Instructor(s): R. Edmonds Terms Offered: Spring
Equivalent Course(s): ENST 26300, GEOG 36300

GEOG 26600. Economics of Urban Policies. 100 Units.
This course covers tools needed to analyze urban economics and address urban policy problems. Topics include a basic model of residential location and rents; income, amenities, and neighborhoods; homelessness and urban poverty; decisions on housing purchase versus rental (e.g., housing taxation, housing finance, landlord monitoring); models of commuting mode choice and congestion and transportation pricing and policy; urban growth; and Third World cities.
Instructor(s): G. Tolley, K. Ierulli Terms Offered: Spring
Prerequisite(s): ECON 20100
Equivalent Course(s): ECON 26600, GEOG 36600, LLSO 26202, PBPL 24500
GEOG 28201. Intro to Geographic Information Systems. 100 Units.
This course introduces students to the concepts and applications of geographic information systems (GIS). The course provides a basic foundation of spatial analysis and GIS with laboratory applications in particular techniques and methodology utilizing ESRI’s ArcGIS 10. Students will learn to perform spatial analyses and communicate their results through cartography, along with introduction to such concepts as spatial data collection, remote sensing, and database design.
Instructor(s): T. Schuble Terms Offered: Autumn
Note(s): Graduate students will be allowed to enroll for section 2
Equivalent Course(s): GEOG 38201

GEOG 28400. Intermediate GIS. 100 Units.
This course covers the development of cartographic and computer-based geographic information system techniques applicable to student research topics.
Instructor(s): R. Greene Terms Offered: Winter
Prerequisite(s): GEOG 28201, GEOG 38201
Equivalent Course(s): GEOG 38400

GEOG 28600. Advanced GIS Analysis. 100 Units.
This course will cover advanced spatial methodology and concepts through GIS such as measures of central tendency, pattern analysis, spatial relationship definition, and spatial regression using ArcGIS and various OpenSource GIS software packages. Other subjects will demonstrate building complex spatial models and identifying situations where application and automation of complex spatial models and methods should be applied, and how the automation is implemented through Python scripting.
Instructor(s): T. Schuble Terms Offered: Spring
Prerequisite(s): GEOG 28201, GEOG 38201, GEOG 28400, GEOG 38400

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): G. Danzer Terms Offered: Spring
Equivalent Course(s): GEOG 38800

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 29300. Readings in Geographic Literature in French. 100 Units.
Instructor(s): M. Mikesell Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Reading knowledge of French and consent of instructor.
Note(s): Available for either quality grades or for P/F grading.

GEOG 29400. Readings in Nature and Culture. 100 Units.
This independent reading option is an opportunity for research and discussion on
the logic and pathology revealed in evidence of the human use and misuse of the
Earth.
Instructor(s): M. Mikesell Terms Offered: Autumn
Prerequisite(s): GEOG 20001 or consent of instructor.

GEOG 29500. Readings in Culture and Nationality. 100 Units.
This independent reading option is devoted to the role of language and religion in
the integration of nation-states and to examples of cultural dissidence and cultural
conflict.
Instructor(s): M. Mikesell Terms Offered: Winter
Prerequisite(s): GEOG 20000 or consent of instructor.

GEOG 29700. Readings in Special Topics in Geography. 100 Units.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of instructor.
Note(s): Students are required to submit the College Reading and Research Course
Form. Must be taken for a quality grade.

GEOG 29800. Senior Seminar. 100 Units.
This course is designed for development of the BA thesis.
Instructor(s): M. Conzen Terms Offered: Winter
Prerequisite(s): Open to students with fourth-year standing who are majoring in
geographical studies.
Note(s): Must be taken for a quality grade.
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

The principal distinction between the BA and BS programs is the number of 20000-level courses required for the major and their distribution among subdisciplines. Students are advised, but not required, to complete GEOS courses at the 13000 level in their first or second year.

Program Requirements for the BA in Geophysical Sciences

Candidates for the BA in Geophysical Sciences begin their program of study with GEOS 13100 Physical Geology, GEOS 13200 Earth History, and GEOS 13300 The Atmosphere, which is the introductory sequence. Students are strongly encouraged to take these classes before their third year. 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.

Students must also complete one year of chemistry (CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III or equivalent), one year of physics (PHYS 12100-12200-12300 General Physics I-II-III or higher), one year of calculus (MATH 13100-13200-13300 Elementary Functions and Calculus I-II-III or higher), and BIOS 20197 Evolution and Ecology and BIOS 20198 Biodiversity.

A minimum of six additional 20000-level science courses are required. At least four must be from the Earth Sciences (List A). Up to two may be chosen from Support Courses for the Earth Sciences (List C). Up to two may be chosen from Mathematics and Statistics Courses (List F). One may be a field course.
### Summary of Requirements for the BA in Geophysical Sciences

**GENERAL EDUCATION**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CHEM 11100-11200</td>
<td>Comprehensive General Chemistry I-II (or equivalent) *</td>
<td>200</td>
</tr>
<tr>
<td>MATH 13100-13200</td>
<td>Elementary Functions and Calculus I-II (or higher) *</td>
<td>200</td>
</tr>
<tr>
<td>BIOS 20197</td>
<td>Evolution and Ecology **</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 20198</td>
<td>Biodiversity **</td>
<td>100</td>
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</table>

Total Units: 600

**MAJOR**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 11300</td>
<td>Comprehensive General Chemistry III (or equivalent) *</td>
<td>100</td>
</tr>
<tr>
<td>PHYS 12100-12200-12300</td>
<td>General Physics I-II-III (or higher) *</td>
<td>300</td>
</tr>
<tr>
<td>GEOS 13100 &amp; GEOS 13200 &amp; GEOS 13300</td>
<td>Physical Geology and Earth History and The Atmosphere</td>
<td>300</td>
</tr>
<tr>
<td>MATH 13300</td>
<td>Elementary Functions and Calculus III (or higher) *</td>
<td>100</td>
</tr>
<tr>
<td>One Mathematics or Statistics course (List F)</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Six courses in 20000-level science †</td>
<td></td>
<td>600</td>
</tr>
</tbody>
</table>

Total Units: 1500

* Credit may be granted by examination.

** Geophysical Sciences majors can take these courses without the Biological Sciences prerequisites (BIOS 20150-20151) 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.

† At least four courses must be from List A, and up to two courses may be from List C and/or List F.

### Program Requirements for the BS in Geophysical Sciences

Candidates for the BS in Geophysical Sciences begin their program of study with GEOS 13100 Physical Geology, GEOS 13200 Earth History, and GEOS 13300 The Atmosphere, which is the introductory sequence. Students are strongly encouraged to take these classes before their third year. 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.

Students must also complete one year of chemistry (CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III or equivalent), one year of physics (PHYS 12100-12200-12300 General Physics I-II-III or higher), at least one year of calculus (MATH 13100-13200-13300 Elementary Functions and Calculus I-II-III or higher), and BIOS 20197 Evolution and Ecology and BIOS 20198 Biodiversity.

A minimum of eight additional 20000-level science courses are required. At least three must be from the Geophysical Sciences (List A). Up to three may be chosen from Support Courses for the Geophysical Sciences (List C). Up to two may be from...
Mathematics and Statistics Courses (List F). 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>CHEM 11100-11200</td>
<td>Comprehensive General Chemistry I-II (or equivalent) *</td>
<td>200</td>
</tr>
<tr>
<td>MATH 13100-13200</td>
<td>Elementary Functions and Calculus I-II (or higher) *</td>
<td>200</td>
</tr>
<tr>
<td>BIOS 20197</td>
<td>Evolution and Ecology **</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 20198</td>
<td>Biodiversity **</td>
<td>100</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>600</td>
</tr>
</tbody>
</table>

MAJOR

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 11300</td>
<td>Comprehensive General Chemistry III (or equivalent) *</td>
<td>100</td>
</tr>
<tr>
<td>PHYS 12100-12200-12300</td>
<td>General Physics I-II-III (or higher) *</td>
<td>300</td>
</tr>
<tr>
<td>GEOS 13100 &amp; GEOS 13200 &amp; GEOS 13300</td>
<td>Physical Geology and Earth History and The Atmosphere</td>
<td>300</td>
</tr>
<tr>
<td>MATH 13300</td>
<td>Elementary Functions and Calculus III (or higher) *</td>
<td>100</td>
</tr>
<tr>
<td>Two Mathematics or Statistics courses from List F</td>
<td></td>
<td>200</td>
</tr>
<tr>
<td>Eight courses in 20000-level science ‡</td>
<td></td>
<td>800</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>1800</td>
</tr>
</tbody>
</table>

* Credit may be granted by examination.

** Geophysical Sciences majors can take these courses without the Biological Sciences prerequisites (BIOS 20150-20151) 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.

‡ At least three courses must be from List A, up to three courses may be from List C, and up to two courses may be from List F.

PROGRAM REQUIREMENTS FOR THE BS IN ENVIRONMENTAL SCIENCE

For information about the BS in Environmental Science, see the Environmental Science (p. 448) page of this catalog.

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. 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. The research paper must be completed by eighth week of the quarter in which the student will graduate.

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 both program chairs no later than the end of third year. Certain requirements must be met. A consent form, to be signed by the 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.

FIELD TRIPS AND FIELD COURSES

The department typically sponsors several trips each year that range in length from one day to five weeks. Destinations of trips have included areas as far afield as Newfoundland; the Canadian Rockies; Baja, California; the Caribbean; Italy; and Iceland. The longer trips are designed as undergraduate field courses:

GEOS 29001 Field Course in Geology 100
GEOS 29002 Field Course in Modern and Ancient Environments 100
GEOS 29003 Field Course in Oceanography 100
GEOS 29004 Field Course in Glaciology 100
GEOS 29005 Field Course in Environmental Science 100

Most of the shorter trips are mostly scheduled in connection with undergraduate and graduate lecture courses. However, the trips are open to all students and faculty if space permits.

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.

Chemistry of Atmosphere and Ocean

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CHEM 26100-26200-26300</td>
<td>Quantum Mechanics; Thermodynamics; Chemical Kinetics and Dynamics</td>
<td>300</td>
</tr>
<tr>
<td>GEOS 23200</td>
<td>Climate Dynamics of the Earth and Other Planets</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 23805</td>
<td>Stable Isotope Biogeochemistry</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 23900</td>
<td>Environmental Chemistry</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 24500</td>
<td>The Atmosphere and Ocean in Motion</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 24600</td>
<td>Laboratory Course on Weather and Climate</td>
<td>100</td>
</tr>
<tr>
<td>MATH 20000-20100</td>
<td>Mathematical Methods for Physical Sciences I-II</td>
<td>200</td>
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## Environmental Geochemistry

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 20191</td>
<td>Integrative Physiology</td>
<td>100</td>
</tr>
<tr>
<td>CHEM 26200-26300</td>
<td>Thermodynamics; Chemical Kinetics and Dynamics</td>
<td>200</td>
</tr>
<tr>
<td>GEOS 21000</td>
<td>Introduction to Mineralogy</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 23800</td>
<td>Global Biogeochemical Cycles</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 23805</td>
<td>Stable Isotope Biogeochemistry</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 23900</td>
<td>Environmental Chemistry</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 28300</td>
<td>Principles of Stratigraphy</td>
<td>100</td>
</tr>
<tr>
<td>MATH 21100</td>
<td>Basic Numerical Analysis</td>
<td>100</td>
</tr>
<tr>
<td>STAT 23400</td>
<td>Statistical Models and Methods</td>
<td>100</td>
</tr>
</tbody>
</table>

## Geochemistry

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 26100-26200-26300</td>
<td>Quantum Mechanics; Thermodynamics; Chemical Kinetics and Dynamics</td>
<td>300</td>
</tr>
<tr>
<td>GEOS 21000</td>
<td>Introduction to Mineralogy</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 21100</td>
<td>Introduction to Petrology</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 21200</td>
<td>Physics of the Earth</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 22000</td>
<td>Origin and Evolution of the Solar System</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 23800</td>
<td>Global Biogeochemical Cycles</td>
<td>100</td>
</tr>
<tr>
<td>MATH 20000</td>
<td>Mathematical Methods for Physical Sciences I</td>
<td>100</td>
</tr>
<tr>
<td>STAT 23400</td>
<td>Statistical Models and Methods</td>
<td>100</td>
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## Geophysics

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>GEOS 21000</td>
<td>Introduction to Mineralogy</td>
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## Paleontology

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<td>Invertebrate Paleobiology and Evolution</td>
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<td>Global Warming: Understanding the Forecast</td>
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<td>The Atmosphere and Ocean in Motion</td>
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<td>GEOS 24600</td>
<td>Laboratory Course on Weather and Climate</td>
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<td>Energy: Science, Technology, and Human Usage</td>
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<td>Global Biogeochemical Cycles</td>
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<td>GEOS 23805</td>
<td>Stable Isotope Biogeochemistry</td>
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**Biological Sciences***

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<td>Genetically Modified Organisms</td>
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**Field Courses in Environmental Sciences**

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*GeoSci majors can take these courses without the BIOS prerequisites (20150-20151) unless they pursue a double major in biology. They are expected to show competency in mathematical modeling of biological phenomena covered in BIOS 20151.

**List C: Support Courses for the Geophysical Sciences**

**Biological Sciences***

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<td>BIOS 20200</td>
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<td>Fundamentals of Molecular Biology</td>
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<td>Introduction to Invertebrate Biology</td>
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<td>BIOS 23404</td>
<td>Reconstructing the Tree of Life: An Introduction to Phylogenetics</td>
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*Excluding courses used to meet the general education requirement for the biological sciences

**Chemistry**

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<td>Organic Chemistry I-II-III</td>
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<td>Honors Organic Chemistry I-II-III</td>
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<td>CHEM 26100-26200-26300</td>
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**Physics**

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**List D: Support Courses for the Environmental Sciences**

**Chemistry**

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<td>Organic Chemistry I-II-III</td>
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<td>CHEM 26100-26200-26300</td>
<td>Quantum Mechanics; Thermodynamics; Chemical Kinetics and Dynamics</td>
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**Biological Sciences**

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<td>BIOS 2018x or 2019x series†</td>
<td>Introduction to Biochemistry</td>
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<td>BIOS 20200</td>
<td>Principles of Physiology</td>
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<td>BIOS 21208</td>
<td>Fundamentals of Molecular Biology</td>
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<td>BIOS 25206</td>
<td>Fundamentals of Bacterial Physiology</td>
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† Excluding courses used to meet the general education requirement for the biological sciences.

**Ecology and Evolution**

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<td>BIOS 23254</td>
<td>Mammalian Ecology</td>
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<td>BIOS 23258</td>
<td>Molecular Evolution I: Fundamentals and Principles</td>
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**List E: Support Courses for the Environmental Social Sciences**

**Environmental Studies**

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<td>ENST 24102</td>
<td>Environmental Politics</td>
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**Public Policy**

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<td>PBPL 23100</td>
<td>Environmental Law</td>
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## Programs of Study

### Economics

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<td>ECON 19900</td>
<td>Introduction to Macroeconomics</td>
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<td>ECON 26500</td>
<td>Environmental Economics</td>
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<td>Advanced Topics in Environmental Economics</td>
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### Harris School of Public Policy Studies*

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<td>PPHA 38900</td>
<td>Environmental Science and Policy</td>
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<tr>
<td>PPHA 39901</td>
<td>Policy Approaches to Mitigating Climate Change</td>
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* These courses expect intermediate-level proficiency in microeconomics, statistics, and econometrics.

### List F: Support Courses for Mathematics and Statistics

#### Geophysical Sciences

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#### Mathematics

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<td>MATH 20000-20100</td>
<td>Mathematical Methods for Physical Sciences I-II</td>
<td>200</td>
</tr>
<tr>
<td>MATH 20300</td>
<td>Analysis in Rn I</td>
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<tr>
<td>MATH 20400</td>
<td>Analysis in Rn II</td>
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<tr>
<td>MATH 20500</td>
<td>Analysis in Rn III</td>
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<tr>
<td>MATH 21100</td>
<td>Basic Numerical Analysis</td>
<td>100</td>
</tr>
<tr>
<td>MATH 22000</td>
<td>Introduction to Mathematical Methods in Physics</td>
<td>100</td>
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<tr>
<td>MATH 27000</td>
<td>Basic Complex Variables</td>
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<tr>
<td>MATH 27300</td>
<td>Basic Theory of Ordinary Differential Equations</td>
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<td>MATH 27500</td>
<td>Basic Theory of Partial Differential Equations</td>
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<tr>
<td>MATH 38300</td>
<td>Numerical Solutions to Partial Differential Equations</td>
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#### Physics

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<tr>
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<tbody>
<tr>
<td>PHYS 22100</td>
<td>Mathematical Methods in Physics</td>
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</table>

#### Statistics

Any course in statistics at the 22000 level or higher. Some recommendations follow:

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<tr>
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<tr>
<td>STAT 22000</td>
<td>Statistical Methods and Applications</td>
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<tr>
<td>or STAT 23400</td>
<td>Statistical Models and Methods</td>
<td></td>
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<tr>
<td>STAT 22400</td>
<td>Applied Regression Analysis</td>
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<tr>
<td>STAT 24400-24500</td>
<td>Statistical Theory and Methods I-II</td>
<td>200</td>
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<tr>
<td>STAT 26100</td>
<td>Time Dependent Data</td>
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#### Computing

<table>
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<tr>
<td>CMSC 28510</td>
<td>Introduction to Scientific Computing</td>
<td>100</td>
</tr>
<tr>
<td>CMSC 34200</td>
<td>Numerical Hydrodynamics</td>
<td>100</td>
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</tbody>
</table>
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. (L)
Instructor(s): A. Campbell Terms Offered: Autumn

GEOS 13200. Earth History. 100 Units.
This course covers the paleogeographic, biotic, and climatic development of the Earth. (L)
Instructor(s): M. Foote Terms Offered: Winter
Prerequisite(s): GEOS 13100 or consent of instructor

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 13200 or consent of instructor
Equivalent Course(s): 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. (L)
Instructor(s): D. Archer, D. MacAyeal Terms Offered: Autumn, Spring
Prerequisite(s): MATH 10500, or placement in MATH 13100 or higher, or consent of instructor required; some knowledge of chemistry or physics helpful.
Equivalent Course(s): PHSC 13400, ENST 12300

GEOS 21000. Introduction to 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): L. Grossman Terms Offered: Autumn
Prerequisite(s): CHEM 11100-11200-11300 or equivalent
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: not offered 2014-2015
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

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): A. Campbell, F. Richter 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. MacAyeal Terms Offered: Autumn
Equivalent Course(s): GEOS 31205
GEOS 21400. Thermodynamics and Phase Change. 100 Units.
This course develops the mathematical structure of thermodynamics with emphasis on relations between thermodynamic variables and equations of state. These concepts are then applied to homogeneous and heterogeneous phase equilibrium, culminating in the construction of representative binary and ternary phase diagrams of petrological significance.
Instructor(s): A. Campbell Terms Offered: Spring
Prerequisite(s): MATH 20000-20100-20200 and college-level chemistry and calculus, or consent of instructor.
Equivalent Course(s): GEOS 31400

GEOS 22000. Origin and Evolution of the Solar System. 100 Units.
Representative topics include abundance and origin of the elements; formation, condensation, and age of the solar system; meteorites and the historical record of the solar system they preserve; comets and asteroids; the planets and their satellites; temperatures and atmospheres of the planets; and the origin of the Earth’s lithosphere, hydrosphere, atmosphere, and biosphere. (L)
Instructor(s): L. Grossman Terms Offered: Winter
Prerequisite(s): Consent of instructor required; knowledge of physical chemistry recommended
Note(s): This course is offered in alternate years.
Equivalent Course(s): ASTR 21300

GEOS 22040. Formation of Planetary Systems in Our Galaxy: 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 Terms Offered: Autumn
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. Formation of Planetary Systems in our Galaxy: 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 Terms Offered: Winter
Prerequisite(s): Consent of instructor
Note(s): This course is offered in alternate years.
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 reading and discussing papers in peer-reviewed journals each meeting and for periodically preparing presentations and leading the discussion.
Instructor(s): D. Abbot, F. Ciesla 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).
Instructor(s): N. Dauphas Terms Offered: Autumn
Prerequisite(s): Background in college-level geology, physics, and mathematics.
Equivalent Course(s): GEOS 32200
GEOS 23200. Climate Dynamics of the Earth and Other Planets. 100 Units.
Prior programming experience helpful but not required. 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.
(L)
Instructor(s): R. Pierrehumbert 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 33200

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. (L)
Instructor(s): D. MacAyeal Terms Offered: Winter
Prerequisite(s): Knowledge of vector calculus, linear algebra, and computer
programming.
Equivalent Course(s): GEOS 33205

GEOS 23400. 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. Lectures are shared with PHSC 13400, but
students enrolled in GEOS 23400 are required to write an individual research term
paper. (L)
Instructor(s): D. Archer Terms Offered: Spring
Prerequisite(s): MATH 10600, or placement in MATH 13100 or higher, or consent of
instructor required.
Note(s): Some knowledge of chemistry or physics helpful.
GEOS 23800. Global Biogeochemical Cycles. 100 Units.
This survey course covers the geochemistry of the surface of the Earth, with emphasis on biological and geological processes, their assembly into self-regulating systems, and their potential sensitivity to anthropogenic or other perturbations. Budgets and cycles of carbon, nitrogen, oxygen, phosphorous, sulfur, and silicon are discussed, as well as fundamentals of the processes of weathering, sediment diagenesis, and isotopic fractionation. What is known about the biogeochemistry of the Earth through geologic time is also presented.
Instructor(s): D. Archer, J. Waldbauer Terms Offered: Autumn
Prerequisite(s): CHEM 11100-11200 or consent of instructor
Equivalent Course(s): GEOS 33800

GEOS 23805. Stable Isotope Biogeochemistry. 100 Units.
Stable isotopes of H, C, O, N, and S are valuable tools for understanding the biological and geochemical processes that have shaped the composition of Earth’s atmosphere and oceans throughout our planet's history. This course examines basic thermodynamic and kinetic theory to describe the behavior of isotopes in chemical and biological systems. We then examine the stable isotope systematics of localized environmental processes, and see how local processes contribute to global isotopic signals that are preserved in ice, sediment, rock, and fossils. Special emphasis is placed on the global carbon cycle, the history of atmospheric oxygen levels, and paleoclimate.
Instructor(s): A. Colman Terms Offered: Winter
Prerequisite(s): CHEM 11100-11200-11300 or equivalent; 13100-13200-13300 or consent of instructor
Equivalent Course(s): GEOS 33805

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. (L)
Instructor(s): A. Colman, D. Archer Terms Offered: Autumn
Prerequisite(s): CHEM 11101-11201 or equivalent, and prior calculus course
Equivalent Course(s): ENST 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 24500. The Atmosphere and Ocean in Motion. 100 Units.
The motion of the atmosphere and ocean not only affects daily weather conditions
but is also critical in maintaining the habitable climate of our planet. This course
 teaches: (1) observed patterns of large-scale circulation of the atmosphere and
 ocean; (2) physical principles that drive the observed circulation; (3) transport of
 heat, angular momentum, and other quantities; and (4) climate variability and
 predictability. The lectures are supplemented by problem sets and a computer lab
 project.
Instructor(s): N. Nakamura Terms Offered: Spring
Prerequisite(s): GEOS 13300 or equivalent, and calculus
Equivalent Course(s): GEOS 34500

GEOS 24600. Laboratory Course on Weather and Climate. 100 Units.
Working in groups, students gain hands-on experience in designing, implementing,
and analyzing experiments concerning the principles of rotating fluids that underlie
weather and climate.
Instructor(s): N. Nakamura Terms Offered: Spring
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).
Instructor(s): E. Moyer Terms Offered: Spring
Prerequisite(s): Knowledge of physics or consent of instructor
Equivalent Course(s): ENST 24705, GEOS 34705
GEOS 25400. Introduction to Numerical Techniques for the 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): F. Ciesla Terms Offered: Autumn
Prerequisite(s): Familiarity with a computer programming language such as C, Fortran, or IDL, or a mathematical computing environment like Mathematica or Matlab. Spreadsheets such as Excel or Numbers can also be used for many problems.
Equivalent Course(s): GEOS 35400

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.
Note(s): Not offered 2014-2015
Equivalent Course(s): BIOS 23261, EVOL 32400, GEOS 36300
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 Terms Offered: Spring
Prerequisite(s): GEOS 13100-13200-13300 or college-level cell & molecular biology
Equivalent Course(s): GEOS 36600

GEOS 27000. Evolutionary History of Terrestrial Ecosystems. 100 Units.
This seminar course covers the evolution of terrestrial ecosystems from their Paleozoic assembly through to the modern world. The fossil history of plant, vertebrate, invertebrate, and fungal lineages are covered, as well as the diversification of their ecological interactions. The influence of extinction events and important extrinsic factors (e.g., geography, climate, atmospheric composition) also are considered.
Instructor(s): C. K. Boyce Terms Offered: Spring
Equivalent Course(s): GEOS 37000, EVOL 32500

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: Winter
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 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.
Terms Offered: Summer, Autumn
Prerequisite(s): GEOS 13100-13200 and consent of instructor
Note(s): Interested students should contact the departmental counselor.

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.
Equivalent Course(s): GEOS 39002

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.
Terms Offered: not offered 2014-2015
Prerequisite(s): Consent of instructor
Note(s): Interested students should contact the departmental counselor.

GEOS 29004. Field Course in Glaciology. 100 Units.
Instructor(s): D. MacAyeal Terms Offered: not offered 2014-2015
Prerequisite(s): Consent of instructor
Note(s): Interested students should contact the departmental counselor.
GEOS 29005. Field Course in Environmental Science. 100 Units.
Terms Offered: not offered 2014-2015
Prerequisite(s): Consent of instructor
Note(s): Interested students should contact the departmental counselor.

GEOS 29700. Reading and Research in the Geophysical Sciences. 100 Units.
Terms Offered: Summer, Autumn, Winter, Spring
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

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, plus six courses in German literature and culture, including two literature or culture courses taken in German, and GRMN 29900 BA Paper. With prior approval of the director of undergraduate studies, students may count up to three 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 director of undergraduate studies 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

<table>
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<th>Course Title</th>
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<tr>
<td>GRMN 20100-20200-20300</td>
<td>Deutsche Märchen; Deutsch-Amerikanische Themen; Kurzprosa aus dem 20. Jahrhundert</td>
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Third-Year German: Any three of the following courses:  

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<tr>
<td>GRMN 21103</td>
<td>Erzählen</td>
</tr>
<tr>
<td>GRMN 21203</td>
<td>Drama und Film</td>
</tr>
<tr>
<td>GRMN 21303</td>
<td>Gedichte</td>
</tr>
<tr>
<td>GRMN 21403</td>
<td>Philosophie</td>
</tr>
</tbody>
</table>

Two courses in literature or culture taken in German  

Four courses in German literature and culture **  

GRMN 29900  BA Paper  

Total Units  

* Or credit for the equivalent as determined by petition.  

** Three may be courses in other departments and/or Languages Across Chicago courses

**GRADING**

Students who are majoring in Germanic Studies must receive a quality grade in all courses taken to meet requirements in the major. Nonmajors have the option of taking courses for P/F grading (except for language courses, which must be taken for quality grades).

**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.

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.

3. Third-year majors can apply for a Romberg Summer Research Grant to do preparatory work for the BA paper.

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 III or its equivalent to be eligible for FLAG support for the study of German. For more information, visit study-abroad.uchicago.edu/programs/byType/summer-grants.

More than half of the requirements for the major must be met by registering for courses bearing University of Chicago course numbers.

**Proficiency Certificate**

It is recommended that all students majoring in Germanic Studies complete the College’s Advanced Language Proficiency Certificate in German as documentation of advanced functional ability in reading, writing, listening to, and speaking German. Students are eligible to take the examinations that result in the awarding of this certificate 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, visit college.uchicago.edu/academics-advising/academic-opportunities/advanced-language-proficiency.

**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 Deutsche Märchen/GRMN 20200 Deutsch-Amerikanische Themen/GRMN 20300 Kurzprosa aus dem 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. One 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 Sample Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRMN 21103</td>
<td>Erzählen</td>
<td>100</td>
</tr>
<tr>
<td>GRMN 21203</td>
<td>Drama und Film</td>
<td>100</td>
</tr>
<tr>
<td>GRMN 21303</td>
<td>Gedichte</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>Three courses in German literature and culture</td>
<td>300</td>
</tr>
</tbody>
</table>

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 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 director of undergraduate studies. These courses may include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NORW 10400</td>
<td>Intermediate Norwegian I: Introduction to Literature</td>
<td>100</td>
</tr>
<tr>
<td>NORW 10500</td>
<td>Intermediate Norwegian II</td>
<td>100</td>
</tr>
</tbody>
</table>

Students who elect the minor program in Norwegian 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.

Minor program requirements are subject to revision.

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 I. 100 Units.
Terms Offered: Autumn
Note(s): No auditors permitted. Must be taken for quality grade.
GRMN 10200. Elementary German for Beginners II. 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 III. 100 Units.
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 10200-10300. Elementary German for Beginners 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 10200. Elementary German for Beginners II. 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 III. 100 Units.
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 10300. Elementary German for Beginners III. 100 Units.
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 10201. Elementary German II. 100 Units.
This is an accelerated version of the GRMN 10100-10200 sequence intended for students with previous knowledge of the language.
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 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. 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 20200. Deutsch-Amerikanische Themen. 100 Units.
Issues may range from social topics such as family roles or social class, to literary genres such as exile or immigrant literature. Review and expansion of German grammar continues.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): GRMN 20100 or placement
Note(s): No auditors permitted. Must be taken for a quality grade.

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.

The courses in this second-year sequence must be taken for a quality grade. No auditors permitted.

GRMN 20200. Deutsch-Amerikanische Themen. 100 Units.
Issues may range from social topics such as family roles or social class, to literary genres such as exile or immigrant literature. Review and expansion of German grammar continues.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): GRMN 20100 or placement
Note(s): No auditors permitted. Must be taken for a quality grade.

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.
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 21103-21203-21303-21403. Erzählen; Drama und Film; Gedichte; Philosophie.
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.

GRMN 21103. Erzählen. 100 Units.
This course develops advanced German skills through the study of narratives of various authors from different periods.
Terms Offered: Autumn
Prerequisite(s): GRMN 20300 or placement
Note(s): No auditors permitted. Must be taken for a quality grade.

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 21303. Gedichte. 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 21203-21303-21403. Drama und Film; Gedichte; Philosophie.
It is not necessary to take these courses in sequence, but all three are required for the major. These three 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 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 21303. Gedichte. 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 21303. Gedichte. 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.

**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 23510. Their Brothers’ Rights: Western and Eastern Jews in the Long Nineteenth Century. 100 Units.
The course deals with interventions by “Western” Jewries on behalf of Jewish communities in the “East,” especially imperial Russia and the Ottoman Empire, between the Congress of Vienna (1814–1815) and the eve of the First World War. The course will follow two axes of interpretation: first, the global conditions established through international relations, focusing on the principle of the balance of power and accompanied by conferences and congresses; second, from the mid-nineteenth century onward, the transformation from intercession by notables to a kind of nongovernmental Jewish diplomacy undertaken by organizations promoting education, welfare, and civil equality.
Instructor(s): D. Diner Terms Offered: Spring
Equivalent Course(s): HIST 23515, JWSC 26310, SLAV 23510

GRMN 23914. Beauty and Mourning. 100 Units.
Throughout the cultural history of the West, there seems to be a structural connection between beauty and mourning that reaches from popular fiction to philosophical reflection on the subject: Beauty, it seems, has mourning and pain as its integral part; precisely that which pleases us most moves us to tears—a topical experience that requires no other losses and pains than those induced by beauty itself. What is it that gets mourned in beauty? Is mourning beautiful? Do we mourn the beauty we cannot have? Is beauty something like the mourning of itself?
The class analyzes different aspects of the juncture beauty/mourning by drawing on exemplary texts mostly from poetry and philosophy, but also on writing on art, psychoanalysis, and music. (Plato, Ovid, Petrarch, Goethe, Hölderlin, Hegel, Nietzsche, Lorca, Warburg, Freud, Rilke, Brecht, Celan, Plath, etc.)
Instructor(s): Florian Klinger Terms Offered: Autumn
GRMN 24400. Twentieth-Century European History. 100 Units.
This lecture course will provide an advanced introduction to European history in the twentieth century. Topics covered will include: (1) the persistence of war from World War I and II to the Cold War, wars of decolonization, and the conflict in former Yugoslavia; (2) the transformations of the relations of state, society, and economy, including the Great Depression and its effects, the rise and fall of the welfare state changes, inflation and monetary crises, as well as the peculiar combination of nationalization and Europeanization; (3) the controversies and confrontations over the remaking of society, including the rearrangement of class and gender relations, the changing place of religious belief, the consequences of postcolonial immigration, and the forging of European-wide consumer identities. The overarching puzzle we face is how we get from an age of empire and a status-driven, but overall pacific, if highly militarized society, at the beginning of the century to the chasm of extreme violence that made Europe between the Urals and the Atlantic into a vast killing field in mid-century to, at the end of the century, a Europe of interdependent and united, if squabbling nations, that seem to fall apart in discord any minute, but haven’t done so yet; of societies that are at one and the same time remarkably cosmopolitan and haughtily xenophobic; and of economies that have been the more successful the less they have followed a neo-liberal path to economic growth. What do we make of a Europe that has long rolled out of the center of the world and transformed itself into a peaceable kingdom that some compare to a nature park or vast open-air history museum and that for all of that has become rather more attractive than less?
Instructor(s): M. Geyer Terms Offered: Spring
Equivalent Course(s): HIST 23200, GRMN 34400, HIST 33200

GRMN 24815. Crisis Narratives in Recent German Literature and Media. 100 Units.
This course focuses on crisis narratives in recent German literature and media. By looking closely at texts and images, we will investigate different types of crises (language, identity, finance, climate, etc.). What is the language of crises? What is their verbal and visual rhetoric? We will: analyze textual and visual strategies for evoking crises; trace how crises reveal the persistence of irrational elements in highly technologized forms of contemporary life; and examine how they determine the way we experience and remember events. Furthermore, we will study the relationship between crises and their various media: poem, play, novel, survival guide, painting, photograph, film, etc. Readings include Walter Benjamin, Paul Celan, Thomas Bernhard, Peter Handke, Alexander Kluge, Kathrin Röggla, Don DeLillo, H. M. Enzensberger, W. G. Sebald, Dietmar Dath.
Instructor(s): I. Christian Terms Offered: Winter
Note(s): Readings and discussions in German
GRMN 26014. Seriously Funny: Comedy, Critique, and Transformation. 100 Units.
“True earnestness itself invents the comic,” according to Søren Kierkegaard. Exploring philosophies of the comic, as well as filmic and literary material, this seminar seeks to investigate what may be called the serious core of comedy. First, some fundamental theories of comedy, humor, and laughter will be introduced. These range from perspectives of supremacy, relief, shallowness, or negligibility (especially when compared to the tragic), the mechanic, the lowly/corporeal, to theories of incongruity. We will then focus on the critical, transformative, and political potentials of the comic/comedy: ways in which comedy copes with chance and contingencies; with strategies of resistance and inversion in face of disproportionately more powerful opponents; the comic as a mode of inclusion and exclusion; comedy and its relation to freedom and to the sublime; comedy as a means to exceed, undermine, and open up boundaries; the comic as an attempt to get to grips with situations and events we cannot (fully) master. We will also discuss limits and complications of any such critical potential. Readings may include texts by S. Freud, I. Kant, G. W. F. Hegel, F. Th. Vischer, Jean Paul, Søren Kierkegaard, Mikhail Bakhtin, Henri Bergson, Judith Butler, Alenka Zupančič, and others; films include works by Ernst Lubitsch and Woody Allen.
Instructor(s): B. Loschenkohl Terms Offered: Autumn
Note(s): Some reading knowledge of German is desirable, but not a course requirement. Equivalent Course(s): CMLT 26014

GRMN 27114. Faust, Myth of the Modern World. 100 Units.
In this course, we will consider three renderings of the Faust myth: Johann Wolfgang von Goethe’s Faust, Part One, Heinrich Heine’s “dance poem” Faust, and Friedrich Murnau’s expressionist film Faust. In addition to these core readings/viewings, we will study the origins of the Faust myth in sixteenth-century Germany and survey its many transformations across art, literature, and music. This course is an excellent introduction to the history of German literature and culture.
Instructor(s): David Wellbery Terms Offered: Autumn
Note(s): All readings and class discussions will be in German. Equivalent Course(s): CMLT 27114
GRMN 28914. Munich-Chicago Performance Laboratory: Jephta’s Daughter. 100 Units.
In July 2015, the Bavarian State Opera in Munich will present the world premiere of a piece tentatively titled Jephta’s Daughter, to be directed by Saar Magal (choreographer and director, Tel Aviv) and conceived by Magal in collaboration with University of Chicago professor David Levin. Magal and Levin will offer a laboratory course in which to prepare the piece. As presently conceived, the piece will combine theater, dance, oratorio, film, contemporary composition, and a variety of contemporary performance idioms to adapt and interrogate the story of Jephta’s daughter (in the Book of Judges, from which the story is adapted, she remains nameless). We are hoping to attract students keen to explore a broad cross-section of materials through seminar-style discussion and experimentation on stage. (We will work through biblical criticism, films like Harmony Korine’s Spring Breakers (2013) or Ulrich Seidl’s Paradise: Love-Faith-Hope, operas like Mozart’s Idomeneo, oratorios like Handel’s Jeptha and Carissimi’s Jephta, and a range of critical theory, including Rene Girard’s Violence and the Sacred and Derek Hughes’s Culture and Sacrifice). Stage work will encompass improvisational, physical, and text-based work. Students with an interest in any of the following are especially welcome: adaptation, theater practice, performance theory, dramaturgy, design, and/or editing.
Instructor(s): David Levin, Saar Magal Terms Offered: Autumn
Prerequisite(s): Undergraduate students require consent of instructor.
Equivalent Course(s): GRMN 38914, MUSI 28914, MUSI 38914, RLIT 38914, RLST 28914, TAPS 28417

GRMN 29700. Reading and Research Course in German. 100 Units.
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.

Languages Across Chicago (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.
NORWEGIAN COURSES

Language

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.
Instructor(s): Kimberly Kenny Terms Offered: Autumn, Winter, Spring

NORW 10200. First-Year Norwegian II. 100 Units.
Instructor(s): Kimberly Kenny Terms Offered: Winter

NORW 10300. First-Year Norwegian III. 100 Units.
Instructor(s): Kimberly Kenny Terms Offered: Spring

NORW 10200. First-Year Norwegian II. 100 Units.
Instructor(s): Kimberly Kenny Terms Offered: Winter

NORW 10300. First-Year Norwegian III. 100 Units.
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

Literature and Culture

NORW 27000. Contemporary Norwegian Novel. 100 Units.
In this course, we will undertake the reading of nine contemporary Norwegian novels, dating from 1972 to the present. Obviously, this was a period of enormous social change, not only in Norway, but around the world, and these works take us from the beginning of the Women’s Movement to the turn of the century. Particularly important for Norway were the lingering effects of the war and occupation, as well as the enormous changes wrought by the discovery of oil and the resulting prosperity.
Instructor(s): Kimberly Kenny Terms Offered: Winter
Equivalent Course(s): GRMN 27000
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.

YIDDISH COURSES

Language

YDDH 10100-10200-10300. 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.

YDDH 10100. Elementary Yiddish I. 100 Units.
Instructor(s): Sunny Yudkoff Terms Offered: Autumn
Equivalent Course(s): JWSC 20300, LGLN 27200, YDDH 37300

YDDH 10200. Elementary Yiddish II. 100 Units.
Instructor(s): Sunny Yudkoff Terms Offered: Winter
Prerequisite(s): YDDH 10100/37300 or consent of instructor
Equivalent Course(s): JWSC 20400, LGLN 27300, YDDH 37400

YDDH 10300. Elementary Yiddish III. 100 Units.
Instructor(s): Sunny Yudkoff Terms Offered: Spring
Prerequisite(s): YDDH 10200/37400 or consent of instructor. No auditors.
Equivalent Course(s): JWSC 20500, LGLN 27400, YDDH 37500

YDDH 10200. Elementary Yiddish II. 100 Units.
Instructor(s): Sunny Yudkoff Terms Offered: Winter
Prerequisite(s): YDDH 10100/37300 or consent of instructor
Equivalent Course(s): JWSC 20400, LGLN 27300, YDDH 37400

YDDH 10300. Elementary Yiddish III. 100 Units.
Instructor(s): Sunny Yudkoff Terms Offered: Spring
Prerequisite(s): YDDH 10200/37400 or consent of instructor. No auditors.
Equivalent Course(s): JWSC 20500, LGLN 27400, YDDH 37500

YDDH 20100-20200. Intermediate Yiddish I-II.
This sequence combines an intensive review of grammar with the acquisition of more advanced grammatical concepts. Specific attention is paid to regional variants in grammar and orthography. Students develop their reading and writing skills by focusing their attention on the literature of the Yiddish press and the work of Abe Cahan.
YDDH 20100. Intermediate Yiddish I. 100 Units.
Instructor(s): S. Yudkoff Terms Offered: Autumn
Prerequisite(s): YDDH 10300 or consent of instructor. No auditors.
Equivalent Course(s): JWSC 27301, YDDH 39500

YDDH 20200. Intermediate Yiddish II. 100 Units.
Instructor(s): S. Yudkoff Terms Offered: Winter
Prerequisite(s): YDDH 10300 or consent of instructor. No auditors.
Equivalent Course(s): JWSC 27401, YDDH 39600

YDDH 20200. Intermediate Yiddish II. 100 Units.
Instructor(s): S. Yudkoff Terms Offered: Winter
Prerequisite(s): YDDH 10300 or consent of instructor. No auditors.
Equivalent Course(s): JWSC 27401, YDDH 39600

YDDH 29700. Reading and Research Course in Yiddish. 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): Sunny Yudkoff Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of instructor and Director of Undergraduate Studies.

YDDH 29800. Reading Yiddish for Research. 100 Units.
This course prepares students to read a variety of Yiddish language texts from
across the globe. Students acquire a fundamental knowledge of Yiddish grammar
and a basic vocabulary, as well as a bibliography of key sources in Yiddish studies.
Regional variants in pronunciation and orthography are introduced to students as
well as basic manuscript decipherment skills.
Instructor(s): Sunny Yudkoff Terms Offered: Spring
Equivalent Course(s): YDDH 39800
History

Program of Study

Studying history sheds light on human experience and thought in different times and places. It enables students to make sense of the present in terms of the past, and the past in terms of the present. Fields of study may be defined by geography (e.g., Chinese, Roman, US, international history) or by genres (e.g., legal, cultural, gender history). The fourth-year BA essay affords students the opportunity to pursue an original research project on a topic of their choosing. Topics include the history of revolution, slavery, sexuality, colonialism, ethnicity, war, and work. Involving the analysis of evidence and the formulation of arguments, studying 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 undergraduate program coordinator before the end of their second year. They are assigned to a faculty advisor who will act as their individual program advisor. Students who wish to study abroad must see the undergraduate program coordinator during their second year.

Students construct their course of study in consultation with their faculty advisor, the undergraduate program coordinator, and other appropriate faculty members. Students meet with their faculty advisor at least once each quarter to discuss their program and provide information on their progress. The undergraduate program coordinator and the preceptors are available to students on an ongoing basis.

Program Requirements

There are no special prerequisites for a history major. However, students are strongly encouraged to fulfill the civilization and language requirements with courses most relevant to their main field of interest. A typical course of study in the history program would commence with basic history courses (10000 level) and move on to more advanced and specialized courses (20000 level and, in some cases, 40000 level). History colloquia (HIST 29600s) are offered on a variety of topics each year and enable advanced undergraduates to pursue independent research.

Courses

Students must take twelve courses in history. Students must submit a petition to receive History credit for courses that do not have a History course number assigned. In case of uncertainty, consult the undergraduate program coordinator.

Students are required to take six courses in, or directly related to, their chosen main field. Two additional courses are reserved for the HIST 29801 BA Essay Seminar 1 and HIST 29802 BA Essay Seminar 2. The four secondary courses are chosen to complement the main field, extend the range of the student’s historical awareness, and explore varying approaches to historical analysis and interpretations. Students are urged to take courses that introduce significant civilizational or chronological breadth. As part of their course work, students are required to take a history colloquium (HIST 29600s) by the end of their third year. The colloquium counts toward the twelve courses needed to complete the major and
requires students to do independent research and writing as preparation for the BA essay.

Students construct the main field and choose their other courses in close consultation with the undergraduate program coordinator, subject to final approval by the chair of collegiate affairs.

Students typically are expected to take at least four history courses, including three in their main field, by the end of their third year.

Courses in the Main Field

The Department of History offers a number of standard major fields, including, but not limited to, the following:

- Africa
- Ancient
- Britain
- Byzantium
- Caribbean
- East Asia
- Europe (Medieval, Early Modern, and Modern)
- Science
- Sexuality and Gender
- International and Transnational
- Jewish
- Latin America
- Middle East
- Russia
- South Asia
- United States

Students should work with the undergraduate program coordinator to ensure appropriate focus and breadth in both the major field and the elective courses. In choosing courses, there are two important goals: broad knowledge of the main field and more detailed knowledge of one or several of its major aspects.

Junior Colloquium

Students who are majoring in history must take a history colloquium (HIST 29600s) by the end of their third year of study. 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 prior to enrollment in the BA Essay Seminar. Students will be 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 Junior Colloquium requirement provides them with the opportunity to produce a writing sample based on primary sources that they can use for their applications.
Students who will not be on campus their junior year should consult with the undergraduate program coordinator about an alternative requirement.

Senior Seminar

The BA essay is a three-quarter research project in which students develop a significant and original interpretation of a historical issue of their choosing. Essays are the culmination of the History program and tend to range between thirty and forty pages in length, but there is neither a minimum nor a maximum requirement. The BA Essay Seminar assists students in formulating approaches and developing their research and writing skills, while providing a forum for group discussion and critiques. In addition to working closely with their faculty director, who is the first reader of their essay, students are also required to join a two-quarter undergraduate senior seminar. Although students will benefit from the guidance of their preceptor and the company of their peers for three quarters (spring of their third year and autumn and winter of their fourth), they only formally register for two quarters during the Spring Quarter of their third year (HIST 29801 BA Essay Seminar 1) and Winter Quarter of their fourth year (HIST 29802 BA Essay Seminar 2). The BA seminar will meet weekly in the spring of the third year, but only every other week during autumn and winter terms of the fourth year. The preceptor serves as the seminar instructor and the second reader of the essay.

The final deadline for submission of the BA essay is second week of Spring Quarter, when two copies of the BA essay must be submitted to the undergraduate program coordinator in the Social Science Research Building, room 225. Students who wish to complete their papers in a quarter other than Spring Quarter must petition the department through the undergraduate program coordinator. Students graduating in a quarter other than Spring Quarter must turn in their essay by Friday of seventh week of their final quarter. When circumstances justify it, the department establishes individual deadlines and procedures.

With approval from the undergraduate program chairs in two departments, History students may be able to write a BA essay 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.

Students are eligible to apply for research 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 undergraduate program coordinator.

Reading and Research Courses

Students with a legitimate interest 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 that is taken individually and supervised by a member of the History faculty. Such a course requires the approval of the undergraduate program coordinator.
and the prior consent of the instructor with whom the student would like to study. NOTE: Enrollment in HIST 29700 Readings in History is open only to students who are doing independent study that is not related to the BA essay or BA research. As a general rule, only one reading and research course can be counted towards the history major.

**SUMMARY OF REQUIREMENTS**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six courses in main field (including a history colloquium HIST 29600s)</td>
<td>600</td>
</tr>
<tr>
<td>HIST 29801-29802 BA Essay Seminar 1; BA Essay Seminar 2</td>
<td>200</td>
</tr>
<tr>
<td>Four electives</td>
<td>400</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>1200</strong></td>
</tr>
</tbody>
</table>

**HONORS**

Students who have done exceptionally well in their course work and have written an outstanding BA essay 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 major. BA essays judged to be of particular distinction are submitted by the readers to the department. If the department concurs, the student is awarded honors. Students who fail to meet the final deadline for submission of the BA essay are not eligible for honors consideration.

**GRADING**

Subject to College and divisional regulations and with consent of instructor, students who are majoring in history may take most courses for either a quality grade or for a pass/fail grade. The one exception is that students who are majoring in history must take a history colloquium (HIST 29600s), HIST 29801 BA Essay Seminar 1, and HIST 29802 BA Essay Seminar 2 for a quality grade. A pass grade is to be given only for work of C– quality or higher. NOTE: Because some graduate and professional schools do not accept a transcript with more than 10 percent pass grades, students who plan to continue their education should take no more than four courses for pass/fail grades.

**MINOR IN HISTORY**

The minor in history is designed to be flexible. 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 majoring in such fields as international studies, political science, public policy, economics, and philosophy will find that a history minor can complement 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 can use the minor to explore a different area of interest and develop their humanistic understanding of the world.

Students wishing to pursue the minor should contact the undergraduate program coordinator and complete the minor declaration form no later than the end of the third year.
The Department of History welcomes the minors to participate in all departmental events organized for the majors.

Requirements

The minor in history requires a total of six courses chosen in consultation with the undergraduate program coordinator. 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; and (3) may not be petitioned in from other departments. 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.

In addition to the course-work requirement, students wishing to pursue the minor must submit a two- to three-page essay that describes the rationale for the minor in relation to their choice of major and/or future career plans and explains the intellectual trajectory that has or will guide their choice of courses.

COURSE NUMBERING

History courses numbered 10000 to 29900 are intended primarily for College students. Some 20000-level courses have 30000-level equivalents if they are also open to graduate students. To register for courses that are cross listed as both undergraduate and graduate (20000/30000), undergraduates must use the undergraduate number (20000). History courses numbered 40000 to 49900 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 will be held to the graduate-level requirements. Courses rarely open to College students are not listed in this catalog.

HISTORY COURSES

HIST 10101-10102. Introduction to African Civilization I-II.
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 two-quarter sequence.

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. Case studies include the empires of Ghana, Mali, and Great Zimbabwe. The course also treats the diffusion of Islam, the origins and effects of European contact, and the trans-Atlantic slave trade.
Instructor(s): E. Osborn Terms Offered: Winter
Equivalent Course(s): ANTH 20701, CRES 20701
HIST 10102. Introduction to African Civilization II. 100 Units.
Part two takes a more anthropological focus, concentrating on Eastern and Southern Africa, including Madagascar. We explore various aspects of colonial and postcolonial society. Topics covered include the institution of colonial rule, ethnicity and interethnic violence, ritual and the body, love, marriage, money, youth and popular culture.
Instructor(s): J. Cole Terms Offered: Spring
Equivalent Course(s): ANTH 20702, CHDV 21401, CRES 20802

HIST 10102. Introduction to African Civilization II. 100 Units.
Part two takes a more anthropological focus, concentrating on Eastern and Southern Africa, including Madagascar. We explore various aspects of colonial and postcolonial society. Topics covered include the institution of colonial rule, ethnicity and interethnic violence, ritual and the body, love, marriage, money, youth and popular culture.
Instructor(s): J. Cole Terms Offered: Spring
Equivalent Course(s): ANTH 20702, CHDV 21401, CRES 20802

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): SALC 20100, ANTH 24101, SASC 20000, SOSC 23000

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): D. Chakrabarty Terms Offered: Spring
Equivalent Course(s): SALC 20200, ANTH 24102, SASC 20100, SOSC 23100

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): D. Chakrabarty Terms Offered: Spring
Equivalent Course(s): SALC 20200, ANTH 24102, SASC 20100, SOSC 23100
HIST 12700-12800. Music in Western Civilization I-II.
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 dramatic, musical, and visual arts.
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.
Instructor(s): A. Robertson Terms Offered: Winter
Equivalent Course(s): MUSI 12100, SOSC 21100

HIST 12800. Music in Western Civilization II: 1750 to the Present. 100 Units.
Terms Offered: Spring
Equivalent Course(s): MUSI 12200, SOSC 21200

HIST 13001-13002-13003. History of European Civilization I-II-III.
European Civilization is a two-quarter sequence designed to use close readings
of primary sources to enrich our understanding of Europeans of the past. As we
examine the variety of their experiences, we will often call into question what we
mean in the first place by “Europe” and “civilization.” Rather than providing a
narrative of high politics, the sequence will emphasize the contested geographic,
religious, social, and racial boundaries that have defined and redefined Europe
and its people over the centuries. We will read and discuss sources covering the
period from the early Middle Ages to the present, from a variety of genres: saga,
bioigraphy, personal letters, property records, political treatises, memoirs, and
government documents, to name only a few. Individual instructors may choose
different sources and highlight different aspects of European civilization, but some
of the most important readings will be the same in all sections. The two-quarter
sequence may also be supplemented by a third quarter, in which students will
have the opportunity to explore in greater depth a particular topic in the history of
European civilization.

HIST 13001. History of European Civilization I. 100 Units.
Instructor(s): C. Fasolt, J. Lyon, J. Padgett, N. Ristuccia, Staff Terms Offered:
Autumn, Winter

HIST 13002. History of European Civilization II. 100 Units.
Instructor(s): J. Boyer, J. Craig, J. Goldstein, J. Lyon, N. Ristuccia, Staff Terms
Offered: Winter, Spring
HIST 13003. History of European Civilization III. 100 Units.
Instructor(s): N. Ristuccia, Staff
Terms Offered: Spring
Note(s): Students who plan to complete a three-quarter sequence register for HIST 13003 in Spring Quarter after completing HIST 13001-13002. Students may not combine HIST 13003 with one other quarter of European Civilization to construct a two-quarter sequence.

HIST 13002. History of European Civilization II. 100 Units.
Instructor(s): J. Boyer, J. Craig, J. Goldstein, J. Lyon, N. Ristuccia, Staff
Terms Offered: Winter, Spring

HIST 13003. History of European Civilization III. 100 Units.
Instructor(s): N. Ristuccia, Staff
Terms Offered: Spring
Note(s): Students who plan to complete a three-quarter sequence register for HIST 13003 in Spring Quarter after completing HIST 13001-13002. Students may not combine HIST 13003 with one other quarter of European Civilization to construct a two-quarter sequence.

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.
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.
Instructor(s): K. Weintraub, Winter, Summer
Terms Offered: Winter, Summer
Prerequisite(s): These courses must be taken in sequence.

HIST 13300. History of Western Civilization III. 100 Units.
Instructor(s): K. Weintraub, Spring; Staff, Summer
Terms Offered: Spring, Summer
Prerequisite(s): These courses must be taken in sequence.

HIST 13200. History of Western Civilization II. 100 Units.
Instructor(s): K. Weintraub, Winter, Summer
Terms Offered: Winter, Summer
Prerequisite(s): These courses must be taken in sequence.
HIST 13300. History of Western Civilization III. 100 Units.
Instructor(s): K. Weintraub, Spring; Staff, 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.
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 uses the American historical experience, set within the context of Western civilization to (1) introduce students to the principles of historical thought, (2) probe the ways political and social theory emerge within specific historical contexts, and (3) explore some of the major issues and trends in American historical development. This sequence is not a general survey of American history.

HIST 13500. America in World Civilization I. 100 Units.
This quarter examines the basic order of early colonial society; the social, political, and intellectual forces for a rethinking of that order; and the experiences of the Revolution and of making a new polity.
Instructor(s): E. Cook, Staff Terms Offered: Autumn
Prerequisite(s): These courses must be taken in sequence.

HIST 13600. America in World Civilization II. 100 Units.
This quarter focuses on the impact of economic individualism on the discourse on democracy and community; on pressures to expand the definition of nationhood to include racial minorities, immigrants, and women; on the crisis over slavery and sectionalism; and on class tensions and the polity.
Instructor(s): J. Dailey, Staff Terms Offered: Winter
Prerequisite(s): These courses must be taken in sequence.

HIST 13700. America in World Civilization III. 100 Units.
This quarter focuses on the definitions of Americanism and social order in a multicultural society; Taylorism and social engineering; culture in the shadow of war; the politics of race, ethnicity, and gender; and the rise of new social movements.
Instructor(s): M. Briones, J. Sparrow; Staff Terms Offered: Spring
Prerequisite(s): These courses must be taken in sequence.

HIST 13600. America in World Civilization II. 100 Units.
This quarter focuses on the impact of economic individualism on the discourse on democracy and community; on pressures to expand the definition of nationhood to include racial minorities, immigrants, and women; on the crisis over slavery and sectionalism; and on class tensions and the polity.
Instructor(s): J. Dailey, Staff Terms Offered: Winter
Prerequisite(s): These courses must be taken in sequence.
HIST 13700. America in World Civilization III. 100 Units.
This quarter focuses on the definitions of Americanism and social order in a multicultural society; Taylorism and social engineering; culture in the shadow of war; the politics of race, ethnicity, and gender; and the rise of new social movements. Instructor(s): M. Briones, J. Sparrow, Staff Terms Offered: Spring Prerequisite(s): These courses must be taken in sequence.

HIST 13900-14000. Introduction to Russian Civilization I-II.
This two-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.

HIST 13900. Introduction to Russian Civilization I. 100 Units.
Instructor(s): E. Gilburd Terms Offered: Autumn Note(s): Taking these courses in sequence is recommended but not required. Equivalent Course(s): RUSS 25100,SOSC 24000

HIST 14000. Introduction to Russian Civilization II. 100 Units.
Instructor(s): E. Gilburd Terms Offered: Winter Note(s): Taking these courses in sequence is recommended but not required. Equivalent Course(s): RUSS 25200,SOSC 24100

HIST 14000. Introduction to Russian Civilization II. 100 Units.
Instructor(s): E. Gilburd Terms Offered: Winter Note(s): Taking these courses in sequence is recommended but not required. Equivalent Course(s): RUSS 25200,SOSC 24100

HIST 15100-15200-15300-15400. Introduction to the Civilizations of East Asia I-II-III-IV.
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.

HIST 15100. Introduction to the Civilizations of East Asia I. 100 Units.
Instructor(s): K. Pomeranz, Autumn; Staff, Summer Terms Offered: Autumn, Summer Note(s): Taking these courses in sequence is not required. Equivalent Course(s): CRES 10800,EALC 10800,SOSC 23500
HIST 15200. Introduction to the Civilizations of East Asia II. 100 Units.
Instructor(s): J. Ketelaar, Winter; Staff, Summer Terms Offered: Winter, Summer
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): CRES 10900,EALC 10900,SOSC 23600

HIST 15300. Introduction to the Civilizations of East Asia III. 100 Units.
Instructor(s): K-H. Choi Terms Offered: Spring
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): CRES 11000,EALC 11000,SOSC 23700

HIST 15400. Introduction to the Civilizations of East Asia IV. 100 Units.
Instructor(s): M. Bradley Terms Offered: Not offered in 2014-15.
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): CRES 11200,EALC 15400,SOSC 23801

HIST 15200. Introduction to the Civilizations of East Asia II. 100 Units.
Instructor(s): J. Ketelaar, Winter; Staff, Summer Terms Offered: Winter, Summer
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): CRES 10900,EALC 10900,SOSC 23600

HIST 15300. Introduction to the Civilizations of East Asia III. 100 Units.
Instructor(s): K-H. Choi Terms Offered: Spring
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): CRES 11000,EALC 11000,SOSC 23700

HIST 15400. Introduction to the Civilizations of East Asia IV. 100 Units.
Instructor(s): M. Bradley Terms Offered: Not offered in 2014-15.
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): CRES 11200,EALC 15400,SOSC 23801

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.

HIST 15602. Ancient Empires I: The Neo-Assyrian Empire. 100 Units.
Instructor(s): H. Haroutunian Terms Offered: Autumn
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: The Ottoman Empire. 100 Units.
Instructor(s): H. Karateke 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 25800,NEHC 20012
HIST 15604. Ancient Empires III: The Egyptian Empire of the New Kingdom. 100 Units.
Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Instructor(s): N. Moeller Terms Offered: Spring
Equivalent Course(s): CLCV 25900, NEHC 20013

HIST 15603. Ancient Empires II: The Ottoman Empire. 100 Units.
Instructor(s): H. Karateke 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 25800, NEHC 20012

HIST 15604. Ancient Empires III: The Egyptian Empire of the New Kingdom. 100 Units.
Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Instructor(s): N. Moeller Terms Offered: Spring
Equivalent Course(s): CLCV 25900, NEHC 20013

HIST 15702-15703-15704. Semitic Languages Cultures and Civilizations I-II-III.
This sequence meets the general education requirement in civilization studies.

HIST 15702. 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: Not offered in 2014-15
Equivalent Course(s): NEHC 20416

HIST 15703. 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: Not offered in 2024-15
Note(s): Not open to first-year students
Equivalent Course(s): NEHC 20417
HIST 15704. 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: Not offered in 2014-15
Note(s): Not open to first-year students
Equivalent Course(s): NEHC 20418

HIST 15703-15704. Semitic Languages Cultures and Civilizations II-III.

HIST 15703. 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: Not offered in 2024-15
Note(s): Not open to first-year students
Equivalent Course(s): NEHC 20417

HIST 15704. 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: Not offered in 2014-15
Note(s): Not open to first-year students
Equivalent Course(s): NEHC 20418
HIST 15704. 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: Not offered in 2014-15
Note(s): Not open to first-year students
Equivalent Course(s): NEHC 20418

HIST 15801. 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): Staff Terms Offered: Spring
Equivalent Course(s): NEHC 10101

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.
Instructor(s): R. Granados-Salinas, R. Gutiérrez Terms Offered: Autumn Equivalent Course(s): LACS 16100, ANTH 23101, CRES 16101, HIST 36101, LACS 34600, SOSC 26100

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): M. Tenorio Terms Offered: Winter Equivalent Course(s): LACS 16200, ANTH 23102, CRES 16102, HIST 36102, LACS 34700, 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): D. Borges Terms Offered: Spring
Equivalent Course(s): LACS 16300, ANTH 23103, CRES 16103, HIST 36103, LACS 34800, SOSC 26300

HIST 16102-16103. Introduction to Latin American Civilization II-III.

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): M. Tenorio Terms Offered: Winter
Equivalent Course(s): LACS 16200, ANTH 23102, CRES 16102, HIST 36102, LACS 34700, 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): D. Borges Terms Offered: Spring
Equivalent Course(s): LACS 16300, ANTH 23103, CRES 16103, HIST 36103, LACS 34800, SOSC 26300

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): D. Borges Terms Offered: Spring
Equivalent Course(s): LACS 16300, ANTH 23103, CRES 16103, HIST 36103, LACS 34800, SOSC 26300

HIST 16402. Slavery at the Movies. 100 Units.
This course considers representations of slavery in historical documents, fiction, and in film in order to think critically about the representations and uses of enslavement in popular culture. Comparisons of the historical vision and the cinematic representation of slavery focus on the largely understudied post–World War II commercial film. Special remarks: It is expected that all students will have viewed the film at least once before the first class meeting of the week. Anyone who does not attend the Sunday afternoon screening is responsible for making independent arrangements to view the film.
Instructor(s): J. Saville Terms Offered: Spring
Prerequisite(s): Sunday film screenings.
Equivalent Course(s): CRES 16402, LLSO 26815
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. 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).

**HIST 16700. Ancient Mediterranean World I. 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): J. Hall, Staff Terms Offered: Autumn
Equivalent Course(s): CLCV 20700

**HIST 16800. Ancient Mediterranean World II. 100 Units.**
This quarter 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 is upon the dynamism and adaptability of Roman society, as it moved from a monarchy to a republic to an empire, and the implications of these political changes for structures of competition and cooperation within the community.
Instructor(s): C. Hawkins, Staff Terms Offered: Winter
Equivalent Course(s): CLCV 20800

**HIST 16900. Ancient Mediterranean World III. 100 Units.**
This quarter surveys the five centuries between the establishment of imperial autocracy in 27 BC and the fall of the Western empire in the fifth century AD.
Instructor(s): W. Kaegi Terms Offered: Spring
Equivalent Course(s): CLCV 20900

**HIST 16800. Ancient Mediterranean World II. 100 Units.**
This quarter 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 is upon the dynamism and adaptability of Roman society, as it moved from a monarchy to a republic to an empire, and the implications of these political changes for structures of competition and cooperation within the community.
Instructor(s): C. Hawkins, Staff Terms Offered: Winter
Equivalent Course(s): CLCV 20800

**HIST 16900. Ancient Mediterranean World III. 100 Units.**
This quarter surveys the five centuries between the establishment of imperial autocracy in 27 BC and the fall of the Western empire in the fifth century AD.
Instructor(s): W. Kaegi Terms Offered: Spring
Equivalent Course(s): CLCV 20900
This group of courses consists of two three-quarter sequences: HIPS 17300-17400-17501 or 17502, and HIPS 17400-17402-17503 or 17502. Taking these courses in sequence is recommended but not required. Each sequence meets the general education requirement in civilization studies. Each three-quarter sequence focuses on the origins and development of science in the West. Our aim is to trace the evolution of the biological, psychological, natural, and mathematical sciences as they emerge from the cultural and social matrix of their periods and, in turn, affect culture and society.

**HIST 17300. Science, Culture, and Society in Western Civilization I. 100 Units.**
The first quarter examines the sources of Greek science in the diverse modes of ancient thought and its advance through the first centuries of our era. We look at the technical refinement of science, its connections to political and philosophical movements of fifth- and fourth-century Athens, and its growth in Alexandria.
Instructor(s): R. Richards Terms Offered: Not offered 2014-2015
Equivalent Course(s): HIPS 17300

**HIST 17400. Science, Culture, and Society in Western Civilization II. 100 Units.**
The second quarter is concerned with the period of the scientific revolution: the sixteenth to eighteenth centuries. The principal subjects are the work of Copernicus, Kepler, Galileo, Vesalius, Harvey, Descartes, and Newton.
Instructor(s): A. Johns Terms Offered: Autumn
Equivalent Course(s): HIPS 17400

**HIST 17402. Science, Culture, and Society in Western Civilization II: History of Medicine 1. 100 Units.**
Instructor(s): M. Rossi, A. Winter Terms Offered: Winter
Equivalent Course(s): HIPS 17402

**HIST 17501. Science, Culture, and Society in Western Civilization III: Medicine since the Renaissance. 100 Units.**
This course is an examination of various themes in the history of medicine in Western Europe and America since the Renaissance. 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): A. Winter Terms Offered: Not offered 2014-2015
Equivalent Course(s): HIPS 17501
HIST 17502. Science, Culture, and Society in Western Civilization IV: Modern Science. 100 Units.
The advances science has produced have transformed life beyond anything that a person living in 1833 (when the term "scientist" was first coined) could have anticipated. Yet science continues to pose questions that are challenging and, in some instances, troubling. How will our technologies affect the environment? Should we prevent the cloning of humans? Can we devise a politically acceptable framework for the patenting of life? Such questions make it vitally important that we try to understand what science is and how it works, even if we never enter labs. This course uses evidence from controversies (e.g., Human Genome Project, International Space Station) to throw light on the enterprise of science itself.
Instructor(s): J. Evans Terms Offered: Spring.
Equivalent Course(s): HIPS 17502

HIST 17503. Science, Culture, and Society in Western Civilization III: History of Medicine 2. 100 Units.
Instructor(s): A. Winter Terms Offered: Spring
Equivalent Course(s): HIPS 17503

HIST 17400-17402-17501-17502-17503. Science, Culture, and Society in Western Civilization II-II-III-IV-III.

HIST 17400. Science, Culture, and Society in Western Civilization II. 100 Units.
The second quarter is concerned with the period of the scientific revolution: the sixteenth to eighteenth centuries. The principal subjects are the work of Copernicus, Kepler, Galileo, Vesalius, Harvey, Descartes, and Newton.
Instructor(s): A. Johns Terms Offered: Autumn
Equivalent Course(s): HIPS 17400

HIST 17402. Science, Culture, and Society in Western Civilization II: History of Medicine 1. 100 Units.
Instructor(s): M. Rossi, A. Winter Terms Offered: Winter
Equivalent Course(s): HIPS 17402

HIST 17501. Science, Culture, and Society in Western Civilization III: Medicine since the Renaissance. 100 Units.
This course is an examination of various themes in the history of medicine in Western Europe and America since the Renaissance. 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): A. Winter Terms Offered: Not offered 2014-2015
Equivalent Course(s): HIPS 17501
HIST 17502. Science, Culture, and Society in Western Civilization IV: Modern Science. 100 Units.
The advances science has produced have transformed life beyond anything that a person living in 1833 (when the term "scientist" was first coined) could have anticipated. Yet science continues to pose questions that are challenging and, in some instances, troubling. How will our technologies affect the environment? Should we prevent the cloning of humans? Can we devise a politically acceptable framework for the patenting of life? Such questions make it vitally important that we try to understand what science is and how it works, even if we never enter labs. This course uses evidence from controversies (e.g., Human Genome Project, International Space Station) to throw light on the enterprise of science itself.
Instructor(s): J. Evans Terms Offered: Spring.
Equivalent Course(s): HIPS 17502

HIST 17503. Science, Culture, and Society in Western Civilization III: History of Medicine 2. 100 Units.
Instructor(s): A. Winter Terms Offered: Spring
Equivalent Course(s): HIPS 17503

HIST 17402. Science, Culture, and Society in Western Civilization II: History of Medicine 1. 100 Units.
Instructor(s): M. Rossi, A. Winter Terms Offered: Winter
Equivalent Course(s): HIPS 17402

HIST 17501-17502-17503. Science, Culture, and Society in Western Civilization III-IV-III.

HIST 17501. Science, Culture, and Society in Western Civilization III: Medicine since the Renaissance. 100 Units.
This course is an examination of various themes in the history of medicine in Western Europe and America since the Renaissance. 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): A. Winter Terms Offered: Not offered 2014-2015
Equivalent Course(s): HIPS 17501
HIST 17502. Science, Culture, and Society in Western Civilization IV: Modern Science. 100 Units.
The advances science has produced have transformed life beyond anything that a person living in 1833 (when the term "scientist" was first coined) could have anticipated. Yet science continues to pose questions that are challenging and, in some instances, troubling. How will our technologies affect the environment? Should we prevent the cloning of humans? Can we devise a politically acceptable framework for the patenting of life? Such questions make it vitally important that we try to understand what science is and how it works, even if we never enter labs. This course uses evidence from controversies (e.g., Human Genome Project, International Space Station) to throw light on the enterprise of science itself.
Instructor(s): J. Evans Terms Offered: Spring.
Equivalent Course(s): HIPS 17502

HIST 17503. Science, Culture, and Society in Western Civilization III: History of Medicine 2. 100 Units.
Instructor(s): A. Winter Terms Offered: Spring
Equivalent Course(s): HIPS 17503

HIST 17502-17503. Science, Culture, and Society in Western Civilization IV-III.

HIST 17502. Science, Culture, and Society in Western Civilization IV: Modern Science. 100 Units.
The advances science has produced have transformed life beyond anything that a person living in 1833 (when the term "scientist" was first coined) could have anticipated. Yet science continues to pose questions that are challenging and, in some instances, troubling. How will our technologies affect the environment? Should we prevent the cloning of humans? Can we devise a politically acceptable framework for the patenting of life? Such questions make it vitally important that we try to understand what science is and how it works, even if we never enter labs. This course uses evidence from controversies (e.g., Human Genome Project, International Space Station) to throw light on the enterprise of science itself.
Instructor(s): J. Evans Terms Offered: Spring.
Equivalent Course(s): HIPS 17502

HIST 17503. Science, Culture, and Society in Western Civilization III: History of Medicine 2. 100 Units.
Instructor(s): A. Winter Terms Offered: Spring
Equivalent Course(s): HIPS 17503

HIST 17503. Science, Culture, and Society in Western Civilization III: History of Medicine 2. 100 Units.
Instructor(s): A. Winter Terms Offered: Spring
Equivalent Course(s): HIPS 17503
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.**
Themes of slavery, colonization, and the making of the Atlantic world are covered in the first quarter.
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, SOSC 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): CRES 24002, ANTH 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): CRES 24003, ANTH 24003, SALC 20702, SOSC 24003

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): CRES 24002, ANTH 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): CRES 24003, ANTH 24003, SALC 20702, SOSC 24003
HIST 20109. Politics of Culture in African American History. 100 Units.
In this course we will explore historically the political implications of black cultural formations and expressions, focusing on the diverse ways in which culture has been explicitly invoked or deployed to political ends, has served as a means of political mobilization, and has marked African Americans as fit or unfit for citizenship rights. Through this debate, which has been sometimes explicit and at other times sub-rosa, we will probe the meanings and significance attributed to race, culture, and their interrelationship. Among the topics to be addressed in lectures and discussions are the debates on the relation between slave culture and resistance, the contrasting ways black and white performers have engaged the minstrel tradition, the social interpretations of black musical expression, the role to the state in promoting black cultural expression, and culture as a site of resistance. Each topic will be addressed through lectures and class discussions.
Instructor(s): T. Holt Terms Offered: Winter
Equivalent Course(s): HIST 30109, LLSO 27601, CRES 20109, CRES 30109

HIST 20402. War and Society in the Graeco-Roman World. 100 Units.
In this course we will study the interplay between warfare and the political, social, and economic structures of the ancient Mediterranean world. We will explore topics such as the motivations for and ideology of armed conflict, the relationship between military organization and civic structure, and the impact of hegemonic and imperial expansion on both the conquerors and the conquered. The course readings will incorporate foundational modern perspectives, but will emphasize ancient sources in translation.
Instructor(s): C. Hawkins Terms Offered: Winter
Equivalent Course(s): HIST 30402, CLCV 24406, ANCM 34410, CLAS 34406

HIST 20802. Alexander the Great. 100 Units.
This course provides both a survey of the career of Alexander the Great and an introduction to the historiographical traditions (ancient and modern) that shape our understanding of his legacy. We will focus primarily on two clusters of problems. First, we will examine what Alexander’s career can tell us about the dynamics of ancient empires. Second, we will grapple with the interpretative challenges generated by our evidence, which consists largely of literary accounts produced by authors who wrote long after Alexander’s own lifetime and who relied on earlier texts that no longer survive. All sources will be read in translation.
Instructor(s): C. Hawkins Terms Offered: Autumn
Equivalent Course(s): HIST 30802, CLCV 24506, CLAS 34506

HIST 20901. Archaeology for Ancient Historians. 100 Units.
This course is intended to act not as an introduction to Classical archaeology but as a methods course illuminating the potential contribution of material cultural evidence to ancient historians while at the same time alerting them to the possible misapplications. Theoretical reflections on the relationship between history and archaeology will be interspersed with specific case studies from the Graeco-Roman world.
Instructor(s): J. Hall Terms Offered: Winter
Equivalent Course(s): HIST 39800, CLCV 21700, CLAS 31700, ANCM 31700
HIST 21701. Byzantine Empire, 330-610. 100 Units.
A lecture course, with limited discussion, of the formation of early Byzantine
government, society, and culture. Although a survey of event and changes,
including external relations, many of the latest scholarly controversies will also
receive scrutiny. There will be some discussion of relevant archaeology and
topography. No prerequisite. Readings will include some primary sources in
translation and examples of modern scholarly interpretations. Final examination
and a short paper.
Instructor(s): W. Kaegi Terms Offered: Autumn
Equivalent Course(s): HIST 31701, CLCV 24306, CLAS 34306

HIST 21702. Byzantine Empire, 610-1025. 100 Units.
A lecture course, with limited discussion, of the principle developments with
respect to government, society, and culture in the Middle Byzantine Period.
Although a survey of event and changes, including external relations, many of the
latest scholarly controversies will also receive scrutiny. No prerequisite. Readings
will include some primary sources in translation and examples of modern scholarly
interpretations. Final examination and a short paper. Graduate students may
register for grade of R (audit) or P (Pass) instead of a letter grade, except for History
graduate students taking this as a required course.
Instructor(s): W. Kaegi Terms Offered: Spring
Equivalent Course(s): HIST 31702, CLCV 24307, CLAS 34307

HIST 22113. Jewish History and Society I: The Archaeology of Israel - History,
Society, Politics. 100 Units.
The course will offer a historical and critical perspective on 150 years of archaeology
in Israel/Palestine, beginning with the first scientific endeavors of the 19th
century and covering British Mandate and pre-state Jewish scholarship, as well
as developments in the archaeology of Israel since 1948. I will devote particular
attention to the mutual construction of archaeological interpretation and Israeli
identity and to the contested role of archaeology in the public sphere both within
Israeli society and in the Israeli-Palestinian conflict. The course will conclude
with a discussion of the plausibility and possible content of an indigenous post-
conflict archaeology in Israel and Palestine, based on 21st century paradigm shifts in
archaeological discourse and field work.
Instructor(s): R. Greenberg Terms Offered: Spring
Equivalent Course(s): JWSC 20001, CRES 20001, NEHC 20401, NEHC 30401, RLST
20604

HIST 22202-22406. Jewish History and Society III-II.
HIST 22202. Jewish History and Society III: Israel Society and Jewish Cultures - Religiosity, Nation, Migration. 100 Units.
The class will discuss the connections between Israeli history and Jewish history. We will explore the history of the state since its establishment, its intellectual elites, their cultural production, as well as the protests, demonstrations, and sit-ins organized by Israeli Jews in Israel during the years 1948-2012. The class will reflect on tensions between Israelis of different origins, Mizrahi, Ashkenazi and Ethiopian communities in particular, and will discuss whether the arrival of various communities of Jews to Israel signified a liberating exodus from an oppressive exile; we will therefore consider different periodizations of Israeli history in which the moment of arrival to Israel of various migrants/’olim (like Holocaust survivors, Mizrahi Jews, and others) marked the beginning of a difficult journey, aimed at achieving social mobility and citizenship rights in the Jewish state. We will also look at conflicts based on religion, especially the encounters between Haredi, national-religious and secular Jews in Israel. Finally, we will explore Israel’s relations with its Palestinian citizens and the Palestinian subjects in the occupied West Bank. The class will consider instances of politicized violence in Israel, and reflect on the ways in which their analysis could inform our thinking about social identities, nationalism, and religiosity. We will try to read against, and beyond, national Zionist narratives; unpack many national silences regarding the social and economic tensions embodied in these events, and study their implications with respect to visions of pluralism, binationalism, integration, and nationalism in Israel.
Instructor(s): O. Bashkin Terms Offered: Autumn
Equivalent Course(s): JWSC 20003, NEHC 20403, NEHC 30403, RLST 20605

HIST 22406. Jewish History and Society II: Messianism and Modernity. 100 Units.
This course will consider the changing function of the notion of the messiah as it developed and changed in the modern era. It takes as its concrete starting point the Sabbatian Heresy of the 17th century and concludes with Derrida’s philosophical development of the concept of the messianic. The course’s aim is to use messianism as a focal point around which to consider the dynamic relationship between philosophy and Jewish civilization. It will examine the changing representations of the the Messiah within the history of Jewish civilization. Concurrently it will consider the after-effect of these representations on discourses of modernity and vice-versa, illustrating both how Enlightenment conceptions of progress helped to create the notion of “messianism” understood as an abstract idea, and how the modern/post-modern philosophical conception of the “messianic” as a force that interrupts time is dependent upon historical studies of the messianic dimension of traditional Judaism.
Instructor(s): S. Hammerschlag Terms Offered: Winter
Equivalent Course(s): JWSC 20002, NEHC 20402, NEHC 30402, RLST 25801
HIST 22203. The Holy Roman Empire, 800-1500. 100 Units.
During the first seven centuries of its existence, the Holy Roman Empire emerged as one of the most politically and culturally heterogeneous states in all of Europe. A vast expanse of central Europe that is today divided among more than a dozen different nations was ruled, at least in theory, by the emperors during the central and late Middle Ages. The purpose of this course is to trace some of the major developments in imperial history between 800 (Charlemagne’s coronation as emperor) and the early sixteenth century. Topics will include the changing nature of imperial authority from the Carolingians to the Habsburgs, the Church’s and the nobility’s establishment of quasi-independent lordships inside imperial territory, papal-imperial relations, and the eastward expansion of the empire.
Instructor(s): J. Lyon Terms Offered: Spring
Equivalent Course(s): HIST 32203

HIST 22406. Jewish History and Society II: Messianism and Modernity. 100 Units.
This course will consider the changing function of the notion of the messiah as it developed and changed in the modern era. It takes as its concrete starting point the Sabbatian Heresy of the 17th century and concludes with Derrida’s philosophical development of the concept of the messianic. The course’s aim is to use messianism as a focal point around which to consider the dynamic relationship between philosophy and Jewish civilization. It will examine the changing representations of the Messiah within the history of Jewish civilization. Concurrently it will consider the after-effect of these representations on discourses of modernity and vice-versa, illustrating both how Enlightenment conceptions of progress helped to create the notion of “messianism” understood as an abstract idea, and how the modern/post-modern philosophical conception of the “messianic” as a force that interrupts time is dependent upon historical studies of the messianic dimension of traditional Judaism.
Instructor(s): S. Hammerschlag Terms Offered: Winter
Equivalent Course(s): JWSC 20002,NEHC 20402,NEHC 30402,RLST 25801

HIST 23002. Protestant Reformation in Germany. 100 Units.
This course is designed to clarify and test the assumptions underlying the present state of knowledge about the Protestant Reformation. Its method consists of reading extensively in the historiography and reflecting intensively on the issues raised by that reading. So as to maintain a well-defined focus the course is limited largely to the Reformation in Germany. So as to develop a broad perspective the course is not limited to the most recent literature. We will begin with some of the most famous older interpretations (Hegel, Ranke, Engels, Troeltsch, Weber, Febvre). We will then go on to consider the redefinition of the historical agenda since the 1960s and the current state of our knowledge by reading the work of leading contemporary historians of the Reformation (e.g., Bernd Moeller, Thomas Brady, Heiko Oberman, Jean Delumeau, Peter Blickle, Heinz Schilling). I will focus on explaining the readings, but I will also leave room for questions and discussion.
Instructor(s): C. Fasolt Terms Offered: Winter
Equivalent Course(s): RLST 22602
HIST 23003. Urban Europe, 1600-Present. 100 Units.
This course examines the growth, structure, and, on occasion, decline of European towns and cities from the seventeenth century to the present. The focus throughout is on questions directly related to the positioning, form, and function of urban communities and to the efforts of interest groups and policy makers to shape and promote the fortunes of these communities. The course is interdisciplinary in spirit and content, drawing on the contributions of historians, geographers, sociologists, economists, demographers, political scientists, urban planners, and others. There are no prerequisites; the readings and lectures cover whatever needs to be known about theories, methods, and the European context.
Instructor(s): J. Craig Terms Offered: Winter
Equivalent Course(s): HIST 33003,GEOG 23003,GEOG 33003

HIST 23200. Twentieth-Century European History. 100 Units.
This lecture course will provide an advanced introduction to European history in the twentieth century. Topics covered will include: (1) the persistence of war from World War I and II to the Cold War, wars of decolonization, and the conflict in former Yugoslavia; (2) the transformations of the relations of state, society, and economy, including the Great Depression and its effects, the rise and fall of the welfare state changes, inflation and monetary crises, as well as the peculiar combination of nationalization and Europeanization; (3) the controversies and confrontations over the remaking of society, including the rearrangement of class and gender relations, the changing place of religious belief, the consequences of postcolonial immigration, and the forging of European-wide consumer identities. The overarching puzzle we face is how we get from an age of empire and a status-driven, but overall pacific, if highly militarized society, at the beginning of the century to the chasm of extreme violence that made Europe between the Urals and the Atlantic into a vast killing field in mid-century to, at the end of the century, a Europe of interdependent and united, if squabbling nations, that seem to fall apart in discord any minute, but haven’t done so yet; of societies that are at one and the same time remarkably cosmopolitan and haughtily xenophobic; and of economies that have been the more successful the less they have followed a neo-liberal path to economic growth. What do we make of a Europe that has long rolled out of the center of the world and transformed itself into a peaceable kingdom that some compare to a nature park or vast open-air history museum and that for all of that has become rather more attractive than less?
Instructor(s): M. Geyer Terms Offered: Spring
Equivalent Course(s): GRMN 24400,GRMN 34400,HIST 33200

HIST 23300. Emergence of Capitalism in Early Modern Europe. 100 Units.
This course investigates the emergence of capitalism in Europe and the world as a whole between the early sixteenth and the late eighteenth centuries. We discuss the political and cultural as well as the economic, sources of capitalism, and explore Marxist, neoclassical, and cultural approaches. (C)
Instructor(s): W. Sewell Terms Offered: Spring
Equivalent Course(s): PLSC 23415,HIST 33300,LLSO 23415,PLSC 32815
HIST 23310. Animals in the Middle Ages. 100 Units.
“Animals,” the anthropologist Claude Lévi-Strauss once famously observed, “are good to think.” They are also good to eat, ride, look at, hunt, train for battle, make things out of, and keep as companions. This course considers the many ways in which medieval Europeans used and thought about animals: from the horses, hawks, and hounds of the hunt to the sheep, cows, chickens, and pigs of the home, as well as the lambs, doves, and lions of Holy Scripture, the talking foxes and cats of the beast fable, and the unicorns and dragons of saints’ lives, bestiaries, and travelers’ tales. Topics and questions to be addressed include the economic and social importance of animals, the symbolism of animals, animals in law, science, philosophy, and art, and whether animals were believed to have feelings and/or souls.
Instructor(s): R. Fulton Brown Terms Offered: Spring
Equivalent Course(s): HIST 33310

HIST 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: Winter
Equivalent Course(s): FNDL 23902,HIST 33510

HIST 23514. Neighboring Faiths: Christianity, Judaism, and Islam. 100 Units.
Christianity, Judaism, and Islam are often treated as autonomous religions, stable and independent of each other. But across the long course of their histories the three religions have developed in interaction with and thinking about each other. This course will explore how, from their beginnings to the present day, the three religions were and continue to be “coproduced”—shaping and reshaping themselves through processes of simultaneous identification and disidentification with their rival “siblings” and neighbors. We will pay special attention to the periods of scriptural formation in each religion, but will also sample moments of coproduction through the Middle Ages and modernity.
Instructor(s): D. Nirenberg Terms Offered: Spring
Equivalent Course(s): HIST 33514
HIST 23515. Their Brothers’ Rights: Western and Eastern Jews in the Long Nineteenth Century. 100 Units.

The course deals with interventions by “Western” Jewries on behalf of Jewish communities in the “East,” especially imperial Russia and the Ottoman Empire, between the Congress of Vienna (1814–1815) and the eve of the First World War. The course will follow two axes of interpretation: first, the global conditions established through international relations, focusing on the principle of the balance of power and accompanied by conferences and congresses; second, from the mid-nineteenth century onward, the transformation from intercession by notables to a kind of nongovernmental Jewish diplomacy undertaken by organizations promoting education, welfare, and civil equality.

Instructor(s): D. Diner
Terms Offered: Spring
Equivalent Course(s): GRMN 23510, JWSC 26310, SLAV 23510

HIST 23704. War and Peace. 100 Units.

A close reading of Tolstoy’s great novel, with attention to theoretical approaches to be found in the large critical apparatus devoted to the novel.

Instructor(s): W. Nickell
Terms Offered: Winter
Equivalent Course(s): RUSS 22302, CMLT 22301, CMLT 32301, ENGL 28912, ENGL 32302, FNDL 27103, RUSS 32302

HIST 24004. Introduction to Georgian History and Culture. 100 Units.

This one-quarter course will provide students with a rare opportunity to learn more about the history of the Republic of Georgia and its culture through a selection of literature and poetry (in translation), films, lectures, and class discussions and activities. We will survey Georgian history from its prehistory through its Golden Age in the 12th century up to the present day. Discussions relating to Georgian culture will include music, art (including metalwork and cloisonné), traditional dance, religious and pagan practices, and Georgia’s wine and toasting culture. Throughout the course we will consider issues of Georgian identity and nationhood, especially in relation to influences from surrounding regions.

Instructor(s): Tamra Wysocki-Niimi
Terms Offered: Winter
Equivalent Course(s): GEOR 21700, GEOR 31700

HIST 24005. The Burden of History: A 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: Winter
Equivalent Course(s): SOSL 27300, CMLT 23401, CMLT 33401, HIST 34005, NEHC 20573, NEHC 30573, SOSL 37300
HIST 24112. Early Modern Japanese History. 100 Units.
This course introduces the basic narrative and critical discourses of the history of early modern Japan, roughly from 1500 to 1868. The course examines the emergence of the central power that unified feudal domains and explores processes of social, cultural, and political changes that transformed Japan into a "realm under Heaven." Some scholars consider early modern Japan as the source of an indigenous birth of capitalism, industrialism, and also of Japan’s current economic vitality, while others see a bleak age of feudal oppression and isolation. We will explore both sides of the debate and examine the age of many contradictions.
Instructor(s): N. Toyosawa Terms Offered: Spring 2015
Equivalent Course(s): EALC 39900, HIST 34112, EALC 19000

HIST 24210. Modern Japan. 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): EALC 24211

HIST 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 34250, EALC 24250

HIST 24500. Reading Qing Documents. 100 Units.
Reading and discussion of nineteenth- and early twentieth-century historical political documents, including such forms as memorials, decrees, local gazetteers, diplomatic communications, essays, and the like.
Instructor(s): G. Alitto Terms Offered: Winter
Equivalent Course(s): HIST 34500, EALC 24500, EALC 34500
HIST 24603. The Objects of East Asian History. 100 Units.
The collections of Japanese and Chinese objects in the Field Museum will be examined as a case study in museum and collection research. Assembled in the 1950s by Commander Gilbert and Katherine Boone, the Boone Collection includes over three thousand Japanese objects. Individual objects will be examined, not only for religious, aesthetic, cultural, and historical issues, but also for what they tell us of the collections and of museum and collections studies in general. The course is also timed to coincide with the reinstallation of the museum’s Chinese galleries. The course will be co-taught by Chelsea Foxwell from Art History and James Ketelaar from History, and will include methods and texts from both disciplines. Several study trips will be made to the storage rooms of the Field Museum during class time.
Instructor(s): C. Foxwell, J. Ketelaar Terms Offered: Spring
Equivalent Course(s): ARTH 29704, ARTH 39704, EALC 29704, EALC 39704, HIST 34603

HIST 24607. 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): CRES 24607, EALC 24608

HIST 24803. Histories in Japan. 100 Units.
An examination of the discipline of history as practiced in Japan from ancient times to the modern. Readings in translation of works such as the Kojiki, Okagami, Taiheiki, and others will be used to explore both the Japanese past and the manner of interpretation of that past.
Instructor(s): J. Ketelaar Terms Offered: Winter
Equivalent Course(s): HIST 34803, EALC 24803, EALC 34803
HIST 24807. Twentieth-Century China. 100 Units.
This lecture and discussion course surveys twentieth-century China through recurring themes or evolving media. Students should expect to understand key historical turning points during the course of the century, as well as to grapple with these events through a thematic lens. Successful students will move adeptly between the broad narrative and the narrower theme when approaching the readings for discussion section. In spring 2014 the course looked at the century through great trials. Possible future themes include the novel, reform and revolution, human rights, local and national social movements, dissent and expression, gender and the Communist revolution.
Instructor(s): J. Ransmeier Terms Offered: Autumn
Prerequisite(s): Due to overlapping themes, HIST 24807 is not open to students who previously took HIST 24306.
Equivalent Course(s): EALC 24808

HIST 24913. Victorian Science. 100 Units.
This course examines how Victorians sought to understand the natural world, and how their scientific work helped develop modern intellectual conventions, social relations, and institutions. We will study a wide range of topics from the 1830s through the beginning of the twentieth century in order to develop a kind of panorama of scientific life and to determine when key features of modern science came into being.
Instructor(s): A. Winter Terms Offered: Winter
Equivalent Course(s): HIST 34913,HIPS 24913,CHSS 34913

HIST 25109. Introduction to the 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): K. Davey Terms Offered: Winter
Equivalent Course(s): PHIL 22000,HIST 35109,PHIL 32000

HIST 25310. Color. 100 Units.
This course examines the phenomenon of color—color vision, colored objects, speaking about color, thinking about color—from the ancient world to the present. Topics include color ontology (what is color—and when, and how?), color science (measuring and classifying color), color as a normative social device (color and race), and color and meaning (color in art, color in commerce, etc.). Through our investigation into the historical-social nature of color, we will be able to reflect upon questions not just about aesthetics and reality but also about relationships between biological and social bodies, between objectivity and subjectivity, and between the universal and the relative, among other issues.
Instructor(s): P. Rossi Terms Offered: Winter
Equivalent Course(s): HIPS 25310
HIST 25503. 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: Winter
Equivalent Course(s): HIPS 29800

HIST 25506. Science and Aesthetics in the Eighteenth to the Twenty-First Centuries. 100 Units.
One can distinguish four ways in which science and aesthetics are related during the last three centuries. First, science has been the subject of artistic effort in painting and photography and in poetry and novels (e.g., in Goethe’s poetry or in H. G. Wells’s Island of Doctor Moreau). Second, science has been used to explain aesthetic effects (e.g., Helmholtz’s work on the way painters achieve visual effects or musicians achieve tonal effects). Third, aesthetic means have been used to convey scientific conceptions (e.g., through illustrations in scientific volumes or through aesthetically affective and effective writing). Finally philosophers have stepped back to consider the relationship between scientific knowing and aesthetic comprehension (e.g., Kant and Bas van Fraassen). In this course, we will consider these four modes of relationship. The first part of the quarter will be devoted to Kant, reading carefully his third critique; then we will turn to Goethe and Helmholtz, both feeling the impact of Kant, and to Wells, a student of T. H. Huxley. We then consider more contemporary modes expressive of the relationship, especially the role of illustrations in science and the work of contemporary philosophers like Fraassen.
Instructor(s): R. Richards Terms Offered: Winter
Equivalent Course(s): HIST 35506,HIPS 25506,CHSS 35506,PHIL 24301,PHIL 34301

HIST 25510. Sciences of Memory in the Twentieth Century. 100 Units.
This course will examine a series of episodes in the history of the understanding of autobiographical memory, beginning with the emergence of academic psychology, and also psychoanalysis in the late nineteenth century and ending with the “memory wars” of the 1980s and ’90s. The course will include an examination of the yoked history of beliefs about individual and “collective” memory: the impact of memory therapies during the First and Second World Wars, the impact of innovations in brain surgery on beliefs about the physiological memory record and the neurophysiology of remembering, and the impact of the rise of forensic psychology on the popular, scientific, and legal understanding of memory.
Instructor(s): A. Winter Terms Offered: Spring
Equivalent Course(s): HIST 35505,HIPS 28002,CHSS 31502
HIST 25701. North Africa, Late Antiquity to Islam. 100 Units.
Examination of topics in continuity and change from the third through ninth centuries CE, including changes in Roman, Vandalic, Byzantine, and early Islamic Africa. Topics include the waning of paganism and the respective spread and waning of Christianity, the dynamics of the seventh-century Muslim conquest and Byzantine collapse. Transformation of late antique North Africa into a component of Islamic civilization. Topography and issues of the autochthonous populations will receive some analysis. Most of the required reading will be on reserve, for there is no standard textbook. Readings in translated primary sources as well as the latest modern scholarship. Final examination and ten-page course paper.
Instructor(s): W. Kaegi Terms Offered: Autumn
Equivalent Course(s): HIST 35701,CRES 25701,CLCV 20200,CLAS 30200,NEHC 20634,NEHC 30634

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): C. Fleischer Terms Offered: Autumn
Prerequisite(s): Not open to first-year students
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): NEHC 20501,HIST 35704,ISLM 30500,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): NEHC 20502,HIST 35804,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): A. 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): NEHC 20503, HIST 35904, ISLM 30700

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): NEHC 20502, HIST 35804, 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): A. 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): NEHC 20503, HIST 35904, ISLM 30700
HIST 26214. The Social Memory of "Convivencia": Muslims, Jews, and Christians and Historical Nationalism in Contemporary Spain. 100 Units.

Convivencia is a word that describes the multicultural and social environment created by the existence of Muslim, Christian, and Jewish communities in medieval Spain. This course aims to examine both this circumstance and its social memory: how and why contemporary narratives have dealt with this historical issue, usually portrayed as a mirror or a precedent for present day situations in which different religious and cultural communities share the same political and social arena. The course is conceived as a dialogue between the past and the present, between the evidence from remote times and the conflicting perceptions, interpretations, and misconceptions that are built upon this evidence. In so doing, the objective is to address a number of pressing questions regarding the uses and abuses of history, its role as forger of identities, communities, or values, and, more particularly, the difficult relations of contemporary Spain with its own past.

Instructor(s): E. Manzano
Terms Offered: Autumn
Prerequisite(s): Spanish reading proficiency (preferred for some assigned readings) or reading proficiency in Arabic or Hebrew.
Equivalent Course(s): LACS 25100, HIST 36214, LACS 35100

HIST 26602. Mughal India: Tradition and 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: Winter
Prerequisite(s): Advanced standing and consent of instructor. Prior knowledge of appropriate history and secondary literature.
Equivalent Course(s): SALC 27701, HIST 36602, SALC 37701

HIST 26707. Radical Cinema in India: From Decolonization to the Emergency. 100 Units.

What constitutes radicalism in cinema? All too often the expression radical has been reserved for films that come under the rubric of "art", "parallel" or "third" cinema. Formally these films share certain commonalities with Latin American, Eastern European cinemas and even the various European new waves. Is it possible however to read a radical politics and ethics into films and filmmakers who did not self-consciously describe themselves as such? To what extent does political cinema and extra-cinematic discussions of such films compromise questions of formalism? This course will analyze these and related issues by looking closely at Indian cinema from 1947 to 1977. We will be watching and discussing both "popular" and "art" films to understand the ways in which they have addressed (or not) issues of mass politics, the state, and the people. You do not need a prior background in Indian films or Indian history to take this class but it is absolutely essential that you attend all the screenings and participate in class discussion.

Instructor(s): R. Majumdar
Terms Offered: Spring 2015
Equivalent Course(s): SALC 20508, CMST 24106, HIST 36707, SALC 30508
HIST 27013. Health and the Body in American Religions. 100 Units.
From 18th-century debates over smallpox inoculation to contemporary evangelical
dieting culture, this course explores how religion has shaped human bodies
in sickness and health in American history. We will explore some well-known
episodes, like the emergence of Christian Science, as well as less-studied moments
in the story of American religion and medicine, like the early-20th-century interest
in the effect of tuberculosis on Jews. We will investigate the deep medical interests
of early Methodists as well as the sometimes fraught relationship between modern
medicine and Amish and Mennonite communities. This course will evaluate how
religious thought and practice have interacted in different religious communities
that span the history of America from European exploration to the present.
Instructor(s): P. Koch Terms Offered: Spring
Equivalent Course(s): RLST 21311, HIPS 27013

HIST 27102. Lincoln: Slavery, War, and 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): D. Hutchinson Terms Offered: Winter
Prerequisite(s): Consent of instructor
Equivalent Course(s): LLSO 24711, FNDL 24711

HIST 27412. Race and Twentieth-Century Social Science. 100 Units.
This course explores the role that social-science ideologies and methods have played
in shaping our understanding of "race" and racial phenomena in the twentieth
century. Beginning with the scientific racism that dominated the late-nineteenth
century, we will examine the claims and methods of diverse "scientific" interventions
over the first half of the twentieth century that both challenged and confirmed
racist thinking, including intelligence testing and blood work during World War
I, the work of Franz Boas and his students, the Chicago school of sociology, and
state policies addressing the race question in the post–WWII era (including the
United Nations’ UNESCO reports). Our emphasis throughout will be on how social
historical and political forces shaped and were shaped in turn by twentieth-century
science.
Instructor(s): T. Holt Terms Offered: Winter
Prerequisite(s): Open to upper-level undergraduates.
Equivalent Course(s): CRES 27412, LLSO 21210

HIST 27506. Changing America in the Twentieth Century. 100 Units.
This course explores the regional organization of U.S. society and its economy
during the pivotal twentieth century, emphasizing the shifting dynamics that
explain the spatial distribution of people, resources, economic activity, human
settlement patterns, and mobility. We put special focus on the regional restructuring
of industry and services, transportation, city growth, and cultural consumption.
Two-day weekend field trip to the Mississippi River required.
Instructor(s): M. Conzen Terms Offered: Winter
Note(s): This course offered odd years.
Equivalent Course(s): GEOG 22100, GEOG 32100, HIST 37506
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.
Instructor(s): R. Gutiérrez Terms Offered: Spring
Equivalent Course(s): HIST 38000, AMER 28001, CRES 28000, GNSE 28202, LACS 28000, LACS 38000

HIST 28606. Politics and Religion in the United States since WWII. 100 Units.
Instructor(s): J. Dailey Terms Offered: Spring
Equivalent Course(s): HIST 38606

HIST 28800. Historical Geography of the United States. 100 Units.
This course examines the spatial dynamics of empire, the frontier, regional development, the social character of settlement patterns, and the evolution of the cultural landscapes of America from pre-European times to 1900. All-day northern Illinois field trip required.
Instructor(s): M. Conzen Terms Offered: Autumn
Note(s): This course offered in even years.
Equivalent Course(s): GEOG 21900, GEOG 31900, HIST 38800

HIST 28900. 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.
Instructor(s): M. Conzen Terms Offered: Autumn
Note(s): This course offered in odd years.
Equivalent Course(s): GEOG 26100, ENST 26100, GEOG 36100, HIST 38900

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: Spring
Equivalent Course(s): HIST 39000, CRES 29000, CRES 39000, LACS 29000, LACS 39000, RLST 21401, HCHR 39200
HIST 29301. Human Rights I: 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): B. Laurence Terms Offered: Spring 2015
Equivalent Course(s): HMRT 20100, HMRT 30100, PHIL 21700, PHIL 31600, HIST 39301, INRE 31600, LAWS 41200, MAPH 40000, LLSO 25100

HIST 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): M. Geyer and J. Sparrow Terms Offered: Winter 2015
Equivalent Course(s): HMRT 20200, CRES 29302, HIST 39302, HMRT 30200, INRE 31700, LAWS 41301, LLSO 27100

HIST 29303. Human Rights III: Contemporary Issues in Human Rights. 100 Units.
For U.S. students, the study of international human rights is becoming increasingly important, as interest grows regarding questions of justice around the globe. This interdisciplinary course presents a practitioner’s overview of several major contemporary 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 course may be co-taught by faculty from the Pritzker School of Medicine. Topics may include the prohibition against torture, problems of universalism versus cultural relativism, and the human right to health.
Instructor(s): S. Gzesh Terms Offered: Autumn 2014
Equivalent Course(s): HMRT 20300, HMRT 30300, HIST 39303, INRE 31800, LAWS 78201, LLSO 27200
HIST 29306. Problems in the Study of Gender. 100 Units.
This course will explore interdisciplinary debates in the analysis of gender and feminism in a transnational perspective. Course readings will primarily traverse the twentieth century encompassing Africa, Europe, and the Americas. We will consider how understandings of gender intersect with categories of ethnicity, race, class, and sexuality. Topics to be covered include gendered experiences of: colonial encounters; migration and urbanization; transformations in marriage and family life; medicine, the body, and sexual health; and decolonization and nation-building, religion, and masculinity. Materials will include theoretical and empirical texts, fiction, memoirs, and films.
Instructor(s): N. Atkinson, Autumn; J. Cole, Spring Terms Offered: Autumn 2013, Spring 2014
Note(s): May be taken in sequence or individually.

HIST 29311. Refugee History and Digital Archives. 100 Units.
This course is an advanced seminar in the history of refugees and digital archives. We will study the development of humanitarian and human rights protections for refugees, stateless people, and other categories of displaced persons. We will discuss the various ways that state and non-state actors have understood and justified their responses to the forced movements of people. In class discussion, we will place this historical experience in dialogue with the needs of contemporary humanitarian efforts and human rights organizations. As part of this work, we will discuss the use of digital archives for research as well as the development, creation, and information architecture of digital archival collections.
Instructor(s): A. Janco Terms Offered: Not offered in 2014-2015
Equivalent Course(s): HMRT 26800,HIST 39311,HMRT 36800

HIST 29312. Human Rights in Russia and Eurasia. 100 Units.
This course focuses on the political economy of human rights in Russia and Eurasia. We will study how international norms have been “imported” by post-Soviet states. How have regional politics and cultures shaped how rights norms are understood and how they are protected in practice? Why do many post-Soviet countries fail to protect the rights of their citizens? Using knowledge of the history, political culture, and social practices of the region, we will work to identify those rights issues with the most potential for positive change and those more likely to remain enduring problems.
Instructor(s): A. Janco Terms Offered: Not offered in 2014-2015
Equivalent Course(s): HIST 39313,SLAV 26500,SLAV 36500,HMRT 26500
HIST 29511. Civilians and War. 100 Units.
In this course, we will study the history of war and forced migration. We will focus on how particular historical crises have led to the development of human rights protections for people displaced by war. What were these crises and how have they shaped the way we define the rights and status of refugees? How have these conventions been adapted to reflect the challenges of the World Wars, the Cold War, guerrilla warfare, and insurgency? We will study both developments in warfare and strategies for protecting civilians during war.
Instructor(s): A. Janco Terms Offered: Not offered in 2014-2015
Equivalent Course(s): HMRT 36700, HIST 39511, HMRT 26700

HIST 29612. History Colloquium: The Civil Rights Movement. 100 Units.
This course is designed to explore selected topics in the history and historiography of the civil rights movement of the 1950s and 1960s, with a special focus on the lived experience of movement activists. Our principal objectives will be identifying the roots and causes of the movement, putting it in context of as well as distinguishing it from earlier political mobilizations, and tracing the countervailing social, political, and international forces that shaped its evolution from the mid-1950s to the late 1960s. Principal course requirements are active participation in class discussions and an essay, based on primary as well as secondary sources, examining one of the key topics or themes of the course in depth.
Instructor(s): T. Holt Terms Offered: Autumn
Prerequisite(s): Consent only; priority to third-year History students; contact the History undergraduate coordinator with questions or to enroll.

HIST 29648. History Colloquium: Migration and Displacement in Twentieth-Century Europe. 100 Units.
This third-year colloquium will focus on migration and displacement in twentieth-century Europe. Topics will include emigration from Europe in the early twentieth century; displacement and refugees during and after World War I and World War II; and immigration within and to Europe after World War II. All students will write a fifteen-page research paper based on primary sources. Students may choose to participate in a research project on Jewish emigration to the University of Chicago during the Second World War, based on research in the University of Chicago archives.
Instructor(s): T. Zahra Terms Offered: Winter
Prerequisite(s): Consent only; priority to third-year History students; contact the History undergraduate coordinator with questions or to enroll.
HIST 29649. History Colloquium: World War I, 1914–2014. 100 Units.
In autumn 1914, one hundred years ago, the opening battles of the Great War were
died into a four-year conflagration that is remembered as a seminal
catastrophe for Europe. This course sets out to explore key aspects of this war. (1) The
memory work of the last one hundred years has produced a uniquely dense
record of the experience of war both at the battle front and at the home front. For
budding historians this is a matchless opportunity to work with sources. (2) It is
also a war that is often described as both a “total” and a “global” war, but what this
entails is open to debate. For the more conceptually inclined young historian this is
an opportunity to prove their theoretical mettle. (3) This war that ended peace and
ushered in an "Age of Extremes" raises crucial questions about the politics of war
and peace. It, thus, should be of interest for all those who consider history the school
for the grand political decisions about war and peace. (4) Last but not least, World
War I has been the source for a huge outpouring of memorial testimony all the way
into the present. In fact, some of this memorial work will just have unfolded as we
begin our class. Hence, it is an opportunity to reflect on the nature of memory and
the emotional impact of grief in twentieth-century European history.
Instructor(s): M. Geyer Terms Offered: Autumn
Prerequisite(s): Consent only; priority to third-year History students; contact the
History undergraduate coordinator with questions or to enroll.

HIST 29650. History Colloquium: Ending Slavery — Transatlantic Perspectives. 100
Units.
This seminar explores the historical processes by which slavery was proclaimed
abolished by various national, imperial, and colonial decrees between the age of
democratic revolutions (1770s–1820) through World War I. Background readings,
historical texts, and visual documents have been selected in order to take advantage
of the increasingly similar questions about slavery’s ending that have emerged in
the historical literatures of many different countries. The course therefore takes
advantage of growing interdisciplinary and cross-national scholarly research
about slavery and emancipations in order to compare and contrast emancipatory
processes in regions of the Caribbean (especially St. Domingue/Haiti, Jamaica,
Martinique, Guadeloupe, St. Lucia, St. Vincent, Grenada, and Trinidad), North
America (especially the United States), Brazil, and West Africa (Liberia, Sierra
Leone, Ghana, and Senegal).
Instructor(s): J. Saville Terms Offered: Spring
Prerequisite(s): Consent only; priority to third-year History students; contact the
History undergraduate coordinator with questions or to enroll.
HIST 29651. History Colloquium: Writing Historical Fiction. 100 Units.
“History,” as Isidore of Seville put it in his Etymologies, “is a narration of things done, through which those things which were done in the past are discerned. In Greek, it is called historia, apo tou istorein, that is "to see," or "to learn by inquiring.” For among the ancients no one would write history unless he had been present and had seen those things which ought to be written down. But what if you weren’t there to see? The purpose of this course is to introduce students to the practice of historical research as an exercise in imagining what it was like to “see” the events of the past as if one were present and to narrate them so that others might “see.” We will consider problems of plot, character, setting, and style, as well as practice finding and interpreting the textual, architectural, geographical, and material sources at our disposal for writing “realistic” accounts of “things done.”
Instructor(s): R. Fulton Brown Terms Offered: Spring
Prerequisite(s): Consent only; priority to third-year History students; contact the History undergraduate coordinator with questions or to enroll.

HIST 29652. History Colloquium: European Cultural History. 100 Units.
In this colloquium we will explore key approaches to and topics in European cultural history. Along the way, we will examine a variety of primary sources, paying attention to how historians have used diaries and memoirs, newspapers, censuses and other statistical resources, diplomatic correspondence, trial proceedings, museum records, visual and performance material (paintings, photographs, films, theater, dance), and more to write cultural histories. Throughout, we will reflect upon what sets cultural histories apart from other genres of historical writing. Students will be required to participate actively in class discussions and to produce an original paper of approximately fifteen pages by the end of class.
Instructor(s): E. Gilburd Terms Offered: Winter
Prerequisite(s): Consent only; priority to third-year History students; contact the History undergraduate coordinator with questions or to enroll.

HIST 29653. History Colloquium: Early Modern Britain. 100 Units.
This course looks at British history in the “long seventeenth century,” ranging from the accession of Elizabeth I in 1558 to the end of the Stuart dynasty in 1714. The period was one of upheaval, extraordinary both in itself and in its lasting consequences. The country saw protracted civil conflict, a king put on trial and executed, and (arguably) two revolutions. Its culture was distinguished by figures such as Shakespeare, Milton, Newton, Locke, and Purcell. And it created the origins of a world empire, as well as pursuing radical developments in economics, politics, and experimental science. We shall explore aspects of this period, using selected primary and secondary sources to introduce the history and historiography of early modern English culture.
Instructor(s): A. Johns Terms Offered: Winter
Prerequisite(s): Consent only; priority to third-year History students; contact the History undergraduate coordinator with questions or to enroll.
HIST 29654. Colloquium: Ibero–Ibero American History. 100 Units.
Instructor(s): M. Tenorio Terms Offered: Autumn
Prerequisite(s): Consent only; priority to third-year History students; contact the History undergraduate coordinator with questions or to enroll.

HIST 29700. Readings in History. 100 Units.
Students are required to submit the College Reading and Research Course Form. Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of instructor and the History undergraduate advisor.

History majors are required to take HIST 29801-29802. All third-year history majors in residence in Chicago take BA Essay Seminar 1 in Spring Quarter. Those who are out of residence take the seminar in Autumn Quarter of their fourth year.

HIST 29801. BA Essay Seminar 1. 100 Units.
BA Essay Seminar 1 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): L. Auslander Terms Offered: Autumn, Spring
Prerequisite(s): All third-year history majors 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.

HIST 29802. BA Essay Seminar 2. 100 Units.
BA Essay Seminar 2 is a forum to discuss and critique BA theses. Ideally, students will have completed most of their research for the thesis and will use this quarter to produce a complete draft. Early weeks of the seminar will be devoted to writing strategies and discussion of the introduction. Sections of the theses will be critiqued in the middle weeks of term, while in the final weeks of the quarter full rough drafts will be read. The final deadline for submission of the BA essay is second week of Spring Quarter.
Instructor(s): L. Auslander Terms Offered: Winter
Prerequisite(s): HIST 29801
HIST 29802. BA Essay Seminar 2. 100 Units.
BA Essay Seminar 2 is a forum to discuss and critique BA theses. Ideally, students will have completed most of their research for the thesis and will use this quarter to produce a complete draft. Early weeks of the seminar will be devoted to writing strategies and discussion of the introduction. Sections of the theses will be critiqued in the middle weeks of term, while in the final weeks of the quarter full rough drafts will be read. The final deadline for submission of the BA essay is second week of Spring Quarter.
Instructor(s): L. Auslander Terms Offered: Winter
Prerequisite(s): HIST 29801
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).

Program Requirements

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

1. The Foundation. All students must:

   a. complete the general education requirement for the biological sciences (BIOS 10130 Core Biology) plus a topics course, or the first two courses of a Fundamental Sequence (BIOS 20186-20187 or BIOS 20196-20197 or BIOS 20234-20235);

   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 a three-quarter sequence surveying the growth of science in Western civilization, with three courses from either the HIPS 17300-17400-17501-17502 sequence or the HIPS 17400-17402-17502-17503 sequence.

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 timeschedules.uchicago.edu.

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**

<table>
<thead>
<tr>
<th>Three courses from one of the following sequences:</th>
<th>300</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIPS 17300</td>
<td>Science, Culture, and Society in Western Civilization I</td>
</tr>
<tr>
<td>HIPS 17400</td>
<td>Science, Culture, and Society in Western Civilization II</td>
</tr>
<tr>
<td>HIPS 17501</td>
<td>Science, Culture, and Society in Western Civilization III: Medicine since the Renaissance</td>
</tr>
<tr>
<td>or HIPS 17502</td>
<td>Science, Culture, and Society in Western Civilization IV: Modern Science</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>HIPS 17400</td>
<td>Science, Culture, and Society in Western Civilization II</td>
</tr>
<tr>
<td>HIPS 17402</td>
<td>Science, Culture, and Society in Western Civilization II: History of Medicine 1</td>
</tr>
<tr>
<td>HIPS 17503</td>
<td>Science, Culture, and Society in Western Civilization III: History of Medicine 2</td>
</tr>
<tr>
<td>or HIPS 17502</td>
<td>Science, Culture, and Society in Western Civilization IV: Modern Science</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>One of the following combinations:</th>
<th>200</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 10130</td>
<td>Core Biology</td>
</tr>
<tr>
<td>and one Topics Course (BIOS 11000-19999)</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>BIOS 20186</td>
<td>Fundamentals of Cell and Molecular Biology (and)</td>
</tr>
<tr>
<td>BIOS 20187</td>
<td>Fundamentals of Genetics</td>
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<tr>
<td>or</td>
<td></td>
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<tr>
<td>BIOS 20196</td>
<td>Ecology and Conservation (and)</td>
</tr>
<tr>
<td>BIOS 20197</td>
<td>Evolution and Ecology</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>BIOS 20234</td>
<td>Molecular Biology of the Cell (and)</td>
</tr>
<tr>
<td>BIOS 20235</td>
<td>Biological Systems</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>One of the following sequences:</th>
<th>200</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 10100 &amp; CHEM 10200</td>
<td>Introductory General Chemistry I</td>
</tr>
<tr>
<td>and Introductory General Chemistry II (or equivalent) *</td>
<td></td>
</tr>
<tr>
<td>CHEM 11100-11200</td>
<td>Comprehensive General Chemistry I-II (or equivalent) *</td>
</tr>
<tr>
<td>PHYS 12100-12200</td>
<td>General Physics I-II (or higher) *</td>
</tr>
<tr>
<td>MATH 13100-13200</td>
<td>Elementary Functions and Calculus I-II (or higher) *</td>
</tr>
</tbody>
</table>

| Total Units                                      | 900 |
### MAJOR

3 courses in science, social sciences, or mathematics beyond the introductory level | 300
5 courses in an area of concentration | 500
2 tutorials | 200

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIPS 29700</td>
<td>Readings and Research in History, Philosophy, and Social Studies of Science and Medicine</td>
<td>100</td>
</tr>
<tr>
<td>HIPS 29800</td>
<td>Junior Seminar: My Favorite Readings in the History and Philosophy of Science</td>
<td>100</td>
</tr>
<tr>
<td>HIPS 29900</td>
<td>Bachelor’s Thesis</td>
<td>100</td>
</tr>
<tr>
<td>HIPS 29810</td>
<td>Bachelor’s Thesis Workshop</td>
<td>100</td>
</tr>
</tbody>
</table>

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 timeschedules.uchicago.edu.

#### History and Philosophy of Biological Science

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIPS 22700</td>
<td>Philosophical Problems in the Biological Sciences</td>
<td>100</td>
</tr>
<tr>
<td>HIPS 23600</td>
<td>Classical Readings in Anthropology: History and Theory of Human Evolution</td>
<td>100</td>
</tr>
<tr>
<td>HIPS 23900</td>
<td>Biological and Cultural Evolution</td>
<td>100</td>
</tr>
<tr>
<td>HIPS 25801</td>
<td>Evolutionary Theory and Its Role in the Human Sciences</td>
<td>100</td>
</tr>
<tr>
<td>HIPS 28202</td>
<td>Topics in Philosophy of Science: Mechanism and Causation</td>
<td>100</td>
</tr>
</tbody>
</table>

#### Philosophy of Science

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIPS 20300</td>
<td>Scientific/Technological Change</td>
<td>100</td>
</tr>
<tr>
<td>HIPS 22000</td>
<td>Introduction to the Philosophy of Science</td>
<td>100</td>
</tr>
<tr>
<td>HIPS 22300</td>
<td>Philosophy of Social Science</td>
<td>100</td>
</tr>
<tr>
<td>HIPS 24900</td>
<td>Natural Philosophy 1200–1800</td>
<td>100</td>
</tr>
<tr>
<td>HIPS 25400</td>
<td>Philosophy of Mind and Science Fiction</td>
<td>100</td>
</tr>
</tbody>
</table>

#### History of Medicine and Medical Ethics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIPS 14900</td>
<td>History of Medicine since the Renaissance</td>
<td>100</td>
</tr>
<tr>
<td>HIPS 21400</td>
<td>Intro To Medical Ethics</td>
<td>100</td>
</tr>
<tr>
<td>HIPS 21600</td>
<td>Advanced Medical Ethics: Health Care</td>
<td>100</td>
</tr>
<tr>
<td>HIPS 25900</td>
<td>Darwinian Medicine</td>
<td>100</td>
</tr>
<tr>
<td>HIPS 27300</td>
<td>Medicine and Culture</td>
<td>100</td>
</tr>
</tbody>
</table>
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 must be taken for P/F grading. Nonmajors may take courses for P/F 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, in particular, the minor program in HIPS 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 from either the sequence HIPS 17300-HIPS 17400-HIPS 17501-HIPS 17502 Science, Culture, and Society in Western Civilization I-II-III-IV or from the sequence HIPS 17400-HIPS 17402-HIPS 17503-HIPS 17502 Science, Culture, and Society in Western Civilization II-II-III-IV 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:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIPS 29405</td>
<td>Tutorial: Evolution and Pragmatism</td>
</tr>
</tbody>
</table>

**Concentration in History and Philosophy of Biology:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIPS 22700</td>
<td>Philosophical Problems in the Biological Sciences</td>
</tr>
<tr>
<td>HIPS 23600</td>
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<tr>
<td>HIPS 25801</td>
<td>Evolutionary Theory and Its Role in the Human Sciences</td>
</tr>
<tr>
<td>HIPS 28202</td>
<td>Topics in Philosophy of Science: Mechanism and Causation</td>
</tr>
</tbody>
</table>

**Group 2**

**Tutorial:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIPS 29606</td>
<td>Tutorial: Medicine, Disease, and Death in American History</td>
</tr>
</tbody>
</table>

**Concentration in History of Medicine and Medical Ethics:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIPS 17501</td>
<td>Science, Culture, and Society in Western Civilization III: Medicine since the Renaissance (if not taken to meet general education requirements)</td>
</tr>
<tr>
<td>HIPS 21400</td>
<td>Intro To Medical Ethics</td>
</tr>
<tr>
<td>HIPS 21600</td>
<td>Advanced Medical Ethics: Health Care</td>
</tr>
<tr>
<td>HIPS 24800</td>
<td>Gender and History and Science Technology and Medicine</td>
</tr>
<tr>
<td>HIPS 27300</td>
<td>Medicine and Culture</td>
</tr>
</tbody>
</table>
HIST/PHILOS & SOCIAL STUDIES OF SCI/MED COURSES


This group of courses consists of two three-quarter sequences: HIPS 17300-17400-17501 or 17502, and HIPS 17400-17402-17503 or 17502. Taking these courses in sequence is recommended but not required. Each sequence meets the general education requirement in civilization studies. Each three-quarter sequence focuses on the origins and development of science in the West. Our aim is to trace the evolution of the biological, psychological, natural, and mathematical sciences as they emerge from the cultural and social matrix of their periods and, in turn, affect culture and society.

HIPS 17300. Science, Culture, and Society in Western Civilization I. 100 Units.
The first quarter examines the sources of Greek science in the diverse modes of ancient thought and its advance through the first centuries of our era. We look at the technical refinement of science, its connections to political and philosophical movements of fifth- and fourth-century Athens, and its growth in Alexandria.
Instructor(s): R. Richards Terms Offered: Not offered 2014-2015 Equivalent Course(s): HIST 17300

HIPS 17400. Science, Culture, and Society in Western Civilization II. 100 Units.
The second quarter is concerned with the period of the scientific revolution: the sixteenth to eighteenth centuries. The principal subjects are the work of Copernicus, Kepler, Galileo, Vesalius, Harvey, Descartes, and Newton.
Instructor(s): A. Johns Terms Offered: Autumn Equivalent Course(s): HIST 17400

HIPS 17402. Science, Culture, and Society in Western Civilization II: History of Medicine 1. 100 Units.
Instructor(s): M. Rossi, A. Winter Terms Offered: Winter Equivalent Course(s): HIST 17402

HIPS 17501. Science, Culture, and Society in Western Civilization III: Medicine since the Renaissance. 100 Units.
This course is an examination of various themes in the history of medicine in Western Europe and America since the Renaissance. 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): A. Winter Terms Offered: Not offered 2014-2015 Equivalent Course(s): HIST 17501
HIPS 17502. Science, Culture, and Society in Western Civilization IV: Modern Science. 100 Units.
The advances science has produced have transformed life beyond anything that a person living in 1833 (when the term "scientist" was first coined) could have anticipated. Yet science continues to pose questions that are challenging and, in some instances, troubling. How will our technologies affect the environment? Should we prevent the cloning of humans? Can we devise a politically acceptable framework for the patenting of life? Such questions make it vitally important that we try to understand what science is and how it works, even if we never enter labs. This course uses evidence from controversies (e.g., Human Genome Project, International Space Station) to throw light on the enterprise of science itself.
Instructor(s): J. Evans Terms Offered: Spring.
Equivalent Course(s): HIST 17502

HIPS 17503. Science, Culture, and Society in Western Civilization III: History of Medicine 2. 100 Units.
Instructor(s): A. Winter Terms Offered: Spring
Equivalent Course(s): HIST 17503

HIPS 17400. Science, Culture, and Society in Western Civilization II. 100 Units.
The second quarter is concerned with the period of the scientific revolution: the sixteenth to eighteenth centuries. The principal subjects are the work of Copernicus, Kepler, Galileo, Vesalius, Harvey, Descartes, and Newton.
Instructor(s): A. Johns Terms Offered: Autumn
Equivalent Course(s): HIST 17400

HIPS 17402. Science, Culture, and Society in Western Civilization II: History of Medicine 1. 100 Units.
Instructor(s): M. Rossi, A. Winter Terms Offered: Winter
Equivalent Course(s): HIST 17402

HIPS 17501. Science, Culture, and Society in Western Civilization III: Medicine since the Renaissance. 100 Units.
This course is an examination of various themes in the history of medicine in Western Europe and America since the Renaissance. 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): A. Winter Terms Offered: Not offered 2014-2015
Equivalent Course(s): HIST 17501
**HIPS 17502. Science, Culture, and Society in Western Civilization IV: Modern Science. 100 Units.**

The advances science has produced have transformed life beyond anything that a person living in 1833 (when the term "scientist" was first coined) could have anticipated. Yet science continues to pose questions that are challenging and, in some instances, troubling. How will our technologies affect the environment? Should we prevent the cloning of humans? Can we devise a politically acceptable framework for the patenting of life? Such questions make it vitally important that we try to understand what science is and how it works, even if we never enter labs. This course uses evidence from controversies (e.g., Human Genome Project, International Space Station) to throw light on the enterprise of science itself.

Instructor(s): J. Evans  
Terms Offered: Spring  
Equivalent Course(s): HIST 17502

**HIPS 17503. Science, Culture, and Society in Western Civilization III: History of Medicine 2. 100 Units.**

Instructor(s): A. Winter  
Terms Offered: Spring  
Equivalent Course(s): HIST 17503

**HIPS 20300. Scientific/Technological Change. 100 Units.**

Equivalent Course(s): CHSS 42300

**HIPS 20700. Elementary Logic. 100 Units.**

Open to college and grad students. Course not for field credit. An introduction to the techniques of modern logic. These include the representation of arguments in symbolic notation, and the systematic manipulation of these representations in order to show the validity of arguments. Regular homework assignments, in class test and final examination. No prerequisites.

Instructor(s): M. Kremer  
Terms Offered: Autumn  
Note(s): Course not for field credit.  
Equivalent Course(s): PHIL 20100, CHSS 33500, PHIL 30000

**HIPS 20800. Evolutionary Processes. 100 Units.**

Terms Offered: Autumn  
Prerequisite(s): Consent of instructor  
Note(s): This course does not meet requirements for the biological sciences major.

**HIPS 21100. The Practice of Anthropology: 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: Not offered 2014-15; will be offered 2015-16  
Equivalent Course(s): ANTH 21406, ANTH 38300
HIPS 21200. Big Science and the Birth of the National Security State. 100 Units.
This course examines the mutual creation of big science and the American national security state during the Manhattan Project. It presents the atomic bomb project as the center of a new orchestration of scientific, industrial, military, and political institutions in everyday American life. Exploring the linkages between military technoscience, nation-building, and concepts of security and international order, we interrogate one of the foundation structures of the modern world system.
Instructor(s): J. Masco Terms Offered: Not offered 2014-15; will be offered 2015-16
Equivalent Course(s): ANTH 22400, ANTH 34900

HIPS 21301. The Anthropology of Science. 100 Units.
Reading key works in the philosophy of science, as well as ethnographic studies of scientific practices and objects, this course introduces contemporary science studies. We interrogate how technoscientific "facts" are produced, discussing the transformations in social order produced by new scientific knowledge. Possible topics include the human genome project, biodiversity, and the digital revolution.
Instructor(s): J. Masco Terms Offered: Not offered 2014-15; will be offered 2015-16
Equivalent Course(s): ANTH 22105, ANTH 32300

HIPS 21400. Intro To Medical Ethics. 100 Units.
Equivalent Course(s): BIOS 29281

HIPS 21911. Medical Ethics: Who Decides and on What Basis? 100 Units.
Decisions about medical treatment take place in the context of changing health care systems, changing ideas about rights and obligations, and among doctors and patients who have diverse religious and cultural backgrounds. By means of historical, philosophical, and medical readings, this course examines such issues as paternalism, autonomy, the commodification of the body, and the enhancement of mental and/or physical characteristics. (A)
Instructor(s): D. Brudney, Staff Terms Offered: Winter 2015
Prerequisite(s): Third- or fourth-year standing
Note(s): This course does not meet requirements for the biological science major.
Equivalent Course(s): BPRO 22610, BIOS 29313, PHIL 21610

HIPS 22000. Introduction to the 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)
Instructor(s): K. Davey Terms Offered: Autumn

HIPS 22300. Philosophy of Social Science. 100 Units.
Instructor(s): W. Wimsatt Terms Offered: Winter
Equivalent Course(s): CHSS 37700, PHIL 32900, PHIL 22900
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): J. Mateo Terms Offered: Winter
Prerequisite(s): Permission of instructor only.
Note(s): Not offered 2014-15
Equivalent Course(s): CHDV 21500, GNSE 21500

HIPS 22601. Medicine and Society in Twentieth-Century China. 100 Units.
This course is a survey of historical and anthropological approaches to medical knowledge and practice in twentieth-century China. Materials cover early modernizing debates, medicine and the state, Maoist public health, traditional Chinese medicine, and health and medicine in popular culture.
Instructor(s): J. Farquhar Terms Offered: Not offered 2014-15; will be offered 2015-16
Equivalent Course(s): ANTH 23600, ANTH 33610

HIPS 22700. Philosophical Problems in the Biological Sciences. 100 Units.
Equivalent Course(s): CHSS 37600, PHIL 32700, EVOL 32700

HIPS 23000. 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 Terms Offered: Spring
Prerequisite(s): Third- or fourth-year standing

HIPS 23500. Comparative Primate Morphology. 200 Units.
This course covers functional morphology of locomotor, alimentary, and reproductive systems in primates. Dissections are performed on monkeys and apes.
Instructor(s): R. Tuttle Terms Offered: Not offered 2014-15; will be offered 2015-16
Equivalent Course(s): ANTH 28300, ANTH 38200, EVOL 38200

HIPS 23600. Classical Readings in Anthropology: History and Theory of Human Evolution. 100 Units.
This course is a seminar on racial, sexual, and class bias in the classic theoretic writings, autobiographies, and biographies of Darwin, Huxley, Haeckel, Keith, Osborn, Jones, Gregory, Morton, Broom, Black, Dart, Weidenreich, Robinson, Leakey, LeGros-Clark, Schultz, Straus, Hooton, Washburn, Coon, Dobzhansky, Simpson, and Gould.
Instructor(s): R. Tuttle Terms Offered: Not offered 2014-15; will be offered 2015-16
Equivalent Course(s): ANTH 21102, ANTH 38400, EVOL 38400
HIPS 23700. Apes and Human Evolution. 100 Units.
Instructor(s): R. Tuttle Terms Offered: Spring
Note(s): BIOS 23241 recommended.

HIPS 23900. Biological and Cultural Evolution. 100 Units.
Instructor(s): W. Wimsatt, S. Mufwene Terms Offered: Winter
Prerequisite(s): Third- or fourth-year standing, or consent of instructor required; core background in genetics and evolution recommended
Note(s): This course does not meet requirements for the biological sciences major.

HIPS 24000. Evolution of the Hominoidea. 200 Units.
This course is a detailed consideration of the fossil record and the phylogeny of Hominidae and collateral taxa of the Hominidea that is based upon studies of casts and comparative primate osteology.
Instructor(s): R. Tuttle Terms Offered: Winter
Prerequisite(s): Third- or fourth-year standing and consent of instructor
Equivalent Course(s): ANTH 28100, ANTH 38100, EVOL 38100

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 *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. (A)
Instructor(s): A. Davidson Terms Offered: Autumn
Note(s): One prior philosophy course is strongly recommended.
Equivalent Course(s): PHIL 24800, CMLT 25001, FNDL 22001, GNSE 23100

HIPS 24800. Gender and History and Science Technology and Medicine. 100 Units.
Instructor(s): A. Winter Terms Offered: Spring
Equivalent Course(s): HIST 25100, HIST 35100, CHSS 45100

HIPS 24913. Victorian Science. 100 Units.
This course examines how Victorians sought to understand the natural world, and how their scientific work helped develop modern intellectual conventions, social relations, and institutions. We will study a wide range of topics from the 1830s through the beginning of the twentieth century in order to develop a kind of panorama of scientific life and to determine when key features of modern science came into being.
Instructor(s): A. Winter Terms Offered: Winter
Equivalent Course(s): HIST 24913, HIST 34913, CHSS 34913
HIPS 25107. Sciences of Mind and the Moving Image. 100 Units.
This course will examine the relationship between moving images, particularly motion-picture films, and the human sciences broadly construed, from the early days of cinema to the advent of fMRI. It will use primary source documents alongside screenings to allow students to study what the moving image meant to researchers wishing to develop knowledge of mind and behavior—what they thought film could do that still photography, and unmediated human observation, could not. The kinds of motion pictures we will study will vary widely, from infant development studies to psychiatric films, from documentaries to research films, and from films made by scientists or clinicians as part of their laboratory or therapeutic work, to experimental films made by seasoned film-makers. We will explore how people used the recordings they made, in their own studies, in communications with other scientists, and for didactic and other purposes. We will also discuss how researchers’ claims about mental processes—perception, memory, consciousness, and interpersonal influence—drew on their understandings of particular technologies.
Instructor(s): A. Winter Terms Offered: Spring
Equivalent Course(s): CHSS 35107, HIST 25107, HIST 35107

HIPS 25203. Media Ecology: Embodiment and Software. 100 Units.
Media ecology examines how the structure and content of our media environments—online and offline, in words, images, sounds, and textures—affect human perception, understanding, feeling, and value; or alternatively, media ecology investigates the massive and dynamic interrelation of processes and objects, beings and things, patterns and matter. At stake are issues about agency—human or material—and about determinism—how does society or culture interact with or shape its technologies, or vice versa? This course investigates theories of media ecology by exploring systems of meanings that humans embody (cultural, social, ecological) in conjunction with the emerging field of software studies about the cultural, political, social, and aesthetic impacts of software (e.g., code, interaction, interface). In our actual and virtual environments, how do we understand performing our multiple human embodiments in relation to other bodies (organism or machine) in pursuit of social or political goals?
Instructor(s): M. Browning Terms Offered: Autumn
Equivalent Course(s): HUMA 25202, LLSO 27801, CMST 25204, TAPS 28452
HIPS 25204. Posthuman Condition: Robots, Internet, Mind. 100 Units.
How have we become posthuman—if we are no longer solely "human"? This course investigates cultural logics of how one of our more recent machines—the digital computer—provides reciprocal models between people and their machines, such as robots, laptops, smart phones, the internet. How do our capabilities for communication inform our databases and social networks, and likewise, how do emergent machine functionalities influence our technogenesis as we learn not only to think and do things with digital media, but also to learn with them? In relation to myths, games, rituals, and dreams of learning, we examine kinesthetic as well as inter- and intra-personal intelligences in human embodiment and their digital replication, with a focus less on information than on meaning and ideologies.
Instructor(s): M. Browning Terms Offered: Autumn 2014
Equivalent Course(s): HUMA 25204

HIPS 25307. History and Historiography of Science. 100 Units.
Science poses particular problems of historical understanding because it claims to reveal truths independent of human culture and historical change. Yet scholars have argued for decades that both the enterprise of science and, indeed, scientific knowledge itself can be accounted for historically. Since World War II a thriving discipline has arisen to pursue this objective. It has transformed our understanding of such central topics as the practice of experiment, the social meaning of nature, and the constitution of scientific authority. History and Historiography of Science offers an opportunity to see how historians of science have achieved this. We will read both canonical works and new research, in order to understand how they practice their craft of bringing history to bear on what seems the most unhistorical of subjects.
Instructor(s): A. Johns Terms Offered: Winter
Equivalent Course(s): CHSS 35307, HIST 25307, HIST 35307

HIPS 25310. Color. 100 Units.
This course examines the phenomenon of color—color vision, colored objects, speaking about color, thinking about color—from the ancient world to the present. Topics include color ontology (what is color—and when, and how?), color science (measuring and classifying color), color as a normative social device (color and race), and color and meaning (color in art, color in commerce, etc.). Through our investigation into the historical-social nature of color, we will be able to reflect upon questions not just about aesthetics and reality but also about relationships between biological and social bodies, between objectivity and subjectivity, and between the universal and the relative, among other issues.
Instructor(s): P. Rossi Terms Offered: Winter
Equivalent Course(s): HIST 25310
HIPS 25408. The History of Suggestion. 100 Units.
This course examines the history of studies of the nature of what has commonly become known as suggestion—subtle influences over personal and group behavior that are thought to affect us outside our conscious awareness or control. The idea of an unconscious influence of this kind has deep roots, but it was only in the nineteenth and twentieth centuries that it became a major focus of research, controversy and reflection. The course will examine the development and significance of characterizations of suggestion and related concepts of subtle influence in medicine, advertising, and various fields in the sciences. Course materials will include primary sources in those areas, literary materials, and film.
Instructor(s): A. Winter Terms Offered: Winter
Equivalent Course(s): CHSS 35408,HIST 25408,HIST 35408

HIPS 25506. Science and Aesthetics in the Eighteenth to the Twenty-First Centuries. 100 Units.
One can distinguish four ways in which science and aesthetics are related during the last three centuries. First, science has been the subject of artistic effort in painting and photography and in poetry and novels (e.g., in Goethe’s poetry or in H. G. Wells’s Island of Doctor Moreau). Second, science has been used to explain aesthetic effects (e.g., Helmholtz’s work on the way painters achieve visual effects or musicians achieve tonal effects). Third, aesthetic means have been used to convey scientific conceptions (e.g., through illustrations in scientific volumes or through aesthetically affective and effective writing). Finally philosophers have stepped back to consider the relationship between scientific knowing and aesthetic comprehension (e.g., Kant and Bas van Fraassen). In this course, we will consider these four modes of relationship. The first part of the quarter will be devoted to Kant, reading carefully his third critique; then we will turn to Goethe and Helmholtz, both feeling the impact of Kant, and to Wells, a student of T. H. Huxley. We then consider more contemporary modes expressive of the relationship, especially the role of illustrations in science and the work of contemporary philosophers like Fraassen.
Instructor(s): R. Richards Terms Offered: Winter
Equivalent Course(s): HIST 25506,HIST 35506,CHSS 35506,PHIL 24301,PHIL 34301

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 25601. Evolution and Economics. 100 Units.
What can evolutionary theory tell us about economics? The link between the two disciplines was evident already in Darwin’s recognition of his intellectual debt to Malthus and Smith. But the meaning of evolution in the social domain, in particular its economic and political implications, were from the outset the object of heated debates. Under the auspices of the theory of evolution the most disparate conceptions of progress, and diametrically opposed political positions were heralded in the past 150 years. Today there is still great disagreement as to how evolutionary principles can be applied to economics and what practical conclusions we can gain from understanding them.
Instructor(s): Naomi Beck Terms Offered: TBD

HIPS 25700. Science in Victorian Britain. 100 Units.
Instructor(s): A. Winter Terms Offered: Winter

HIPS 25901. Evolution of Mind and Morality: Nineteenth to Twenty-First Centuries. 100 Units.
Instructor(s): R. Richards Terms Offered: Autumn
Prerequisite(s): Third- or fourth-year standing
Equivalent Course(s): CHSS 35900,HIST 25501,HIST 35501,PHIL 24300,PHIL 34300,PSYC 28200

HIPS 25902. A History of Cell and Molecular Biology. 100 Units.
This course will trace the parallel histories of cell and molecular biology, primarily in the 20th century, by exploring continuities and discontinuities between these fields and their precursors. Through discussion, attempts will be made to develop definitions of cell and molecular biology that are based upon their practices and explanatory strategies, and to determine to what extent these practices and strategies overlap. Finally, the relevance of these definitions to current developments in biology will be explored. The course is not designed to be comprehensive, but will provide an overall historical and conceptual framework.
Instructor(s): K. Matlin Terms Offered: Spring
Prerequisite(s): This course does not meet the requirements for the Biological Sciences Major.
Equivalent Course(s): BIOS 29270

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 this period, including Anselm, Aquinas, Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, and Hume.
Instructor(s): B. Callard Terms Offered: Winter
Prerequisite(s): Completion of the general education requirement in humanities required; PHIL 25000 recommended
Equivalent Course(s): PHIL 26000
HIPS 26101. Social and Cultural Foundations of Mental Health. 100 Units.
The wellbeing of individuals depends on sociocultural as well as psychobiological conditions, yet current professional thinking about mental health and illness focuses almost exclusively on psychobiological factors. Mental health is influenced significantly by the levels and types of environmental support and of stress that persons experience in their social milieus, which differentially affect their individual strengths and vulnerabilities. This course aims to broaden our concepts of positive mental health by examining the contributions of major social scientific theorists, such as Durkheim, Freud, Simmel, Weber, Mead and other classic and recent writers whose works demonstrate the vital connection between individual personality and sociocultural context. The course will consist of lectures and discussion of readings, with grades based on short paper assignments. (D; 4)
Instructor(s): D. Orlinsky Terms Offered: Not offered 2014-15
Note(s): Not offered 2014-15
Equivalent Course(s): CHDV 38701

HIPS 26203. Nature/Culture. 100 Units.
Exploring the critical intersection between science studies and political ecology, this course interrogates the contemporary politics of “nature.” Focusing on recent ethnographies that complicated our understandings of the environment, the seminar examines how conceptual boundaries (e.g., nature, science, culture, global/local) are established or transgressed within specific ecological orders).
Instructor(s): J. Masco Terms Offered: Spring
Equivalent Course(s): ANTH 23805, ANTH 43805, CHSS 32805

HIPS 26502. Social Studies of Science. 100 Units.
Instructor(s): J. Evans Terms Offered: Spring
Equivalent Course(s): SOCI 20148, SOCI 30148, CHSS 30310

HIPS 27013. Health and the Body in American Religions. 100 Units.
From 18th-century debates over smallpox inoculation to contemporary evangelical dieting culture, this course explores how religion has shaped human bodies in sickness and health in American history. We will explore some well-known episodes, like the emergence of Christian Science, as well as less-studied moments in the story of American religion and medicine, like the early-20th-century interest in the effect of tuberculosis on Jews. We will investigate the deep medical interests of early Methodists as well as the sometimes fraught relationship between modern medicine and Amish and Mennonite communities. This course will evaluate how religious thought and practice have interacted in different religious communities that span the history of America from European exploration to the present.
Instructor(s): P. Koch Terms Offered: Spring
Equivalent Course(s): RLST 21311, HIST 27013
HIPS 27302. Culture, Mental Health, and Psychiatry. 100 Units.
This course examines mental health and illness as a set of subjective experience, social processes and objects of knowledge and intervention. On a conceptual level, the course will invite students to think through the complex relationships between categories of knowledge and clinical technologies (in this case, mainly psychiatric ones) and the subjectivities of persons living with mental illness. Put in slightly different terms, we will look at the multiple links between psychiatrists’ professional accounts of mental illness and patients’ experiences of it. Readings will be drawn primarily from medical and psychological anthropology, cultural psychiatry, and science studies, but will include some "primary texts" from the memoiristic and psychiatric literatures.
Instructor(s): E. Raikhel Terms Offered: Winter
Equivalent Course(s): CHDV 23301, ANTH 24315, ANTH 35115, CHDV 33301

HIPS 28002. Sciences of Memory in the Twentieth Century. 100 Units.
This course will examine a series of episodes in the history of the understanding of autobiographical memory, beginning with the emergence of academic psychology, and also psychoanalysis in the late nineteenth century and ending with the "memory wars" of the 1980s and ‘90s. The course will include an examination of the yoked history of beliefs about individual and "collective" memory: the impact of memory therapies during the First and Second World Wars, the impact of innovations in brain surgery on beliefs about the physiological memory record and the neurophysiology of remembering, and the impact of the rise of forensic psychology on the popular, scientific, and legal understanding of memory.
Instructor(s): A. Winter Terms Offered: Spring
Equivalent Course(s): HIST 25510, HIST 35505, CHSS 31502

HIPS 28101. Psychoanalysis and Philosophy. 100 Units.
Instructor(s): J. Lear, C. Vogler Terms Offered: Winter
Prerequisite(s): Open to students who are majoring in philosophy with advanced standing
Equivalent Course(s): PHIL 38209, SCTR 37501

HIPS 28202. Topics in Philosophy of Science: Mechanism and Causation. 100 Units.
Instructor(s): B. Fogel Terms Offered: Spring
Note(s): Background in science not required.
Equivalent Course(s): PHIL 21109, PHIL 31109

HIPS 28601. Environment and the Body. 100 Units.
Instructor(s): A. Gugliotta Terms Offered: Winter

HIPS 28801. Environmental Law. 100 Units.
Terms Offered: Autumn
Prerequisite(s): Third- or fourth-year standing, or consent of instructor
HIPS 29700. Readings and Research in History, Philosophy, and Social Studies of Science and Medicine. 100 Units.
Terms Offered: Autumn, Winter, Spring
Note(s): Students are required to submit the College Reading and Research Course Form.

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: Winter
Equivalent Course(s): HIST 25503

HIPS 29810. Bachelor's Thesis Workshop. 100 Units.
Terms Offered: Autumn, Winter, Spring

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.
Humanities

First-year general education courses engage students 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. These courses meet the general education requirements in the interpretation of historical, literary, and philosophical texts. In combination with these courses, students are required to take that introduce the analysis and practice of expert academic writing.

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.

General Education Sequences

All HUMA 10000-level sequences that meet general education requirements are available as either a two-quarter sequence (Autumn, Winter) or as a three-quarter sequence (Autumn, Winter, Spring).

NOTE: Students registered in HUMA 10000–level sequences that meet general education requirements must attend the first and second class sessions or their registration will be dropped.

HUMA 11000-11100-11200. Readings in World Literature I-II-III.
This sequence examines the relationship between the individual and society in a rich and exciting selection of literary texts from across the globe. We address the challenges faced by readers confronting foreign literatures, reading across time and cultures, and reading texts in translation. We focus on two major literary themes and genres: Epic Poetry (Autumn Quarter) and Autobiography (Winter Quarter). Selected readings may include: Homer’s *Odyssey*, the *Epic of Gilgamesh*, the Ancient Indian *Mahabharata*, Saint Augustine’s *Confessions*, Vladimir Nabokov’s *Speak, Memory: An Autobiography Revisited*, and Wole Soyinka’s *Ake: The Years of Childhood*. Students wishing to take the third quarter of this sequence in the Spring Quarter choose among a selection of topics (e.g., “Gender and Literature,” “Crime Fiction and Murder Mysteries,” “Reading the Middle Ages: Europe and Asia,” or “Poetry.”

HUMA 11000. Readings in World Literature I. 100 Units.
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.
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.
Terms Offered: Spring
Prerequisite(s): HUMA 11100
Note(s): These courses must be taken in sequence.

HUMA 11100. Readings in World Literature II. 100 Units.
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.
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 explore fundamental ethical questions—concerning virtue, the good life, the role of the individual in society—as they were formulated by ancient Greek writers and philosophers. Our focus is on Plato, Aristotle, and the Greek dramatists.
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 arise in seminal writings of the sixteenth and seventeenth centuries. Skeptical arguments—about the possibility of various kinds of knowledge and of freedom—are a focus. Authors tend to include Descartes, Hume, Shakespeare, and others.
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 discuss ethical and epistemological questions having to do with self-knowledge and knowledge of others, considered from the vantage point of Enlightenment and post-Enlightenment thought. Authors tend to include Hume, Kant, and Melville.
Terms Offered: Spring
Prerequisite(s): HUMA 11600
Note(s): These courses must be taken in sequence.

HUMA 11600. Philosophical Perspectives II. 100 Units.
Winter Quarter explores metaphysical and epistemological questions as they arise in seminal writings of the sixteenth and seventeenth centuries. Skeptical arguments —about the possibility of various kinds of knowledge and of freedom—are a focus. Authors tend to include Descartes, Hume, Shakespeare, and others.
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 discuss ethical and epistemological questions having to do with self-knowledge and knowledge of others, considered from the vantage point of Enlightenment and post-Enlightenment thought. Authors tend to include Hume, Kant, and Melville.
Terms Offered: Spring
Prerequisite(s): HUMA 11600
Note(s): These courses must be taken in sequence.

HUMA 12000-12100-12200. Greek Thought and Literature I-II-III.
The first two quarters of this sequence are designed as a complete unit, and they approach their subject matter both generically and historically. First, they offer an introduction to humanistic inquiry into the most important genres of Western literature: epic poetry (Homer); tragedy (Aeschylus, Sophocles, and Euripides); historiography (Herodotus and Thucydides); philosophic dialogue (Plato); and comedy (Aristophanes). Secondly, they offer a broad introduction to ancient Greek thought and culture, which aims at understanding what ancient works meant to their original authors and audiences as well as how they reflect the specific historical conditions of their composition.

HUMA 12000. Greek Thought and Literature I. 100 Units.
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 12100. Greek Thought and Literature II. 100 Units.
Terms Offered: Winter
Prerequisite(s): HUMA 12000
Note(s): These courses must be taken in sequence.
HUMA 12200. Greek Thought and Literature III. 100 Units.
In Spring Quarter, each section builds on the experience of the previous two quarters by tracing the development of a different literary genre (e.g., historiography or tragedy) or cultural mode of expression (e.g., philosophy or oratory) from the Greeks and Romans into the modern period. Thus, for example, a section on epic might progress from Vergil and Milton to Derek Walcott’s modern epic Omeros, and one on comedy from Plautus and Shakespeare to The Simpsons.
Terms Offered: Spring
Prerequisite(s): HUMA 12100
Note(s): These courses must be taken in sequence.

HUMA 12100. Greek Thought and Literature II. 100 Units.
Terms Offered: Winter
Prerequisite(s): HUMA 12000
Note(s): These courses must be taken in sequence.

HUMA 12200. Greek Thought and Literature III. 100 Units.
In Spring Quarter, each section builds on the experience of the previous two quarters by tracing the development of a different literary genre (e.g., historiography or tragedy) or cultural mode of expression (e.g., philosophy or oratory) from the Greeks and Romans into the modern period. Thus, for example, a section on epic might progress from Vergil and Milton to Derek Walcott’s modern epic Omeros, and one on comedy from Plautus and Shakespeare to The Simpsons.
Terms Offered: Spring
Prerequisite(s): HUMA 12100
Note(s): These courses must be taken in sequence.
HUMA 12300-12400-12500. Human Being and Citizen I-II-III.
Socrates asks, “Who is a knower of such excellence, of a human being and of a citizen?” We are all concerned to discover what it means to be an excellent human being and an excellent citizen, and to learn what a just community is. This course explores these and related matters, and helps us to examine critically our opinions about them. To this end, we read and discuss seminal works of the Western tradition, selected both because they illumine the central questions and because, read together, they form a compelling record of human inquiry. Insofar as they force us to consider different and competing ways of asking and answering questions about human and civic excellence, it is impossible for us to approach these writings as detached spectators. Instead, we come to realize our own indebtedness to our predecessors and are inspired to continue their task of inquiry. In addition to providing a deeper appreciation of who we are as human beings and citizens, this course aims to cultivate the liberating skills of careful reading, writing, speaking, and listening. 2013–14 readings for this Core sequence consisted of philosophical and literary texts from different periods, organized around the themes of “Human Being” and “Citizen” (from Plato’s Apology). In the Autumn Quarter, students read Genesis, Plato (Symposium and Apology), and Homer (Iliad). Readings for the Winter Quarter were Aristotle’s Nicomachean Ethics, Augustine’s Confessions, and Dante’s Inferno. The texts for the Spring Quarter were Shakespeare’s Measure for Measure, Kant’s “What Is Enlightenment?” and Groundwork of the Metaphysics of Morals, a selection of American political and literary documents, and J. M. Coetzee’s Waiting for the Barbarians.

HUMA 12300. Human Being and Citizen I. 100 Units.
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.
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.
Terms Offered: Spring
Prerequisite(s): HUMA 12400
Note(s): These courses must be taken in sequence.

HUMA 12400. Human Being and Citizen II. 100 Units.
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.
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 the nature and effects of different writing structures and styles: How does the written form of a text influence the way that we interpret it? The texts raise enduring humanistic issues, such as the nature of justice, the scope of freedom, and the stability of knowledge. As we consider these questions, we consider how our views are shaped by the very language used to ask and to answer. This sequence also emphasizes writing as practice. Over the course of the year, students average one writing assignment per week, and we discuss these assignments in seminar groups of five or six. The writing workload is significant: 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 this 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 The Peloponnesian War, and Measure for Measure.
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 further selections from The Peloponnesian War, Harriet Jacobs’s Incidents in the Life of a Slave Girl, Joseph Conrad’s Heart of Darkness, Virginia Woolf’s The Waves, and Friedrich Nietzsche’s Beyond Good and Evil.
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 Descartes’s Meditations, Tolstoy’s War and Peace, and selections from radical feminist prose.
Prerequisite(s): HUMA 13600
Note(s): These courses must be taken in sequence.

HUMA 13600. Introduction to the Humanities II. 100 Units.
In the Winter Quarter, we read further selections from The Peloponnesian War, Harriet Jacobs’s Incidents in the Life of a Slave Girl, Joseph Conrad’s Heart of Darkness, Virginia Woolf’s The Waves, and Friedrich Nietzsche’s Beyond Good and Evil.
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 Descartes’s *Meditations*, Tolstoy’s *War and Peace*, and selections from radical feminist prose.
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 is devoted to the cultivation of the art of interpretation through the close reading of objects across a broad range of times and places, from the Homeric epic to contemporary film, folk tale to museum. In each case the goal is to work outward from the textual details—construing the term text generously so as to include any form of cultural production—and develop insight into the local emergence and global circulation of objects of interpretation. In the process the sequence explores questions about memory, home, and belonging; the various historical forms of cultural production, from epic to folk tale, music, film, and novels; about the challenges of translation to responsible interpretation; about texts as formative sources of human community, inter-personal obligation, and transcendence; about hybridity and the legacy of colonialism; and, of course, about the role of humanistic inquiry in addressing all these questions. The year is divided into three conceptual themes that allow us to explore the above questions: homelands, travel, and exchange. Readings in the past have included Homer’s *The Odyssey*, *The Arabian Nights*, Honoré de Balzac’s *Pierre Grassou*, Harriet Jacobs’s *Incidents in the Life of a Slave Girl*, Charles Baudelaire’s *Paris Spleen*, Charlie Chaplin’s *Modern Times*, Zora Neale Hurston’s *Of Mules and Men*, T. S. Eliot’s *The Waste Land*, Orson Welles’s *Citizen Kane*, Tomás Rivera’s *And the Earth Did Not Devour Him*, Teresa Cha’s *Dictee*, Jamaica Kincaid’s *A Small Place*, the Coen Brothers’ *O Brother, Where Art Thou?*, Haruki Murakami’s *Sputnik Sweetheart*, Alfonso Cuarón’s *y tu mamá también*, a visit to a museum, graphic novels, music, visual art, and cultural criticism.

HUMA 14000. Reading Cultures: Collection, Travel, Exchange I. 100 Units.
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.
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.
Terms Offered: Spring
Prerequisite(s): HUMA 14100
Note(s): These courses must be taken in sequence.
HUMA 14100. Reading Cultures: Collection, Travel, Exchange II. 100 Units.
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.
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 three-quarter sequence introduces students to the skills, materials, and relationships of a variety of disciplines in the humanities, including literature, cinema studies, philosophy, music and sound studies, theater, and the visual arts. We construe "aesthetics" broadly: as a study in sensory perception, value, and the close analysis of artistic objects. "Medium," too, is understood along a spectrum of meanings that range from the materials of art (words, sound, paint, stone, film, air, light) to various technical apparatuses and communications systems (print, photography, film, radio, television, and digital media). Our central questions include: What is the relation between media and various kinds of art? Can artistic uses of media be distinguished from non-artistic uses? What is the relation between media and human sensations and perceptions? How do media produce pity, fear, or pleasure? Do we learn new ways of seeing and hearing through the devices involved in painting, photography, music, and cinema? What happens when we adapt or translate objects into other media: painting into photography, writing into film, or music into video? This not a course in “media studies” in any narrow sense. It is rooted in a broad range of criticism and philosophy by such writers as Plato, Aristotle, Nietzsche, Freud, Benjamin, Bazin, Derrida, Mulvey, Baudrillard, and Barthes. It ranges across historical eras to consider aesthetic objects of many kinds: films, paintings, photographs, novels, plays, stories, poems, songs, and albums. Occasionally, we ask questions about how the aesthetic object is situated in cultural history. More often, though, we will be fostering sensitivity to, and analysis of, the sensory, cognitive, and emotional shaping of the aesthetic experience as framed by the medium in which it occurs.

HUMA 16000. Media Aesthetics: Image, Text, Sound I. 100 Units.
The Autumn Quarter focuses on seeing, especially on the problems that arise when objects and texts seem to offer themselves as images that constitute visual "reflections" or "imitations" of the world (e.g., Velázquez's Las Meninas, Hitchcock's Vertigo, Wilde's The Picture of Dorian Gray, and Cindy Sherman's photographs).
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.
The Winter Quarter will focus on reading and writing, and questions associated with objects considered as material texts to be “translated” or “interpreted” (e.g., Kosuth’s conceptual art, Genesis, Shakespeare’s Hamlet, Welles’s Citizen Kane, Cha’s Dictée, Bechdel’s Fun Home).
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.
The Spring Quarter will focus on listening, with particular emphasis on how sounds acquire meaning or significance, how music and the voice can express desire, suffering, or overwhelm the intellect, and the many possible relationships between sound, image, poetry, song, and lyrics (Emily Dickinson’s “Split the Lark,” John Cage’s 4’33”, Du Bois’s The Souls of Black Folk, Nietzsche’s Birth of Tragedy, and albums by Kanye West and Michael Jackson).
Terms Offered: Spring
Prerequisite(s): HUMA 16100
Note(s): These courses must be taken in sequence.

HUMA 16100. Media Aesthetics: Image, Text, Sound II. 100 Units.
The Winter Quarter will focus on reading and writing, and questions associated with objects considered as material texts to be “translated” or “interpreted” (e.g., Kosuth’s conceptual art, Genesis, Shakespeare’s Hamlet, Welles’s Citizen Kane, Cha’s Dictée, Bechdel’s Fun Home).
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.
The Spring Quarter will focus on listening, with particular emphasis on how sounds acquire meaning or significance, how music and the voice can express desire, suffering, or overwhelm the intellect, and the many possible relationships between sound, image, poetry, song, and lyrics (Emily Dickinson’s “Split the Lark,” John Cage’s 4’33”, Du Bois’s The Souls of Black Folk, Nietzsche’s Birth of Tragedy, and albums by Kanye West and Michael Jackson).
Terms Offered: Spring
Prerequisite(s): HUMA 16100
Note(s): These courses must be taken in sequence.

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 course aims to provoke us to critically examine common assumptions that determine our understanding of language—and more specifically, of 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.
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.
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: In 2014-15, 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).
Terms Offered: Spring
Prerequisite(s): HUMA 17100
Note(s): These courses must be taken in sequence.
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. Terms Offered: Winter Prerequisite(s): HUMA 17000 Note(s): These courses must be taken in sequence.

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. Terms Offered: Autumn, Winter, Spring 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

HUMA 02980. Practicum. 025 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 Susan Art 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.
Instructor(s): C. Bohlman Terms Offered: TBD

HUMA 20711. At the Piano II: Keyboard Studies for Non-Music Majors. 100 Units.
Instructor(s): C. Bohlman Terms Offered: TBD
Prerequisite(s): HUMA 20710 or consent of instructor

HUMA 20712. At the Piano III: Keyboard Studies for Non-Music Majors. 100 Units.
Instructor(s): C. Bohlman Terms Offered: TBD
Prerequisite(s): HUMA 20710 or consent of instructor.

HUMA 20713. At the Piano IV: Keyboard Studies for Non-Music Majors. 100 Units.
Instructor(s): C. Bohlman Terms Offered: TBD
Prerequisite(s): HUMA 20710 or consent of instructor.

HUMA 20711. At the Piano II: Keyboard Studies for Non-Music Majors. 100 Units.
Instructor(s): C. Bohlman Terms Offered: TBD
Prerequisite(s): HUMA 20710 or consent of instructor

HUMA 20712. At the Piano III: Keyboard Studies for Non-Music Majors. 100 Units.
Instructor(s): C. Bohlman Terms Offered: TBD
Prerequisite(s): HUMA 20710 or consent of instructor.

HUMA 20713. At the Piano IV: Keyboard Studies for Non-Music Majors. 100 Units.
Instructor(s): C. Bohlman Terms Offered: TBD
Prerequisite(s): HUMA 20710 or consent of instructor.
HUMA 24005. Understanding Wisdom. 100 Units.
Thinking about the nature of wisdom goes back to Aristotle and has changed in many ways over the history of thought. However, in modern times the term "wisdom" has appeared less in popular discourse except as a synonym for being "smart" or "clever." This course examines the basic question of how wisdom has been defined and how the definition has changed. We examine whether wisdom really exists or whether it is simply a creation of mythology or fiction or wishful thinking. Further, the course considers whether and how wisdom can be studied scientifically, that is, how it can be measured and experimentally manipulated. Readings are drawn from philosophy, classics, history, behavioral economics, neuroscience, and psychology. In addition to considering the theoretical concept of wisdom and how it can be studied scientifically, the course explores how concepts of wisdom can be applied in business, education, medicine, and the law. We conclude by discussing the notion of how practical wisdom can be applied in daily life to increase human flourishing.
Instructor(s): H. Nusbaum, B. Keysar, B. Hoeckner, A. Henly Terms Offered: Autumn
Prerequisite(s): Third- or fourth-year standing
Equivalent Course(s): BPRO 24000, PSYC 24050, PSYC 34050

HUMA 25204. Posthuman Condition: Robots, Internet, Mind. 100 Units.
How have we become posthuman—if we are no longer solely "human"? This course investigates cultural logics of how one of our more recent machines—the digital computer—provides reciprocal models between people and their machines, such as robots, laptops, smart phones, the internet. How do our capabilities for communication inform our databases and social networks, and likewise, how do emergent machine functionalities influence our technogenesis as we learn not only to think and do things with digital media, but also to learn with them? In relation to myths, games, rituals, and dreams of learning, we examine kinesthetic as well as inter- and intra-personal intelligences in human embodiment and their digital replication, with a focus less on information than on meaning and ideologies.
Instructor(s): M. Browning Terms Offered: Autumn 2014
Equivalent Course(s): HIPS 25204

HUMA 29700. Reading Course. 100 Units.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of instructor and senior adviser.
Note(s): Students are required to submit the College Reading and Research Course Form.
INTERDISCIPLINARY STUDIES IN THE HUMANITIES

PROGRAM OF STUDY

The Bachelor of Arts degree program in Interdisciplinary Studies in the Humanities (ISHU) offers qualified undergraduates the opportunity to shape an interdisciplinary plan of course work centered in, but not necessarily restricted to, study in the humanities. The program is meant to accommodate a course of study that could not otherwise be carried out easily within the structures of a single disciplinary major.

One of the notable features of the program is the requirement that all ISHU majors complete a formal BA paper at the end of their term of study that integrates the disparate fields of each student's study in a truly interdisciplinary manner. A BA paper will normally consist of an analytical research paper. An alternative option is a creative BA project, which would be accompanied by an analytical write-up of the project's background, conceptual problem(s), and methodology.

To be considered for admission to this BA program, a student must submit an application. This application consists of the student's selection and rationalization of a plan of courses that form a discrete field of interdisciplinary study. (The specific materials and protocol necessary for the application are described below.) The application process is designed to make clear in each individual case what intellectual concerns are to be related to one another through interdisciplinary study and what method of comparative analysis is suited to such an approach.

Students should discuss plans and proposed courses with both the ISHU chair and College adviser. These meetings will help students evaluate the available courses of study to arrive at a balanced and coherent interdisciplinary plan.

Once a student is admitted to ISHU, she or he will come to have the support also of the BA preceptor and, by the end of the third year, a faculty BA adviser. The preceptor is typically a graduate student with interdisciplinary expertise who will help the student to progress towards successful completion of the degree program, including completion of the BA paper. The faculty adviser is a faculty member who has expertise in the student's main field of study, and agrees to supervise the development of the BA paper specifically. (The student is responsible for securing a faculty BA adviser, but can ask the ISHU staff for assistance in doing so.)

A student in the ISHU BA program will take courses in two or three academic departments, and it is common for ISHU majors to have two or three sets of chosen courses that do not intersect with each other at all. (Your program is interdisciplinary; your courses, individually, need not be interdisciplinary.) There is, however, a required structure to the distribution of courses that a student takes, and there are two specific courses that every ISHU major must take. These requirements are explained below.
PROGRAM REQUIREMENTS

Each student's program of study must meet the following six distribution requirements. Students can ensure that these requirements are met by completing the application worksheet that is available from the ISHU College adviser or ishum.uchicago.edu:

1. Six courses in a primary field or in closely integrated subject areas in more than one field.
2. Three courses in a first supporting field or in closely integrated subject areas in more than one field.
3. Three courses in a second supporting field or in closely integrated subject areas in more than one field.

A "field" is defined in one of three ways: (a) a selection of courses from a traditional department (such as Near Eastern Languages and Civilizations or Philosophy), (b) a traditional discipline spread over more than one department (such as a "Theater" field containing South Asian Languages and Civilizations and Theater and Performance Studies courses), or (c) an interdisciplinary set of courses under a certain rubric (such as an "American studies" field containing courses from English, History, and Sociology, or a "Narrative/Storytelling" field containing courses from Romance or Slavic Languages and Literatures, Anthropology, and Psychology). Students are encouraged to create their six-course field from a single, traditional discipline, so that, however broad their program, they can also have some depth of learning in a single discipline.

Any one of the fields listed under (1), (2), and (3) may be drawn from outside the humanities.

4. Two courses or one sequence of two courses (drawn from offerings in the humanities) that emphasizes intellectual approaches or critical methods germane to a student's particular interdisciplinary course program.

5. ISHU 29802 The BA Colloquium in the Spring Quarter of the third year, which meets three times over the quarter and is taught by the ISHU BA preceptor. The purpose of this course is for each student to begin working on the structure and argument of the BA paper that he or she will complete the following year. At the end of the course, each student will have written a proposal for the BA paper, which will generally be a précis of the argument that the student anticipates making. Grading for this course is Pass/Fail (P/F) for all students.

Students should note that the course carries no numerical credit towards their degree (it is a "zero-unit" course). It cannot fill any role in the student’s degree program other than the one it is designed to fill; it also cannot be an elective. Because it is a noncredit course, students must carry at least three additional courses while registered for ISHU 29802 in order to meet requirements for full-time student status. Regardless of these technical qualifications, the course is compulsory for ISHU majors in their third year unless an exemption is granted for unusual circumstances, such as the student's being in residence at a study-abroad program that quarter.
6. **ISHU 29900 Preparation of the BA Project.** This course is structured as an independent study. The instructor will be the student’s faculty BA adviser. It should be taken in the Autumn or Winter Quarter of fourth year, but in special circumstances may be taken in Spring Quarter of fourth year. The faculty adviser will devise a plan of reading and writing for the student and will critique drafts of the student’s BA paper as they develop.

**SUMMARY OF REQUIREMENTS**

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<th>Requirement</th>
<th>Units</th>
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<tr>
<td>Six primary field courses</td>
<td>600</td>
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<tr>
<td>Three secondary field courses</td>
<td>300</td>
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<tr>
<td>Three supporting field courses</td>
<td>300</td>
</tr>
<tr>
<td>Two critical/intellectual methods courses</td>
<td>200</td>
</tr>
<tr>
<td>ISHU 29802 The BA Colloquium</td>
<td>000</td>
</tr>
<tr>
<td>ISHU 29900 Preparation of the BA Project</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>1500</strong></td>
</tr>
</tbody>
</table>

**BA PAPER PREPARATION RELATED DEADLINES**

In order to maintain good standing in the program, fourth-year ISHU majors are expected to meet certain deadlines as they move toward completing their BA paper: (This schedule is based upon a normal Spring Quarter graduation plan; students planning to graduate in another quarter should adjust the various deadlines accordingly.)

Fourth year ISHU students will meet with the BA preceptor at least twice during the Autumn Quarter and twice again during the Winter Quarter. In these meetings they will discuss their work with the preceptor and show him or her drafts of the BA paper or, in the minimal case, evidence of their progress toward the completion of the paper. By the end of the Autumn Quarter, fourth-year students will turn in a preliminary draft/first iteration of the BA paper to the preceptor. There will then be a pre-final draft due to the faculty BA adviser, the ISHU chair, and the preceptor for perusal and critique by the end of the Winter Quarter. The final BA paper should be turned in to each of these three people and also to the academic advisor by Friday of fourth week in Spring Quarter.

In addition to these departmental requirements, a student’s faculty BA adviser may impose earlier deadlines and further conditions in relation to the work expected of the student in ISHU 29900 Preparation of the BA Project.

**SAMPLE PROGRAMS**

While the potential for developing individual BA programs in Interdisciplinary Studies is as great as the combined ingenuity, imagination, and interest of each student in consultation with his or her advisers, there are identifiable patterns in the choices of fields and lines of inquiry currently being implemented in the ISHU program. The most prominent of these include the following:

1. **Study in philosophy and literature** (with either literature or philosophy emphasized) to investigate differences in handling concepts and language in philosophy and literature and/or mutual influence between the two fields.
2. Study in verbal and nonverbal art forms and expressions (art and literature; and music and literature) leading to consideration of the implications of the verbal and nonverbal distinction for interpretation and criticism.

3. Study in the history, philosophy, language, religious expression, and literary and artistic productions of a given culture or of a given historical period within one or more cultures. Examples include American studies, the Renaissance, the Near East, or Greece (and the Mediterranean) in the preclassical and classical ages.

4. Study in humanistic fields (e.g., literature and philosophy) and in a social science field (e.g., sociology, psychology, anthropology, political science). This option is particularly adapted to a focus on gender studies. Please note, however, that the College offers a major in Gender Studies.

5. Study of modern culture in its various aspects of popular and elite forms of cultural expression.

6. Study in humanistic approaches to biological or physical science. This option is particularly adapted to interest in problems or aspects of intellectual and cultural history (e.g., the impact of Newtonian physics on eighteenth-century European thought) or to study of modern society and science's role within it (medical ethics being one possible focus among many).

7. Study in human rights in relation to one or two humanistic disciplines such as philosophy, literature, or history.

APPLICATION
Interested students should make application to the ISHU 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 securing an interview with the ISHU chair and College adviser, to discuss the feasibility of shaping and implementing a given set of interdisciplinary concerns into a course of study for the BA.

After consultation, students who wish to pursue an application to the ISHU 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:

Personal Statement
The first part of the proposal consists of a personal reflective statement of approximately 500 to 1,000 words in length, explaining the character of their interdisciplinary interests and stating as thoughtfully as possible how they propose to channel and expand them within course offerings currently available. Some consideration of prospects and possibilities for a BA paper or project is a desirable part of these statements, if it can be provided.
Course Prospectus

The second part of the proposal consists of a list of courses to fill the headings given in the above set of guidelines. This list will include courses the student has already taken as well as ones he or she intends to take. While a list of courses the student proposes to take is a required part of the application, it is understood that these will undergo modification. Any changes to the course prospectus should be discussed with (and approved by) the College adviser.

After the application materials have been reviewed by the ISHU chair and academic adviser, a twenty-minute interview will be scheduled with the ISHU chair. The ISHU 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 (that is, A, B, C, D, or F, with + and – grades), with the exception of the zero-unit course ISHU 29802 The BA Colloquium, for which students will receive a grade of Pass or Fail.

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 adviser, ISHU chair, and master of the Humanities Collegiate Division.

ADVISING

Close contact with the faculty and staff relevant to the student’s career in ISHU—including the ISHU College adviser, chair, and preceptor, and the faculty adviser of the BA paper—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 ISHU 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 ISHU. ISHU students may approach any University of Chicago faculty member who works in his or her field of interest with a request to serve as faculty adviser for the BA paper. Similarly, ISHU students may take courses with any faculty member from any department of the University.

COURSES

For the same reason—that ISHU 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 substantive and methodology courses offered in these varied departments and programs are viable courses for the program. ISHU students may take any courses offered in the University that fit in with their program of study, provided these are approved by the ISHU College adviser and chair.
In addition to the above courses that are grounded in particular fields of study, the program requires all ISHU students to take two courses that are related to the preparation of the BA paper:

**ISHU 29802. The BA Colloquium. 000 Units.**
Terms Offered: Spring
Prerequisite(s): Consent of ISHU College adviser and chair
Note(s): Required of third-year students who are majoring in ISHU. This zero-unit, noncredit course must be taken for P/F grading. To meet requirements for full-time student status, students must carry at least three additional courses while registered for this course.

**ISHU 29900. Preparation of the BA Project. 100 Units.**
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of faculty adviser and ISHU chair
Note(s): Students are required to submit the College Reading and Research Course Form.

More details of these two courses have been provided earlier in the Program Requirements section.

Moreover, inasmuch as the ability to write clear, effective prose is part of the essential skill set required of the humanist endeavor, ISHU students are encouraged (but not required) to take a course on academic writing such as:

**ISHU 23000. Academic and Professional Writing (The Little Red Schoolhouse) 100 Units.**
Instructor(s): L. McCenerney, K. Cochran, T. Weiner Terms Offered: Winter, Spring
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 13000, ENGL 33000
INTERNATIONAL STUDIES

PROGRAM OF STUDY

The undergraduate program in International Studies (IS) draws on the strengths of the College faculty in a variety of disciplines and their innovative work in a number of areas of international relevance (e.g., human rights, international relations, globalization, transnationalism, area studies) as well as their groundbreaking research studies of development and humanitarianism, knowledge production and local practices, political processes of production and consumption, mobility and tourism, global popular culture, and embodiment and collective experience. The program is designed to attract students who are preparing for academic, government, nonprofit, or business careers with an international focus, and who value the benefits of study abroad and of cross-cultural learning.

The program is organized around courses drawn from two thematic tracks and area studies:

1. international political economy (thematic)
2. transnational processes (thematic)
3. area and civilization studies

Students should plan to complete their program within four years of study.

Study abroad experience is a requirement of the IS program. Students who are interested in pursuing the program should begin exploring appropriate plans early in their second year.

PROGRAM REQUIREMENTS

Students must take the required thirteen courses according to the following five guidelines:

**IS Introductory Sequence**

Students are required to take a two-quarter introductory sequence, taught annually, in the field of international studies. One quarter provides an overview of contemporary global issues (INST 23101 Contemporary Global Issues I), and the other provides in-depth study of selected issues (INST 23102 Contemporary Global Issues II). These courses are designed to be taken in sequence. Students are strongly encouraged to complete the sequence in their second year, which allows them much more flexibility in selecting a program abroad in their third year.

**International Political Economy Thematic Track (2 or 4 courses)**

Nation-states and national sovereignty, relations between nation-states, political identity, development, conflict and security, and relations between states and international political (e.g., United Nations) and economic (World Bank, International Monetary Fund) organizations.

**Transnational Processes Thematic Track (2 or 4 courses)**

Courses appropriate for this track take up issues and processes that operate across the borders of nations. These include economic, political and cultural globalization, transnational and multinational corporations and new patterns of consumption,
nongovernmental organizations, human rights, environment and ecology, media and the arts.

**Area and Civilization Track (3 courses)**

Either three courses in one area of the world (but no more than two from the same country); or two courses in one area and one course in another area. Students majoring in IS may count one civilization studies course that bears a University of Chicago course number that is not used to meet the general education requirement in civilization studies.

Literature courses taken at the level of third-year language or above may count toward the area and civilization track. To be considered at the level of third-year language or above, a course must be at least the seventh quarter of a language sequence.

**Course Distribution**

Students are required to complete a total of thirteen courses in the following combination: two courses in the introductory core; six courses in the two thematic subfields (two in one and four in the other); three courses in area and civilization studies, two of which must be in the same region of the world; and the two course BA seminar taught only in sequence in the autumn and winter quarters.

Students select their courses in consultation with IS program advisers. The IS faculty selects courses (https://inst.sites.uchicago.edu/page/courses) each year that are accepted toward the major, and the list is posted (online (http://inst.uchicago.edu/page/courses) and in the IS program office) quarterly.

**Foreign Language**

Students can meet the program’s foreign language requirement in one of two ways:

1. Students may complete the equivalent of seven quarters of language study in a single language. Credit for the seventh and final quarter must be earned by Chicago course registration. For information about the use of language as elective courses in the major, see the Course Distribution section above.

2. Students may obtain an Advanced Language Proficiency Certificate, which is documentation of advanced functional ability in reading, writing, listening, and speaking. For details, visit the College’s Advanced Language Proficiency (http://college.uchicago.edu/academics-advising/academic-opportunities/advanced-language-proficiency) page.

**Study Abroad**

Students are required to (1) complete a minimum of eight weeks of academic study in an approved study abroad program or (2) complete an approved internship or approved BA research project abroad. Students are strongly encouraged to integrate their study abroad into their BA thesis projects. The best ways of doing so are, in order of significance: independent research abroad, the Social Sciences Winter Quarter in Paris or Spring Quarter in Beijing, or a study abroad program that offers a practicum or internship. While useful for fulfilling the program requirement, the Civilization Abroad programs seldom allow time for independent fieldwork,
research, or study. Participation in any study abroad program that is approved by the University of Chicago will fulfill this requirement; for more information, consult with the study abroad advisers or visit study-abroad.uchicago.edu. See Opportunities Abroad (http://inst.uchicago.edu/page/opportunities-abroad) on the IS program website for further information about the study abroad requirement. The requirement can be waived only by petition for students who are able to demonstrate a similarly significant, structured international education experience at the college level. Students wishing to undertake a program outside the University’s offerings must obtain approval of the program director before departure. Students may not participate in a study abroad program in Autumn and Winter Quarters of their senior year.

Students born outside of the United States who have completed high school education in their country of birth may waive the study abroad requirement.

Second Year

Most second year IS majors will take the Contemporary Global Issues sequence (INST 23101-23102 Contemporary Global Issues I-II) during their Autumn and Winter Quarters. In addition, all prospective IS majors must meet with the program assistant during their Spring Quarter to declare the major and review their course of study.

Third Year

All students who are intending to major in International Studies should schedule a meeting with the program advisers during Autumn Quarter of their third year. During Winter Quarter, all third-year students will attend a required meeting with the program assistant. The purpose of this meeting is to provide information about the BA thesis and introduce students to the requirements and specific deadlines pertaining to the thesis. By the end of fifth week, students must have submitted a topic proposal, have secured a faculty reader, and have completed a faculty reader form and annotated bibliography. A copy of the approved proposal must be filed in the departmental office (Gates-Blake 119) or students will not be eligible to register for the BA seminar. Students who are not in residence Spring Quarter of their third year should correspond with the program advisers about their plans for the BA paper before the end of Spring Quarter.

Fourth Year

Students are required to complete a BA thesis, finish their course work, and enroll in the two BA thesis seminars in the Autumn and Winter Quarters.

In their fourth year, students register for the autumn and winter BA Thesis Seminars (INST 29800-29801). The seminars teach research skills and more generally aid the research and writing process. Both INST 29800 BA Thesis (Autumn Seminar) and INST 29801 BA Thesis (Winter Seminar) count toward the thirteen courses required for the major. 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.
Beginning with the Class of 2016, the IS major thesis must be clearly organized around a contemporary global issue. Students may still double-major, but double-majoring with another program that requires a BA thesis would entail (a) the second major’s program accepting the IS thesis as fulfilling their program’s BA requirements, or (b) the student completing an additional BA thesis for their second major.

Regardless of the requirements of the second major, IS majors are required to complete both quarters of the fourth-year BA seminar.

**SUMMARY OF REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>INST 23101</td>
<td>Contemporary Global Issues I</td>
<td>200</td>
</tr>
<tr>
<td>INST 23102</td>
<td>Contemporary Global Issues II</td>
<td></td>
</tr>
<tr>
<td>INST 29800</td>
<td>BA Thesis (Autumn Seminar)</td>
<td>100</td>
</tr>
<tr>
<td>INST 29801</td>
<td>BA Thesis (Winter Seminar)</td>
<td>100</td>
</tr>
</tbody>
</table>

Total Units: 1300

**HONORS**

On the basis of a recommendation from the faculty adviser, students with an overall GPA of 3.2 or higher and a GPA of 3.5 or higher in the major will be considered for honors. For award of honors, the BA thesis must be judged "high pass" by the faculty thesis adviser.

**GRADING**

Students who are majoring in IS must receive quality grades (i.e., not P or N) in all courses meeting the requirements of the degree program.

**INTERNATIONAL STUDIES COURSES**

**INST 23101-23102. Contemporary Global Issues I-II.**
INST 23101. Contemporary Global Issues I. 100 Units.

This course is a foundational overview of key global questions and challenges of globalization and globalness. The first course in a 2-course sequence, it is designed for International Studies majors. The course proceeds thematically, stringing together many themes that usually comprise the domain of “global” affairs, events, items, organizations, trends, and phenomena. The course also unfolds theoretically and empirically, rooting theoretical propositions in some concrete historical, geographic, and cultural locations. Investigation of global entails attention to local, as well as to some concepts that are not so easy to site—flows, dynamics, or trends—and terrains that are only tentatively geographical: regional, transnational, cosmopolitan, ideological, virtual, planetary. Thus, a parallel task of the course will be to inquire: how do we study global, how do we grasp the local, and what are the means of observing, assessing, qualifying, and quantifying all intermediate spaces and categories that make up contemporary life on multiple scales of existence? At the heart of our course exploration is existence under the global condition, and we will be wondering about human life in the light of contemporary challenges and opportunities: new technologies and diseases, global imagination and mass consumption, nation-states and emergencies that transcend borders, and enduring histories.

Terms Offered: Autumn

Note(s): It is recommended that students who are majoring in IS enroll in this required introductory course in their second year. Students must complete INST 23101 and INST 23102 prior to the year in which they graduate.
INST 23102. Contemporary Global Issues II. 100 Units.
This course is the second part of a two-course sequence designed for students majoring in International Studies with two objectives in mind. First, in the vein of Introduction to Contemporary Global Issues 1 (CGI-1), the course continues to explore concepts, processes, and phenomena that constitute ‘globalness’, giving them historical depth and critical angle. Unlike CGI-I, however, this course reads closely three books while examining three broad fields of inquiry—science/knowledge/technology; economy; and politics—and three overlapping disciplinary approaches: anthropology, sociology, and history. Second, the course relies on the assigned texts as excellent examples of scholarship with which to elucidate the processes and challenges of academic research. We will learn, by means of these examples, how to design an academic research project. The second objective of the course, then, will be to produce a research proposal, developing in the process a better understanding of what scholarly research entails and what preliminary work needs to be done in order for a research project to proceed. The drafting of the research proposal will follow a set of the very same guidelines that will structure the writing of your BA research proposal (due to the IS at the beginning of the Spring Quarter of your third year) and your BA thesis. More generally, however, you can rely on the research framework introduced here to guide any other research endeavor, undertaken in the context of another course, a field research, or a grant proposal.
Terms Offered: Winter
Prerequisite(s): INST 23101
Note(s): It is recommended that students who are majoring in IS enroll in this required introductory course in their second year. Students must complete INST 23101 and INST 23102 prior to the year in which they graduate.
**INST 23102. Contemporary Global Issues II. 100 Units.**

This course is the second part of a two-course sequence designed for students majoring in International Studies with two objectives in mind. First, in the vein of Introduction to Contemporary Global Issues 1 (CGI-1), the course continues to explore concepts, processes, and phenomena that constitute ‘globalness’, giving them historical depth and critical angle. Unlike CGI-I, however, this course reads closely three books while examining three broad fields of inquiry — science/knowledge/technology; economy; and politics — and three overlapping disciplinary approaches: anthropology, sociology, and history. Second, the course relies on the assigned texts as excellent examples of scholarship with which to elucidate the processes and challenges of academic research. We will learn, by means of these examples, how to design an academic research project. The second objective of the course, then, will be to produce a research proposal, developing in the process a better understanding of what scholarly research entails and what preliminary work needs to be done in order for a research project to proceed. The drafting of the research proposal will follow a set of the very same guidelines that will structure the writing of your BA research proposal (due to the IS at the beginning of the Spring Quarter of your third year) and your BA thesis. More generally, however, you can rely on the research framework introduced here to guide any other research endeavor, undertaken in the context of another course, a field research, or a grant proposal.

Terms Offered: Winter  
Prerequisite(s): INST 23101  
Note(s): It is recommended that students who are majoring in IS enroll in this required introductory course in their second year. Students must complete INST 23101 and INST 23102 prior to the year in which they graduate.

**INST 27701. Magic Matters. 100 Units.**

The course explores the lively presence of magic in the contemporary, presumably disenchanted world. It approaches the problem of magic historically — examining how magic became an object of social scientific inquiry — and anthropologically, attending to the magic in practice on the margins of the industrial, rational, cosmopolitan, and technological societies and economies. Furthermore, this course reads classic and contemporary ethnographies of magic together with studies of science and technology to critically examine questions of agency, practice, experience, experiment, and efficacy. The course reads widely across sites, disciplines, and theories, attending to eventful objects and alien agents, stepping into post-socialist, post-colonial, and post-secular magic markets and medical clinics, and reading for the political energies of the emergent communities that effectively mix science, magic, and technology.

Instructor(s): L. Jasarevic  
Terms Offered: Winter  
Equivalent Course(s): ANTH 25116, CHDV 25116

**INST 27702. Spirit, Science, Sense. 100 Units.**

Instructor(s): L. Jasarevic  
Terms Offered: Autumn
INST 29700. Reading and Research. 100 Units.
This is a reading and research course for independent study not related to BA research or BA paper preparation.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of instructor and program director.
Note(s): Students are required to submit the College Reading and Research Course form. As part of this process students must specify in which of the three tracks (International Political Economy, Transnational Processes, or Area and Civilization Studies) they would like the course to count.

INST 29800. BA Thesis (Autumn Seminar) 100 Units.
This weekly seminar, taught by graduate student preceptors in consultation with faculty readers, 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.
Terms Offered: Autumn
Prerequisite(s): INST 23102 and consent of instructor.
Note(s): Required of students with fourth-year standing who are majoring in IS, but enrollment not permitted in quarter of graduation.

INST 29801. BA Thesis (Winter Seminar) 100 Units.
This weekly seminar, taught by graduate student preceptors in consultation with faculty readers, offers students continued BA research and writing support. Students present drafts of their work and critique the work of their peers.
Terms Offered: Winter
Prerequisite(s): INST 29800 and consent of instructor.
Note(s): Required of students with fourth-year standing who are majoring in IS, but enrollment not permitted in quarter of graduation.

INST 29900. BA Thesis (Reading and Research) 100 Units.
This is a reading and research course for independent study related to BA research and BA thesis preparation.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of instructor and program director.
Note(s): Students are required to submit the College Reading and Research Course form. This course cannot be used to substitute for either quarter of the BA Thesis Seminar (INST 29800, INST 29801).
JEWISH STUDIES

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.

PROGRAM REQUIREMENTS

Courses

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 Chicago Center for Jewish Studies website at lucian.uchicago.edu/blogs/ccjs/academics/undergraduate-courses.

Language

The twelve courses required for the major typically include three quarters of Hebrew. If the student’s research project requires knowledge of a language other than Hebrew, the student may petition the committee to substitute that language for Hebrew.

Judaic Civilization

The major requires four to six courses in Judaic civilization chosen from any of the following configurations: two or three quarters of JWSC 20001-20002-20003 Jewish History and Society I-II-III; two or three quarters of JWSC 20004-20005-20006 Jewish Thought and Literature I-II-III, or two or three quarters of the Jerusalem in Middle Eastern Civilizations study abroad sequence. (For more information about this program, please see the Study Abroad (p. 1229) page of this catalog.) Students who meet the general education requirement in civilization studies in an area outside of Jewish Studies must also take the courses in Judaic civilization prescribed above. Students who meet the general education requirement in civilization studies with one of the Judaic civilization sequences are required to take, as an elective, one quarter of another civilization sequence pertinent to the area and period of their primary interest in Jewish Studies. These students make their choice in consultation with the Director of Undergraduate Studies.

Other Requirements

A minimum of two and a maximum of six courses in Judaic civilization are counted for the major, depending on whether the student uses one of the Judaic
civilization sequences to meet the general education requirement in civilization studies. Three courses in Hebrew (or another language, by petition) are also required. Three to six elective courses related to Jewish Studies are also needed to meet the requirement of twelve courses for the major. These elective courses would, in part, constitute a specific area of concentration for each student, and are chosen by the student in consultation with the Director of Undergraduate Studies. Students are encouraged to take at least one method or theory course in the College in the area pertaining to their area of interest.

Students are encouraged to meet with the Director of Undergraduate Studies before declaring the major. Students who have not completed the general education requirements before starting the major should do so during their first year in the program. Each student in the program has an adviser who is a member of the program’s faculty.

SUMMARY OF REQUIREMENTS

Three courses in Hebrew or other approved language as described in Language section

A total of nine courses from the following:

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>JWSC 20001-20002-20003</td>
<td>Jewish History and Society I-II-III (if not used to meet general education requirement)</td>
</tr>
<tr>
<td>JWSC 20004-20005-20006</td>
<td>Jewish Thought and Literature I-II-III (if not used to meet general education requirement)</td>
</tr>
</tbody>
</table>

Jewish Studies majors may also fulfill the civilization study at our program in Jerusalem. For more information, please see the Study Abroad page of this catalog.

Three to six elective courses related to Jewish Studies *

**

Total Units 1200

* Courses to be chosen in consultation with the student’s adviser in Jewish Studies.

** Students who wish to be considered for honors must also register for JWSC 29900 BA Paper Preparation Course for a total of 13 courses.

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 during which the BA paper is finally written and revised. The BA tutorial may count toward one of the courses related to Judaic 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. To qualify for honors, students must register for JWSC 29900 BA Paper Preparation Course in addition to the twelve courses required in the general program of study, bringing the total number of courses required to thirteen. Students must maintain an overall GPA of 3.0 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. However, students who qualify for honors may take for P/F grading during the second quarter of their fourth year. Requirements for this P/F course will be agreed upon by the student and the instructor.

MINOR IN JEWISH STUDIES
The Minor in Jewish Studies offers a basic introduction to the texts, cultures, languages, and history of the Jews and Judaism. The minor requires a total of six courses in two variant sequences:

1. a language variant that includes three courses in Hebrew or Yiddish at the 20000 or higher level or
2. a civilization variant that includes three courses in one of the three sequences JWSC 20001-20002-20003 Jewish History and Society I-II-III, JWSC 20004-20005-20006 Jewish Thought and Literature I-II-III, or the Jerusalem in Middle Eastern Civilizations study abroad program.

Students who elect the minor program in Jewish 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. The director’s approval for the minor program should be submitted to the student’s College adviser by this deadline 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.
Summary of Requirements

**Minor in Jewish Studies: Language Variant**

Three courses in Hebrew (Biblical or Modern) or Yiddish at the 20000 or higher level

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
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<tbody>
<tr>
<td>One of the following:</td>
<td>200</td>
</tr>
<tr>
<td>- Two courses in Jewish History and Society</td>
<td></td>
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<tr>
<td>- Two courses in Jewish Thought and Literature</td>
<td></td>
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<tr>
<td>- Two courses in Jerusalem in Middle Eastern Civilizations</td>
<td></td>
</tr>
<tr>
<td>One additional course in Jewish Studies</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td>600</td>
</tr>
</tbody>
</table>

* JWSC 20001-20002-20003 Jewish History and Society I-II-III
** JWSC 20004-20005-20006 Jewish Thought and Literature I-II-III
*** Jerusalem in Middle Eastern Civilizations I-II-III (study abroad program)

**Minor in Jewish Studies: Civilization Variant**

One of the following sequences:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>JWSC Jewish History and Society I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>JWSC Jewish Thought and Literature I-II-III</td>
<td></td>
</tr>
<tr>
<td>Jewish Studies minors may also fulfill the civilization study at our program in Jerusalem. For more information see the Study Abroad page of this catalog.</td>
<td></td>
</tr>
<tr>
<td>Two courses, one in each of two of the following three periods:</td>
<td>200</td>
</tr>
<tr>
<td>- Ancient or Biblical Israel</td>
<td></td>
</tr>
<tr>
<td>- Rabbinic and Medieval Judaism and Jewish history and culture</td>
<td></td>
</tr>
<tr>
<td>- Modern Judaism and Jewish history and culture</td>
<td></td>
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<tr>
<td>One additional course in Jewish Studies</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td>600</td>
</tr>
</tbody>
</table>

Course Listings

Visit the Chicago Center for Jewish Studies website lucian.uchicago.edu/blogs/ccjs/academics/undergraduate-courses for a constantly updated list of courses in Jewish Studies. Many graduate courses open to undergraduates are not listed until the summer prior to the new academic year.

**JEWISH STUDIES - COLLEGE COURSES**

**JWSC 11000-11100-11200. Biblical Aramaic; Old Aramaic Inscriptions; Imperial Aramaic.**

Three quarter sequence in Aramaic spanning Biblical Aramaic (Autumn), Old Aramaic (Spring), and Imperial Aramaic (Winter).
JWSC 11000. Biblical Aramaic. 100 Units.
Course in Biblical Aramaic
Instructor(s): S. Creason Terms Offered: Autumn
Prerequisite(s): Second-year standing and knowledge of Classical Hebrew
Equivalent Course(s): ARAM 10101

JWSC 11100. Old Aramaic Inscriptions. 100 Units.
Course in Old Aramaic Inscriptions
Instructor(s): S. Creason Terms Offered: Spring
Prerequisite(s): Second-year standing and ARAM 10101
Equivalent Course(s): ARAM 10102

JWSC 11200. Imperial Aramaic. 100 Units.
Course in Imperial Aramaic
Instructor(s): S. Creason Terms Offered: Winter
Prerequisite(s): Second-year standing and ARAM 10102
Equivalent Course(s): ARAM 10103

JWSC 11100-11200. Old Aramaic Inscriptions; Imperial Aramaic.

JWSC 11100. Old Aramaic Inscriptions. 100 Units.
Course in Old Aramaic Inscriptions
Instructor(s): S. Creason Terms Offered: Spring
Prerequisite(s): Second-year standing and ARAM 10101
Equivalent Course(s): ARAM 10102

JWSC 11200. Imperial Aramaic. 100 Units.
Course in Imperial Aramaic
Instructor(s): S. Creason Terms Offered: Winter
Prerequisite(s): Second-year standing and ARAM 10102
Equivalent Course(s): ARAM 10103

JWSC 11200. Imperial Aramaic. 100 Units.
Course in Imperial Aramaic
Instructor(s): S. Creason Terms Offered: Winter
Prerequisite(s): Second-year standing and ARAM 10102
Equivalent Course(s): ARAM 10103

JWSC 20001-20002-20003. Jewish History and Society I-II-III.
Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. Students explore the ancient, medieval, and modern phases of Jewish culture(s) by means of documents and artifacts that illuminate the rhythms of daily life in changing economic, social, and political contexts. Texts in English.
JWSC 20001. Jewish History and Society I: The Archaeology of Israel - History, Society, Politics. 100 Units.
The course will offer a historical and critical perspective on 150 years of archaeology in Israel/Palestine, beginning with the first scientific endeavors of the 19th century and covering British Mandate and pre-state Jewish scholarship, as well as developments in the archaeology of Israel since 1948. I will devote particular attention to the mutual construction of archaeological interpretation and Israeli identity and to the contested role of archaeology in the public sphere both within Israeli society and in the Israeli-Palestinian conflict. The course will conclude with a discussion of the plausibility and possible content of an indigenous post-conflict archaeology in Israel and Palestine, based on 21st century paradigm shifts in archaeological discourse and field work.
Instructor(s): R. Greenberg Terms Offered: Spring
Equivalent Course(s): CRES 20001, HIST 22113, NEHC 20401, NEHC 30401, RLST 20604

JWSC 20002. Jewish History and Society II: Messianism and Modernity. 100 Units.
This course will consider the changing function of the notion of the messiah as it developed and changed in the modern era. It takes as its concrete starting point the Sabbatian Heresy of the 17th century and concludes with Derrida’s philosophical development of the concept of the messianic. The course’s aim is to use messianism as a focal point around which to consider the dynamic relationship between philosophy and Jewish civilization. It will examine the changing representations of the Messiah within the history of Jewish civilization. Concurrently it will consider the after-effect of these representations on discourses of modernity and vice-versa, illustrating both how Enlightenment conceptions of progress helped to create the notion of “messianism” understood as an abstract idea, and how the modern/post-modern philosophical conception of the “messianic” as a force that interrupts time is dependent upon historical studies of the messianic dimension of traditional Judaism.
Instructor(s): S. Hammerschlag Terms Offered: Winter
Equivalent Course(s): HIST 22406, NEHC 20402, NEHC 30402, RLST 25801
JWSC 20003. Jewish History and Society III: Israel Society and Jewish Cultures - Religiosity, Nation, Migration. 100 Units.
The class will discuss the connections between Israeli history and Jewish history. We will explore the history of the state since its establishment, its intellectual elites, their cultural production, as well as the protests, demonstrations, and sit-ins organized by Israeli Jews in Israel during the years 1948-2012. The class will reflect on tensions between Israelis of different origins, Mizrahi, Ashkenazi and Ethiopian communities in particular, and will discuss whether the arrival of various communities of Jews to Israel signified a liberating exodus from an oppressive exile; we will therefore consider different periodizations of Israeli history in which the moment of arrival to Israel of various migrants/olim (like Holocaust survivors, Mizrahi Jews, and others) marked the beginning of a difficult journey, aimed at achieving social mobility and citizenship rights in the Jewish state. We will also look at conflicts based on religion, especially the encounters between Haredi, national-religious and secular Jews in Israel. Finally, we will explore Israel’s relations with its Palestinian citizens and the Palestinian subjects in the occupied West Bank. The class will consider instances of politicized violence in Israel, and reflect on the ways in which their analysis could inform our thinking about social identities, nationalism, and religiosity. We will try to read against, and beyond, national Zionist narratives; unpack many national silences regarding the social and economic tensions embodied in these events, and study their implications with respect to visions of pluralism, binationalism, integration, and nationalism in Israel.
Instructor(s): O. Bashkin Terms Offered: Autumn
Equivalent Course(s): HIST 22202, NEHC 20403, NEHC 30403, RLST 20605

JWSC 20002. Jewish History and Society II: Messianism and Modernity. 100 Units.
This course will consider the changing function of the notion of the messiah as it developed and changed in the modern era. It takes as its concrete starting point the Sabbatian Heresy of the 17th century and concludes with Derrida’s philosophical development of the concept of the messianic. The course’s aim is to use messianism as a focal point around which to consider the dynamic relationship between philosophy and Jewish civilization. It will examine the changing representations of the the Messiah within the history of Jewish civilization. Concurrently it will consider the after-effect of these representations on discourses of modernity and vice-versa, illustrating both how Enlightenment conceptions of progress helped to create the notion of “messianism” understood as an abstract idea, and how the modern/post-modern philosophical conception of the “messianic” as a force that interrupts time is dependent upon historical studies of the messianic dimension of traditional Judaism.
Instructor(s): S. Hammerschlag Terms Offered: Winter
Equivalent Course(s): HIST 22406, NEHC 20402, NEHC 30402, RLST 25801
JWSC 20003. Jewish History and Society III: Israel Society and Jewish Cultures - Religiosity, Nation, Migration. 100 Units.
The class will discuss the connections between Israeli history and Jewish history. We will explore the history of the state since its establishment, its intellectual elites, their cultural production, as well as the protests, demonstrations, and sit-ins organized by Israeli Jews in Israel during the years 1948-2012. The class will reflect on tensions between Israelis of different origins, Mizrahi, Ashkenazi and Ethiopian communities in particular, and will discuss whether the arrival of various communities of Jews to Israel signified a liberating exodus from an oppressive exile; we will therefore consider different periodizations of Israeli history in which the moment of arrival to Israel of various migrants/olim (like Holocaust survivors, Mizrahi Jews, and others) marked the beginning of a difficult journey, aimed at achieving social mobility and citizenship rights in the Jewish state. We will also look at conflicts based on religion, especially the encounters between Haredi, national-religious and secular Jews in Israel. Finally, we will explore Israel’s relations with its Palestinian citizens and the Palestinian subjects in the occupied West Bank. The class will consider instances of politicized violence in Israel, and reflect on the ways in which their analysis could inform our thinking about social identities, nationalism, and religiosity. We will try to read against, and beyond, national Zionist narratives; unpack many national silences regarding the social and economic tensions embodied in these events, and study their implications with respect to visions of pluralism, binationalism, integration, and nationalism in Israel.
Instructor(s): O. Bashkin Terms Offered: Autumn
Equivalent Course(s): HIST 22202,NEHC 20403,NEHC 30403,RLST 20605

JWSC 20004-20005-20006. Jewish Thought and Literature I-II-III.
Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. Students in this sequence explore Jewish thought and literature from ancient times until the modern era through a close reading of original sources. A wide variety of works is discussed, including the Hebrew Bible (Old Testament) and texts representative of rabbinic Judaism, medieval Jewish philosophy, and modern Jewish culture in its diverse manifestations. Texts in English.

JWSC 20004. Jewish Thought and Literature I: Introduction to the Hebrew Bible. 100 Units.
The course will survey the contents of all twenty-four books of the Hebrew Bible, and introduce critical questions regarding its central and marginal figures, events, 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 its relation to the larger culture of the ancient Near East.
Instructor(s): S. Chavel Terms Offered: Autumn
Equivalent Course(s): RLST 11005,BIBL 31000
JWSC 20005. Jewish Thought and Literature II: The Bible and Archaeology. 100 Units.
In this course we will look at how interpretation of evidence unearthed by archaeologists contributes to a historical-critical reading of the Bible, and vice versa. We will focus on the cultural background of the biblical narratives, from the stories of Creation and Flood to the destruction of the Jerusalem temple by the Romans in the year 70. No prior coursework in archaeology or biblical studies is required, although it will be helpful for students to have taken JWSC 20004 (Introduction to the Hebrew Bible) in the Autumn Quarter.
Instructor(s): D. Schloen Terms Offered: Spring
Equivalent Course(s): NEHC 20405, NEHC 30405, RLST 20408

JWSC 20006. Jewish Thought and Literature III: Biblical Voices in Modern Hebrew Literature. 100 Units.
The Hebrew Bible is the most important intertextual point of reference in Modern Hebrew literature, a literary tradition that begins with the (sometimes contested) claim to revive the ancient language of the Bible. In this course, we will consider the Bible as a source of vocabulary, figurative language, voice and narrative models in modern Hebrew and Jewish literature, considering the stakes and the implications of such intertextual engagement. Among the topics we will focus on: the concept of language-revival, the figure of the prophet-poet, revisions and counter-versions of key Biblical stories (including the story of creation, the binding of Isaac and the stories of King David), the Song of Songs in Modern Jewish poetry.
Instructor(s): N. Rokem Terms Offered: Winter
Equivalent Course(s): NEHC 20406, NEHC 30406, CMLT 20401, CMLT 30401, RLST 20406, RLIT 30406, FNDL 20415

JWSC 20005. Jewish Thought and Literature II: The Bible and Archaeology. 100 Units.
In this course we will look at how interpretation of evidence unearthed by archaeologists contributes to a historical-critical reading of the Bible, and vice versa. We will focus on the cultural background of the biblical narratives, from the stories of Creation and Flood to the destruction of the Jerusalem temple by the Romans in the year 70. No prior coursework in archaeology or biblical studies is required, although it will be helpful for students to have taken JWSC 20004 (Introduction to the Hebrew Bible) in the Autumn Quarter.
Instructor(s): D. Schloen Terms Offered: Spring
Equivalent Course(s): NEHC 20405, NEHC 30405, RLST 20408
JWSC 20006. Jewish Thought and Literature III: Biblical Voices in Modern Hebrew Literature. 100 Units.
The Hebrew Bible is the most important intertextual point of reference in Modern Hebrew literature, a literary tradition that begins with the (sometimes contested) claim to revive the ancient language of the Bible. In this course, we will consider the Bible as a source of vocabulary, figurative language, voice and narrative models in modern Hebrew and Jewish literature, considering the stakes and the implications of such intertextual engagement. Among the topics we will focus on: the concept of language-revival, the figure of the prophet-poet, revisions and counter-versions of key Biblical stories (including the story of creation, the binding of Isaac and the stories of King David), the Song of Songs in Modern Jewish poetry.
Instructor(s): N. Rokem Terms Offered: Winter
Equivalent Course(s): NEHC 20406, NEHC 30406, CMLT 20401, CMLT 30401, RLST 20406, RLIT 30406, FNDL 20415

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.
Instructor(s): Sunny Yudkoff Terms Offered: Autumn
Equivalent Course(s): YDDH 10100, LGLN 27200, YDDH 37300

JWSC 20400. Elementary Yiddish II. 100 Units.
Instructor(s): Sunny Yudkoff Terms Offered: Winter
Prerequisite(s): YDDH 10100/37300 or consent of instructor
Equivalent Course(s): YDDH 10200, LGLN 27300, YDDH 37400

JWSC 20500. Elementary Yiddish III. 100 Units.
Instructor(s): Sunny Yudkoff Terms Offered: Spring
Prerequisite(s): YDDH 10200/37400 or consent of instructor. No auditors.
Equivalent Course(s): YDDH 10300, LGLN 27400, YDDH 37500

JWSC 20400-20500. Elementary Yiddish II-III.

JWSC 20400. Elementary Yiddish II. 100 Units.
Instructor(s): Sunny Yudkoff Terms Offered: Winter
Prerequisite(s): YDDH 10100/37300 or consent of instructor
Equivalent Course(s): YDDH 10200, LGLN 27300, YDDH 37400

JWSC 20500. Elementary Yiddish III. 100 Units.
Instructor(s): Sunny Yudkoff Terms Offered: Spring
Prerequisite(s): YDDH 10200/37400 or consent of instructor. No auditors.
Equivalent Course(s): YDDH 10300, LGLN 27400, YDDH 37500

JWSC 20500. Elementary Yiddish III. 100 Units.
Instructor(s): Sunny Yudkoff Terms Offered: Spring
Prerequisite(s): YDDH 10200/37400 or consent of instructor. No auditors.
Equivalent Course(s): YDDH 10300, LGLN 27400, YDDH 37500
JWSC 20911. Jews and Judaism in the Classical Era and Late Antiquity: From Temple to Text, from “Land” to “Torah” 100 Units.
This course will address the thousand-year evolution of post-Biblical Judaism from a Temple and Land orientation to the emergence of Rabbinic Judaism. The first section of the course will focus on the political and cultural effects of the Hellenistic and early Roman periods on Jews and Judaism, with a stress placed not only on the social and political developments in Judea but on the early stages and subsequent growth of Jewish diaspora communities as well. In this context special attention will be given to the variegated literary corpus produced by Jews both in Judea and the diaspora. The second section will analyze the changes in Jewish life and self-identity in the aftermath of the destruction of Jerusalem and the Second Temple in 70CE, and the gradual emergence of Rabbinic Judaism as an alternative expression of Jewish religious commitment. The Roman Empire’s embracing of Christianity on the one hand, and the growing assertiveness of a Babylonian Rabbinic community on the other, will also be closely examined.
Instructor(s): I. Gafni Terms Offered: Winter 2015
Equivalent Course(s): RLST 20911,HIJD 30911,NEHC 20491

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 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.

JWSC 22000. Elementary Classical Hebrew I. 100 Units.
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.
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.
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

JWSC 22100. Elementary Classical Hebrew II. 100 Units.
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.
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

JWSC 22201-22302. Tannaitic Hebrew Texts I-II.
This course consists of readings in the Mishnah and Tosefta, the main corpus of legal and juridical texts assembled by the Palestinian academic masters during the second and early third centuries. Goals are to introduce: (1) views and opinions of early rabbinic scholars who flourished in the period immediately following that of the writers of the Dead Sea Scrolls; (2) aspects of the material culture of the Palestinian Jews during that same period; and (3) grammar and vocabulary of what is generally called “early rabbinic Hebrew” and thereby to facilitate the ability to read and understand unvocalized Hebrew texts.

JWSC 22201. Tannaitic Hebrew Texts I. 100 Units.
Instructor(s): N. Golb Terms Offered: Autumn
Prerequisite(s): Some basic knowledge of biblical and/or modern Hebrew, and consent of instructor
Equivalent Course(s): HEBR 20301

JWSC 22302. Tannaitic Hebrew Texts II. 100 Units.
Instructor(s): N. Golb Terms Offered: Winter
Prerequisite(s): HEBR 20301 and consent of instructor
Equivalent Course(s): HEBR 20302

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.
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.
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.
Instructor(s): D. Pardee Terms Offered: Spring
Prerequisite(s): HEBR 20105 or equivalent
Equivalent Course(s): HEBR 20106
JWSC 22302. Tannaitic Hebrew Texts II. 100 Units.
Instructor(s): N. Golb Terms Offered: Winter
Prerequisite(s): HEBR 20301 and consent of instructor
Equivalent Course(s): HEBR 20302

JWSC 22400. Intermediate Classical Hebrew II. 100 Units.
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.
Instructor(s): D. Pardee Terms Offered: Spring
Prerequisite(s): HEBR 20105 or equivalent
Equivalent Course(s): HEBR 20106

JWSC 23000-23100-23200. Medieval Jewish History I-II-III.
This sequence does NOT meet the general education requirement in civilization studies. This three-quarter sequence deals with the history of the Jews over a wide geographical and historical range. First-quarter work is concerned with the rise of early rabbinic Judaism and development of the Jewish communities in Palestine and the Eastern and Western diasporas during the first several centuries CE. Topics include the legal status of the Jews in the Roman world, the rise of rabbinic Judaism, the rabbinic literature of Palestine in that context, the spread of rabbinic Judaism, the rise and decline of competing centers of Jewish hegemony, the introduction of Hebrew language and culture beyond the confines of their original home, and the impact of the birth of Islam on the political and cultural status of the Jews. An attempt is made to evaluate the main characteristics of Jewish belief and social concepts in the formative periods of Judaism as it developed beyond its original geographical boundaries. Second-quarter work is concerned with the Jews under Islam, both in Eastern and Western Caliphates. Third-quarter work is concerned with the Jews of Western Europe from the eleventh through the fifteenth centuries.

JWSC 23000. Medieval Jewish History I. 100 Units.
Instructor(s): N. Golb Terms Offered: Autumn
Equivalent Course(s): NEHC 20411

JWSC 23100. Medieval Jewish History II. 100 Units.
Instructor(s): N. Golb Terms Offered: Winter
Prerequisite(s): NEHC 20411
Equivalent Course(s): NEHC 20412

JWSC 23200. Medieval Jewish History III. 100 Units.
Instructor(s): N. Golb Terms Offered: Spring
Prerequisite(s): NEHC 20412
Equivalent Course(s): NEHC 20413,HUMA 23200
JWSC 23100-23200, NEHC 20411-20412-20413. Medieval Jewish History-II; Medieval Jewish History-III; Medieval Jewish History-I; Medieval Jewish History-II; Medieval Jewish History-III.

This three-quarter sequence deals with the history of the Jews over a wide geographical and historical range. First-quarter work is concerned with the rise of early rabbinic Judaism and development of the Jewish communities in Palestine and the Eastern and Western diasporas during the first several centuries CE. Topics include the legal status of the Jews in the Roman world, the rise of rabbinic Judaism, the rabbinic literature of Palestine in that context, the spread of rabbinic Judaism, the rise and decline of competing centers of Jewish hegemony, the introduction of Hebrew language and culture beyond the confines of their original home, and the impact of the birth of Islam on the political and cultural status of the Jews. An attempt is made to evaluate the main characteristics of Jewish belief and social concepts in the formative periods of Judaism as it developed beyond its original geographical boundaries. Second-quarter work is concerned with the Jews under Islam, both in Eastern and Western Caliphates. Third-quarter work is concerned with the Jews of Western Europe from the eleventh through the fifteenth centuries.

JWSC 23100. Medieval Jewish History II. 100 Units.
Instructor(s): N. Golb Terms Offered: Winter
Prerequisite(s): NEHC 20411
Equivalent Course(s): NEHC 20412

JWSC 23200. Medieval Jewish History III. 100 Units.
Instructor(s): N. Golb Terms Offered: Spring
Prerequisite(s): NEHC 20412
Equivalent Course(s): NEHC 20413,HUMA 23200

JWSC 20411. Units.

JWSC 20412. Units.

JWSC 20413. Units.

JWSC 23200, NEHC 20411-20412-20413. Medieval Jewish History-III; Medieval Jewish History-I; Medieval Jewish History-II; Medieval Jewish History-III.

This three-quarter sequence deals with the history of the Jews over a wide geographical and historical range. First-quarter work is concerned with the rise of early rabbinic Judaism and development of the Jewish communities in Palestine and the Eastern and Western diasporas during the first several centuries CE. Topics include the legal status of the Jews in the Roman world, the rise of rabbinic Judaism, the rabbinic literature of Palestine in that context, the spread of rabbinic Judaism, the rise and decline of competing centers of Jewish hegemony, the introduction of Hebrew language and culture beyond the confines of their original home, and the impact of the birth of Islam on the political and cultural status of the Jews. An attempt is made to evaluate the main characteristics of Jewish belief and social concepts in the formative periods of Judaism as it developed beyond its original geographical boundaries. Second-quarter work is concerned with the Jews under Islam, both in Eastern and Western Caliphates. Third-quarter work is concerned with the Jews of Western Europe from the eleventh through the fifteenth centuries.
JWSC 23200. Medieval Jewish History III. 100 Units.
Instructor(s): N. Golb Terms Offered: Spring
Prerequisite(s): NEHC 20412
Equivalent Course(s): NEHC 20413, HUMA 23200

JWSC 20411. Units.

JWSC 20412. Units.

JWSC 20413. Units.

JWSC 24500. America’s White Ethnics: Contemporary Italian- and Jewish-American Ethnic Identities. 100 Units.

Using American Italians and Jews as case studies, this course investigates what it means to be a white “ethnic” in the contemporary American context and examines what constitutes an ethnic identity. In the mid-20th century, the long-standing ideal of an American melting-pot began to recede. The rise of racial pride, ushered in by the Civil Rights era, made way for the emergence of ethnic identity/pride movements, and multiculturalisms, more broadly, became privileged. To some extent, in the latter half of the 20th century America became a post-assimilationist society and culture, where many still strived to “fit-in,” but it was no longer necessarily the ideal to “blend-in” or lose one’s ethnic trappings. In this context, it has become not only possible, but often desirable, to be at the same time American, white, and an ethnic. Through the investigation of the Jewish and Italian examples, this discussion-style course will look at how ethnicity is manifested in, for example, class, religion, gender, nostalgia, and place, as well as how each of these categories is in turn constitutive of ethnic identity. The course will illustrate that there is no fixed endpoint of assimilation or acculturation, after which a given individual is fully “American,” but that ethnic identity, and its various constituent elements, persists and perpetually evolves, impacting individual identities and experience, and both local/group specific and larger cultural narratives even many generations after immigration.

Instructor(s): L. Shapiro Terms Offered: Autumn
Equivalent Course(s): CHDV 27317, CRES 27317

JWSC 25000-25100-25200. 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.

JWSC 25000. Introductory Modern Hebrew I. 100 Units.
Instructor(s): A. Almog Terms Offered: Autumn
Equivalent Course(s): HEBR 10501
**Programs of Study**

**JWSC 25100. Introductory Modern Hebrew II. 100 Units.**
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.**
Instructor(s): A. Almog
Terms Offered: Spring
Prerequisite(s): HEBR 10502 or equivalent
Equivalent Course(s): HEBR 10503

**JWSC 25100-25200. Introductory Modern Hebrew II-III.**

**JWSC 25100. Introductory Modern Hebrew II. 100 Units.**
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.**
Instructor(s): A. Almog
Terms Offered: Spring
Prerequisite(s): HEBR 10502 or equivalent
Equivalent Course(s): HEBR 10503

**JWSC 25100-25200. Introductory Modern Hebrew II-III.**

**JWSC 25300. Intermediate Modern Hebrew I. 100 Units.**
Instructor(s): A. Almog
Terms Offered: Autumn
Prerequisite(s): HEBR 10503 or equivalent
Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.
Equivalent Course(s): HEBR 20501

**JWSC 25400. Intermediate Modern Hebrew II. 100 Units.**
Instructor(s): A. Almog
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): HEBR 20502

The main objective of this course is to provide students with the skills necessary to approach modern Hebrew prose, both fiction and nonfiction. In order to achieve this task, students are provided with a systematic examination of the complete verb structure. Many syntactic structures are introduced (e.g., simple clauses, coordinate and compound sentences). At this level, students not only write and speak extensively but are also required to analyze grammatically and contextually all of material assigned.

**JWSC 25300. Intermediate Modern Hebrew I. 100 Units.**
Instructor(s): A. Almog
Terms Offered: Autumn
Prerequisite(s): HEBR 10503 or equivalent
Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.
Equivalent Course(s): HEBR 20501

**JWSC 25400. Intermediate Modern Hebrew II. 100 Units.**
Instructor(s): A. Almog
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): HEBR 20502
JWSC 25500. Intermediate Modern Hebrew III. 100 Units.
Instructor(s): A. Almog 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): HEBR 20503

JWSC 25400-25500. Intermediate Modern Hebrew II-III.

JWSC 25400. Intermediate Modern Hebrew II. 100 Units.
Instructor(s): A. Almog 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): HEBR 20502

JWSC 25500. Intermediate Modern Hebrew III. 100 Units.
Instructor(s): A. Almog 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): HEBR 20503

JWSC 25500. Intermediate Modern Hebrew III. 100 Units.
Instructor(s): A. Almog 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): HEBR 20503

JWSC 25500. Intermediate Modern Hebrew III. 100 Units.
Instructor(s): A. Almog 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): HEBR 20503

JWSC 25600-25700-25800. Advanced Modern Hebrew I-II-III.
This course assumes that students have full mastery of the grammatical and lexical content of the intermediate level. The main objective is literary fluency. The texts used in this course include both academic prose, as well as literature. Students are exposed to semantics and morphology in addition to advanced grammar.

JWSC 25600. Advanced Modern Hebrew I. 100 Units.
Instructor(s): A. Finkelstein Terms Offered: Autumn
Prerequisite(s): HEBR 20503 or equivalent

JWSC 25700. Advanced Modern Hebrew II. 100 Units.
Instructor(s): A. Finkelstein Terms Offered: Winter
Prerequisite(s): HEBR 20503 or equivalent

JWSC 25800. Advanced Modern Hebrew III. 100 Units.
Instructor(s): A. Finkelstein Terms Offered: Spring
Prerequisite(s): HEBR 20503 or equivalent
JWSC 25601. Advanced Readings in Modern Hebrew. 100 Units.
Although this course assumes that students have full mastery of the grammatical and lexical content at the intermediate level, there is a shift from a reliance on the cognitive approach to an emphasis on the expansion of various grammatical and vocabulary-related subjects. After being introduced to sophisticated and more complex syntactic constructions, students learn how to transform simple sentences into more complicated ones. The exercises address the creative efforts of students, and the reading segments are longer and more challenging in both style and content. The language of the texts reflects the literary written medium rather than the more informal spoken style, which often dominates the introductory and intermediate texts.
Instructor(s): N. Rokem Terms Offered: Winter
Prerequisite(s): HEBR 20503 or equivalent
Equivalent Course(s): HEBR 30601, LGLN 23001, LGLN 33001

JWSC 25700. Advanced Modern Hebrew II. 100 Units.
Instructor(s): A. Finkelstein Terms Offered: Winter
Prerequisite(s): HEBR 20503 or equivalent

JWSC 25800. Advanced Modern Hebrew III. 100 Units.
Instructor(s): A. Finkelstein Terms Offered: Spring
Prerequisite(s): HEBR 20503 or equivalent

JWSC 26310. Their Brothers’ Rights: Western and Eastern Jews in the Long Nineteenth Century. 100 Units.
The course deals with interventions by “Western” Jewries on behalf of Jewish communities in the “East,” especially imperial Russia and the Ottoman Empire, between the Congress of Vienna (1814–1815) and the eve of the First World War. The course will follow two axes of interpretation: first, the global conditions established through international relations, focusing on the principle of the balance of power and accompanied by conferences and congresses; second, from the mid-nineteenth century onward, the transformation from intercession by notables to a kind of nongovernmental Jewish diplomacy undertaken by organizations promoting education, welfare, and civil equality.
Instructor(s): D. Diner Terms Offered: Spring
Equivalent Course(s): HIST 23515, GRMN 23510, SLAV 23510

JWSC 27301-27401. Intermediate Yiddish I-II.
This sequence combines an intensive review of grammar with the acquisition of more advanced grammatical concepts. Specific attention is paid to regional variants in grammar and orthography. Students develop their reading and writing skills by focusing their attention on the literature of the Yiddish press and the work of Abe Cahan.

JWSC 27301. Intermediate Yiddish I. 100 Units.
Instructor(s): S. Yudkoff Terms Offered: Autumn
Prerequisite(s): YDDH 10300 or consent of instructor. No auditors.
Equivalent Course(s): YDDH 20100, YDDH 39500
JWSC 27401. Intermediate Yiddish II. 100 Units.
Instructor(s): S. Yudkoff Terms Offered: Winter
Prerequisite(s): YDDH 10300 or consent of instructor. No auditors.
Equivalent Course(s): YDDH 20200,YDDH 39600

JWSC 27401. Intermediate Yiddish II. 100 Units.
Instructor(s): S. Yudkoff Terms Offered: Winter
Prerequisite(s): YDDH 10300 or consent of instructor. No auditors.
Equivalent Course(s): YDDH 20200,YDDH 39600

JWSC 29700. Reading and Research 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.

JWSC 29900. BA Paper 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 Studies

Program of Study

Students who major in Latin American Studies gain a thorough grounding in selected aspects of Latin American societies, cultures, histories, politics, and economics through one or more of the social sciences as they deal with Latin American materials, and through competence in Spanish or Portuguese (an added intellectual asset). The BA program in Latin American Studies can provide an appropriate background for careers in business, journalism, government, teaching, or the nonprofit sector, or for graduate studies in one of the social sciences disciplines. Students who are more interested in the languages and/or literatures of Latin America may wish to consider the major in Romance Languages and Literatures. Students in other fields of study may also complete a minor in Latin American Studies. Information follows the description of the major.

Application to the Program

Students who plan to apply for the major in Latin American Studies should follow the guidelines below. An informational meeting is held each spring to describe the program and its requirements, as well as to explain and facilitate the application process.

1. As early as possible in their studies and in consultation with their College adviser and the Student Affairs Administrator, students should prepare a preliminary plan of study that would meet program requirements.

2. In the Autumn Quarter of their fourth year, students should choose a suitable faculty adviser to supervise the development of their BA essay project.

3. Students must then submit an application with a Third-Year Statement to the program adviser for approval. This statement is a brief proposal for their BA essay that identifies their research topic and includes a list of proposed summer readings that are relevant to the BA essay project. The deadline for submission of the Third-Year Statement is Monday of ninth week of Spring Quarter. NOTE: Students who plan to study abroad during Spring Quarter of their third year should meet with the Student Affairs Administrator before leaving campus.

Program Requirements

Students who are majoring in Latin American Studies must complete the general education requirement in civilization studies with LACS 16100-16200-16300 Introduction to Latin American Civilization I-II-III or SOSC 24302-24402-24502 Latin American Civilization in Oaxaca I-II-III. Either of these sequences provides an excellent introduction to the program. To meet the language requirement for the major, these students must also complete three courses in second-year Spanish or Portuguese; eligible students may petition for credit. To meet requirements for the specialization in Latin American Studies, students must also take five courses that focus on Latin America or the Caribbean (at least four of the five must be in the social sciences) and two additional courses that cover any social science topic. All
students who are majoring in Latin American Studies are required to participate in the BA Colloquium and to submit a BA essay.

As early as possible in their studies, students should obtain a worksheet from the Student Affairs Administrator that will assist them with selecting the five required courses. For a list of approved courses, visit the LACS website or consult with the Student Affairs Administrator.

Depending on whether the student counts two or three Latin American civilization courses toward the general education requirement, the major requires either eleven or twelve courses. Students who use all three quarters of a Latin American civilization sequence to meet the general education requirement will complete an eleven-course major. Students who fulfill the general education requirement with two quarters of the sequence will count the third quarter of the sequence toward the major, for a total of twelve courses in the major.

Students participating in a study abroad program may petition to have courses accepted in partial fulfillment of requirements for the major.

BA Essay

All students who are majoring in Latin American Studies are required to write a BA essay under the supervision of a faculty member. The BA essay is due Friday of seventh week of Spring Quarter of the year of graduation. Registration for a BA essay preparation course (LACS 29900 Preparation of the BA Essay) is optional. Students who do register for LACS 29900 Preparation of the BA Essay may count this course as one of the five they must take dealing with Latin America. The grade students will receive for this course depends on the successful completion of the BA essay.

This program may accept a BA essay project used to satisfy the same requirement in another major if certain conditions are met and 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, 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.

BA Colloquium

LACS 29801 BA Colloquium is a yearlong course led by the preceptor and BA adviser. Fourth-year students are required to participate in all three quarters, although they register only once in Autumn Quarter. The colloquium 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 Spring Quarter.

SUMMARY OF REQUIREMENTS

<table>
<thead>
<tr>
<th>GENERAL EDUCATION</th>
<th>200</th>
</tr>
</thead>
<tbody>
<tr>
<td>LACS</td>
<td></td>
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<tr>
<td>16100-16200</td>
<td></td>
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or SOSC 24302 & SOSC 24402

<table>
<thead>
<tr>
<th>Programs of Study</th>
<th>Units</th>
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<tbody>
<tr>
<td>Latin American Civilization in Oaxaca I</td>
<td></td>
</tr>
<tr>
<td>Latin American Civilization in Oaxaca II</td>
<td></td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td>200</td>
</tr>
</tbody>
</table>

**MAJOR**

One of the following courses if not taken to meet the general education requirement:

- LACS 16300: Introduction to Latin American Civilization III
- or SOSC 24502: Latin American Civilization in Oaxaca III

One of the following sequences:

- **SPAN 20100-20200-20300**: Language, History, and Culture I-II-III
- PORT 20100 & PORT 20200 & PORT 21500: Intermediate Portuguese and Advanced Portuguese and Curso de Aperfeiçoamento

| Five courses dealing with Latin America (four in the social sciences) | 500 |
| Two courses in the social sciences ** | 200 |
| LACS 29801: BA Colloquium | 100 |

**BA essay**

| **Total Units** | 1100-1200 |

* Or credit for the equivalent as determined by petition.

** These courses must be chosen in consultation with the student affairs administrator.

**GRADING**

Each of the required courses for the Latin American Studies major must be taken for a quality grade.

**HONORS**

Students who have done exceptionally well in their course work and on their BA essay 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 STUDIES**

The minor program in Latin American Studies provides students majoring in other disciplines the opportunity to become familiar with selected aspects of Latin American societies, cultures, histories, politics, and economics through one or more of the social sciences as they deal with Latin American materials, and one or more major language of the region. It can provide an appropriate cultural background for careers in business, journalism, government, teaching, or the nonprofit sector, or for graduate studies in one of the social sciences. The course of study is designed to be flexible so as to serve students in the humanities, social sciences, biological sciences, and physical sciences. The minor, which can be completed in one year, requires
five to six courses, depending on how the student meets the general education requirement in civilization studies.

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.

Students must complete the general education requirement in civilization studies with LACS 16100-16200-16300 Introduction to Latin American Civilization I-II-III or SOSC 24302-24402-24502 Latin American Civilization in Oaxaca I-II-III. Students who use all three quarters of a Latin American civilization sequence to meet the general education requirement will complete a five-course minor. Students who meet the general education requirement with two quarters of the civilization sequence will count the third quarter of the sequence toward the minor, for a six-course minor.

The minor requires two courses in Spanish or Portuguese at the level of the second year or beyond. Credit may be granted by petition for one of these courses. The minor also requires three Latin American content courses.

Students must submit a research paper treating a Latin American topic for one of their Latin American content courses. The research paper is of intermediate length (ten to fifteen pages) in a course with Latin American content. Each student is responsible for making appropriate arrangements with the faculty member. Completion of the course research paper must be demonstrated to the program adviser in Latin American Studies.

Students who elect the minor program should meet with the program adviser in Latin American Studies before the end of Spring Quarter of their third year to declare their intention to complete the program. The program adviser’s approval for the minor must 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.

**SUMMARY OF REQUIREMENTS: MINOR PROGRAM IN LATIN AMERICAN STUDIES**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>LACS 16300</td>
<td>Introduction to Latin American Civilization III</td>
</tr>
<tr>
<td>SOSC 24502</td>
<td>Latin American Civilization in Oaxaca III</td>
</tr>
<tr>
<td>SPAN 20100-20200</td>
<td>Language, History, and Culture I-II</td>
</tr>
<tr>
<td>PORT 20100-20200</td>
<td>Intermediate Portuguese; Advanced Portuguese</td>
</tr>
</tbody>
</table>

Three courses dealing with Latin America 300

Total Units 500-600

* Eligible students may petition for partial credit (for only one language course).


**COURSES**

_The following courses are for reference only. See the Time Schedules for specific offerings. See the Center for Latin American Studies webpage for further information on quarterly offerings._

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.

Instructor(s): R. Granados-Salinas, R. Gutiérrez Terms Offered: Autumn
Equivalent Course(s): ANTH 23101, CRES 16101, HIST 16101, HIST 36101, LACS 34600, SOSC 26100

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): M. Tenorio Terms Offered: Winter
Equivalent Course(s): ANTH 23102, CRES 16102, HIST 16102, HIST 36102, 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): D. Borges Terms Offered: Spring
Equivalent Course(s): ANTH 23103, CRES 16103, HIST 16103, HIST 36103, LACS 34800, SOSC 26300

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): M. Tenorio Terms Offered: Winter
Equivalent Course(s): ANTH 23102, CRES 16102, HIST 16102, HIST 36102, 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): D. Borges Terms Offered: Spring
Equivalent Course(s): ANTH 23103, CRES 16103, HIST 16103, HIST 36103, LACS 34800, SOSC 26300

LACS 16700. Latin American Art. 100 Units.
This introductory course provides a critical survey of Latin America art from Spanish military conquest of the New World to the development of conceptual art (1521 to ca. 1980). We will learn to observe and describe different kinds of artifacts, made in a broad array of media (painting, sculpture, urban form, photography, engraving, and drawing, among others) to explicate the social context in which they were produced and circulated. By taking into account their constant dialogue with European ideas and models, we will analyze how colonial encounters, national formations, and cultural exchange took place in the region, and how identity, ethnicity, politics, and the sacred have been depicted in different historical moments. No background in art history or in Latin America is required for this course.
Instructor(s): Rosario Granados Terms Offered: TBD
Equivalent Course(s): ARTH 16600

LACS 22501. Elementary Haitian Kreyol I. 100 Units.
Instructor(s): Lecturer Terms Offered: Autumn 2014 (tentative)
Equivalent Course(s): LACS 32501

LACS 22502-22503. Elementary Haitian Kreyol II-III.

  LACS 22502. Elementary Haitian Kreyol II. 100 Units.
  Instructor(s): Lecturer Terms Offered: Winter 2015 (tentative)
  Equivalent Course(s): LACS 32502

  LACS 22503. Elementary Haitian Kreyol III. 100 Units.
  Instructor(s): Lecturer Terms Offered: Spring 2015 (tentative)
  Equivalent Course(s): LACS 32503

LACS 22503. Elementary Haitian Kreyol III. 100 Units.
Instructor(s): Lecturer Terms Offered: Spring 2015 (tentative)
Equivalent Course(s): LACS 32503

LACS 24512. Intermediate Haitian Kreyol I. 100 Units.
Terms Offered: Autumn
Equivalent Course(s): LACS 34512

LACS 24513. Intermediate Haitian Kreyol II. 100 Units.
Terms Offered: Winter
Equivalent Course(s): LACS 34513

LACS 24514. Intermediate Haitian Kreyol III. 100 Units.
Terms Offered: Spring
Equivalent Course(s): LACS 34514
LACS 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): ARTH 24250, GNSE 24250

LACS 25100. The Social Memory of "Convivencia": Muslims, Jews, and Christians and Historical Nationalism in Contemporary Spain. 100 Units.
Convivencia is a word that describes the multicultural and social environment created by the existence of Muslim, Christian, and Jewish communities in medieval Spain. This course aims to examine both this circumstance and its social memory: how and why contemporary narratives have dealt with this historical issue, usually portrayed as a mirror or a precedent for present day situations in which different religious and cultural communities share the same political and social arena. The course is conceived as a dialogue between the past and the present, between the evidence from remote times and the conflicting perceptions, interpretations, and misconceptions that are built upon this evidence. In so doing, the objective is to address a number of pressing questions regarding the uses and abuses of history, its role as forger of identities, communities, or values, and, more particularly, the difficult relations of contemporary Spain with its own past.
Instructor(s): E. Manzano Terms Offered: Autumn
Prerequisite(s): Spanish reading proficiency (preferred for some assigned readings) or reading proficiency in Arabic or Hebrew.
Equivalent Course(s): HIST 26214, HIST 36214, LACS 35100

LACS 27901-27902-27903. Beginning Modern Spoken Yucatec Maya I-II-III.
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.

LACS 27901. Beginning Modern Spoken Yucatec Maya I. 100 Units.
Instructor(s): John Lucy Terms Offered: Autumn 2014 (tentative)
Equivalent Course(s): CHDV 27901, CHDV 47901, LACS 47901

LACS 27902. Beginning Modern Spoken Yucatec Maya II. 100 Units.
Instructor(s): J. Lucy Terms Offered: Winter 2015 (tentative)
Equivalent Course(s): CHDV 27902, CHDV 47902
LACS 27903. Beginning Modern Spoken Yucatec Maya III. 100 Units.
Instructor(s): J. Lucy Terms Offered: Spring 2015 (tentative)
Equivalent Course(s): CHDV 27903, CHDV 47903, LACS 47903

LACS 27902. Beginning Modern Spoken Yucatec Maya II. 100 Units.
Instructor(s): J. Lucy Terms Offered: Winter 2015 (tentative)
Equivalent Course(s): CHDV 27902, CHDV 47902

LACS 27903. Beginning Modern Spoken Yucatec Maya III. 100 Units.
Instructor(s): J. Lucy Terms Offered: Spring 2015 (tentative)
Equivalent Course(s): CHDV 27903, CHDV 47903, LACS 47903

LACS 29700. Reading and Research in Latin American Studies. 100 Units.
Terms Offered: Autumn, Winter, Spring, Summer
Prerequisite(s): Consent of faculty supervisor and program adviser
Note(s): Students are required to submit the College Reading and Research Course Form. Typically taken for a quality grade.
Equivalent Course(s): LACS 40100

LACS 29801. BA Colloquium. 100 Units.
This colloquium, which is led by the preceptor and BA 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.
Terms Offered: Autumn, Winter, Spring
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.
Terms Offered: Autumn, Winter, Spring, Summer
Prerequisite(s): Consent of faculty supervisor and program adviser. Students are required to submit the College Reading and Research Course Form.
Note(s): Typically taken for a quality grade.
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 must apply in Spring Quarter of their first year to enter the program in their second year. Application forms may be obtained from the Office of the New Collegiate Division in C 327. Applications are available in C 327 on Friday of tenth week of Winter Quarter and must be submitted to C 327 by noon on Friday of first week of Spring 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, no more than twenty-five students can be admitted per year.

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 the program chairman.

The Introductory Course

The Introductory Course must precede all other course work in the major, because it 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

After completing the Introductory Course, students must 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

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>Introductory Course</td>
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</tr>
<tr>
<td>Two Letters courses</td>
<td>200</td>
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</table>
Two Society courses 200
Six Complementary courses 600
Total Units 1100

HONORS

Students who wish to be considered for honors must notify the program chairman 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.

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 program chairman obtained in advance of initiation of the work. Only two research courses may be used within the major. LLSO 29400 Research Seminar 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 P/F grading. Students who enroll in LLSO 29400 Research Seminar, offered annually, 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 Autumn 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 and that registration for the Introductory Course is determined during the preceding Spring Quarter. Upon deciding to major in Law, Letters, and Society, students should arrange to consult with the program chairman on their course of study in the program. Students should continue to consult with their College advisers on general education degree requirements.
COURSES

I. The Introductory Course

LLSO 24200. Legal Reasoning. 100 Units.
This course introduces legal reasoning in a customary legal system. The first part examines the analytical conventions that lawyers and judges purport to use. The second part examines fundamental tenets of constitutional interpretation. Both judicial decisions and commentary are used, although the case method is emphasized.
Instructor(s): D. Hutchinson Terms Offered: Autumn
Prerequisite(s): Open only to second-year students who are beginning the LLSO major.

II. Letters

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 25300, HIST 35300

LLSO 20702. Colonial Autobiography. 100 Units.
The focus of this course will be the reading of works which deal, in one way of another, with "coming of age under colonialism" in Africa, the Caribbean, South Asia, and Southeast Asia. Some are autobiographies in the normal sense, other are works of fiction, and many fall in between. Most are colonial but some are literally postcolonial. The focus will be upon themes of developing a personal identity in negotiation between a local culture and a dominant colonial one, with formal schooling as a major common site. There are obviously major issues of "postcoloniality" as stake her, in a mixture of political and cultural terms which we ourselves will need to negotiate. The two weekly session will normally (but not always) be divided between a lecture, which will introduce the historical context and author, and a discussion of the assigned text. Additional texts will be suggest both for background reading and potential paper topics.
Instructor(s): R. Austen Terms Offered: Spring
Equivalent Course(s): HIST 20101, CRES 20101, HIST 30101
LLSO 21710. Machiavelli: The Prince and Discourses. 100 Units.
This course is a reading and discussion of The Prince and the Discourses on Livy, supplemented by portions of Livy’s History of Rome. Themes include the roles of princes, peoples, and elites; the merits of republics and principalities; the political roles of pagan and Christian religion and morality; war and empire; founding and reform; virtue, corruption, and fortune; the relevance of ancient history to modern experience; reading and writing; and theory and practice. (A)
Instructor(s): N. Tarcov Terms Offered: Autumn
Equivalent Course(s): FNDL 29300, PLSC 32100, SCTH 31710, PLSC 20800

LLSO 21810. Global Justice. 100 Units.
What duties do states and societies have beyond their borders? Are obligations of justice global in scope? What is the moral standing of states? This course will examine theories of global distributive and political justice, controversies over cosmopolitan democracy, and theories of human rights, in light of global social structures and international inequalities. We will consider contemporary arguments in political philosophy, sometimes in conversation with texts in the history of political thought. Authors will include Immanuel Kant, John Rawls, Thomas Pogge, Amartya Sen, Thomas Nagel, Iris Marion Young. (A)
Instructor(s): J. Pitts Terms Offered: Spring
Equivalent Course(s): PLSC 21810, HMRT 39000, PLSC 39000

LLSO 21811. Af-Am Life and Times: Harlem Renaissance. 100 Units.
This is a research colloquium in which we will examine selected topics and issues related to the cultural revitalization movement popularly known as the Harlem or Negro Renaissance. A principal theme of the course is that the demographic, social, and cultural changes in African American life during the first half of the 20th century were interconnected with the advent of modernity in America and Europe, as reflected in changes in labor and consumption, in the intensity of transnational relations, in new forms of cultural expression and technologies of communication, and in the resistance to or contestation of many of these developments.
Instructor(s): T. Holt Terms Offered: Winter
Equivalent Course(s): HIST 29005

LLSO 22104. Intellectual Property and Piracy. 100 Units.
Intellectual property presents some of the most pressing problems in modern science, industry, and law. This course helps students to understand why. It explains the principles of modern intellectual property, by examining their historical development over the last five hundred years. Using sources from the history of literature, art, and music—as well as from modern science and information technology—students will discover how piracy and property have clashed since the Renaissance, and still do so today. They will then be well-placed to address the central problem of intellectual property, and one of the most basic questions facing today’s universities: What is the proper relation between creativity and commerce?
Instructor(s): A. Johns Terms Offered: Winter
Equivalent Course(s): CHSS 31900, HIPS 26700, HIST 33000, HIST 23000
LLSO 22612. Introduction to Political Philosophy. 100 Units.
In this class we will investigate what it is for a society to be just. In what sense are the members of a just society equal? What freedoms does a just society protect? Must a just society be a democracy? What economic arrangements are compatible with justice? In the second portion of the class we will consider one pressing injustice in our society in light of our previous philosophical conclusions. Possible candidates include, but are not limited to, racial inequality, economic inequality, and gender hierarchy. Here our goal will be to combine our philosophical theories with empirical evidence in order to identify, diagnose, and effectively respond to actual injustice. (A)
Instructor(s): B. Laurence Terms Offered: Winter
Equivalent Course(s): PHIL 21600, GNSE 21601, PLSC 22600

LLSO 23501. History of Information. 100 Units.
‘Information’ in all its forms is perhaps the defining phenomenon of our age. But although we tend to think of it as something distinctively modern, in fact it came into being through a long history of thought, practice, and technology. This course will therefore suggest how to think historically about information. Using examples that range from the Middle Ages to the twenty-first century, we shall explore how different societies have conceptualized the subject, and how they have sought to control it. We shall address how information has been collected, classified, circulated, contested, and destroyed. The aim is to provide a different kind of understanding of information practices—one that can be put to use in other historical inquiries, as well as casting an unfamiliar light on our own everyday lives.
Instructor(s): A. Johns Terms Offered: Autumn
Equivalent Course(s): HIST 35415, CHSS 35415, HIST 25415

LLSO 23900. Introduction to Constitutional Law. 100 Units.
This course is an introduction to the constitutional doctrines and political role of the U.S. Supreme Court, focusing on its evolving constitutional priorities and its response to basic governmental and political problems, including maintenance of the federal system, promotion of economic welfare, and protection of individual and minority rights. (B)
Instructor(s): G. Rosenberg Terms Offered: Winter
Equivalent Course(s): PLSC 28800, PLSC 48800

LLSO 24300. American Law and the Rhetoric of Race. 100 Units.
This course examines the ways American law has treated legal issues involving race. Two episodes are studied in detail: the criminal law of slavery during the antebellum period and the constitutional attack on state-imposed segregation in the twentieth century. The case method is used, although close attention is paid to litigation strategy and judicial opinion.
Instructor(s): D. Hutchinson Terms Offered: Spring
Equivalent Course(s): LAWS 59800, LAWS 49801
LLSO 24711. Lincoln: Slavery, War, and 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): D. Hutchinson Terms Offered: Winter
Prerequisite(s): Consent of instructor
Equivalent Course(s): FNDL 24711,HIST 27102

LLSO 25411. Not Just the Facts: Telling about the American South. 100 Units.
The great jurist Oliver Wendell Holmes Jr. once observed that “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 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: Winter
Equivalent Course(s): HIST 37006,HIST 27006

LLSO 25417. Losers. 100 Units.
Students in this course read and analyze some of the texts of nineteenth and twentieth century writers who wrote on social, political, and economic problems. They were important in their own time and have had significant influence on their successors, but they are not included in the canon. They include DeMaistre, LaSalle, Frederick Douglass, Sidgewick, Spencer, William James, Sorel, and Hannah Arendt. (A)
Instructor(s): B. Silberman Terms Offered: Winter
Equivalent Course(s): PLSC 25800

LLSO 25612. Slavery in the History of Political Thought. 100 Units.
Theories about the ownership of one human being by another have played a crucial role in structuring some of the primary concepts of political philosophy, including freedom, property, and consent. What anthropological, moral, and economic assumptions supported pro-slavery arguments? What social and intellectual conditions were necessary for the institution of slavery to be rejected by some political thinkers, and what philosophical arguments did anti-slavery thinkers make? How does slavery differ from other forms of subjection, and how is it related to other social and political institutions and practices? This seminar examines these and other questions by studying (among others) Aristotle, the sixteenth-century debate about Amerindian slavery in the New World, Montesquieu, Rousseau, Diderot, the writings of eighteenth-century anti-slavery activists, and nineteenth-century American debates. (A)
Instructor(s): S. Muthu Terms Offered: Autumn
Equivalent Course(s): PLSC 25612
LLSO 25903. Liberalism and Empire. 100 Units.
The mutual constitution of liberal political thought and modern European empires has been the subject of a vibrant new body of work in both political theory and the history of political thought over the past two decades. The evolution of liberal thought coincided and intersected with the rise of European empires, and those empires have been shaped by liberal preoccupations, including ideas of tutelage in self-government, exporting the rule of law, and the normativity of European modernity. Some of the questions this course will address include: how was liberalism, an apparently universalistic and egalitarian theory, used to legitimate conquest and imperial domination? Is liberalism inherently imperialist? Are certain liberal ideas and doctrines (progress, development, liberty) particularly compatible with empire? What does, or what might, a critique of liberal imperialism look like? Readings will include historical works by authors such as Mill, Tocqueville, and Hobson, as well as contemporary works of political theory and the history of political thought (by authors such as James Tully, Michael Ignatieff, David Kennedy, and Uday Mehta). (A)
Instructor(s): J. Pitts Terms Offered: Spring
Equivalent Course(s): PLSC 23010, HMRT 23010

LLSO 26815. Slavery at the Movies. 100 Units.
This course considers representations of slavery in historical documents, fiction, and in film in order to think critically about the representations and uses of enslavement in popular culture. Comparisons of the historical vision and the cinematic representation of slavery focus on the largely understudied post–World War II commercial film. Special remarks: It is expected that all students will have viewed the film at least once before the first class meeting of the week. Anyone who does not attend the Sunday afternoon screening is responsible for making independent arrangements to view the film.
Instructor(s): J. Saville Terms Offered: Spring
Prerequisite(s): Sunday film screenings.
Equivalent Course(s): CRES 16402, HIST 16402

LLSO 28233. Machiavelli’s Political Thought. 100 Units.
This course is devoted to the political writings of Niccolò Machiavelli. Readings include The Prince, Discourses on Livy’s history of Rome, selections from the Florentine Histories, and Machiavelli’s proposal for reforming Florence’s republic, "Discourses on Florentine Affairs." Topics include the relationship between the person and the polity; the compatibility of moral and political virtue; the utility of class conflict; the advantages of mixed institutions; the principles of self-government, deliberation, and participation; the meaning of liberty; and the question of military conquest. (A)
Instructor(s): J. McCormick Terms Offered: Autumn
Prerequisite(s): Prior consent of instructor.
LLSO 28500. Plato’s Laws. 100 Units.
An introductory reading of Plato’s Laws with attention to such themes as the following: war and peace; courage and moderation; rule of law; music, poetry, drinking, and education; sex, marriage, and gender; property and class structure; crime and punishment; religion and theology; and philosophy. (A)
Instructor(s): N. Tarcov Term Offered: Winter
Note(s): Enrollment limited. Open to undergraduates with consent of instructor.
Equivalent Course(s): PLSC 48300, FNDL 23400, SCTH 30300

LLSO 28611. Northern Renaissance/Early Reformation. 100 Units.
In surveying the history of this period, attention is devoted to the relationships between the movements of Renaissance and Reformation in northern Europe from the late fifteenth to the mid-sixteenth centuries. Primary texts are emphasized.
Instructor(s): H. Gray Term Offered: Autumn

III. Society

LLSO 20603. Early America to 1865. 100 Units.
This course survey major themes in the settlement of the British colonies, the crisis of the American Revolution, and the growth of American society and politics.
Instructor(s): E. Cook Term Offered: Winter
Equivalent Course(s): HIST 18700

LLSO 20606. Early America in 1800. 100 Units.
This course survey major themes in the settlement of the British colonies, the crisis of the American Revolution, and the growth of American society and politics.
Instructor(s): E. Cook Term Offered: Autumn
Equivalent Course(s): HIST 18710

LLSO 20911. Political Communication Networks. 100 Units.
Does an individual’s social context, such as her social networks or social environment, have the ability to impact her political behavior? We focus on identifying a causal relationship from the political behavior of one’s social group to individual political activities. Specific readings are drawn from empirical research which relies upon public opinion surveys and field experiments, with a focus on the role of new media in American political life. (B)
Instructor(s): B. Sinclair Term Offered: Spring
Equivalent Course(s): PLSC 26610
LLSO 21103. 19th Century U.S. West. 100 Units.

"Go west, young man, go west!" newspaper editor Horace Greeley loved to say, although he only visited the region and did not coin the phrase. It referred to the host of opportunities thought to be lying in wait among the uncharted territories out yonder. The West has embodied the American dream; it has also represented an American nightmare. This course will examine the changing definitions, demographics, conceptualizations, and significance of the nineteenth-century North American West. We will cover an exceptionally dynamic period between the Northwest Ordinance and the Spanish-American War—an endpoint that inherently calls into question the very concept of the West itself.

Instructor(s): A. Lippert
Terms Offered: Spring
Equivalent Course(s): HIST 28905, ENGL 25417, GNSE 28905, HIST 38905

LLSO 21210. Race and Twentieth-Century Social Science. 100 Units.

This course explores the role that social-science ideologies and methods have played in shaping our understanding of "race" and racial phenomena in the twentieth century. Beginning with the scientific racism that dominated the late-nineteenth century, we will examine the claims and methods of diverse "scientific" interventions over the first half of the twentieth century that both challenged and confirmed racist thinking, including intelligence testing and blood work during World War I, the work of Franz Boas and his students, the Chicago school of sociology, and state policies addressing the race question in the post–WWII era (including the United Nations’ UNESCO reports). Our emphasis throughout will be on how social historical and political forces shaped and were shaped in turn by twentieth-century science.

Instructor(s): T. Holt
Terms Offered: Winter
Prerequisite(s): Open to upper-level undergraduates.
Equivalent Course(s): HIST 27412, CRES 27412

LLSO 22106. 19th Century Segment of the U.S. Survey. 100 Units.

This is where modern America begins. Before there was a Great Recession or an Occupy Wall Street, there was the nineteenth-century roller coaster of prosperity and panic, the robber barons and newfound workers’ unions of the Gilded Age; the passionate public debates over the central bank, monetary policy, and the national currency. Before the Tea Party, the Founders themselves debated over which ways to make their Revolution realized, enduring, and meaningful in daily interactions as well as institutions. To understand the debates over the recently concluded Iraq War, we must return to the origins of American imperialism in the 1800s. To appreciate the significance and symbolism of the first African-American president, we have to revisit the nation’s long history of slavery, racism, and segregation. The nineteenth-century survey will examine the experiences and the conflicts that made up the history of modern American society, as it unfolded over the course of the 1800s. Weather permitting, the class will take at least one short trip to relevant historical site in (or around) Chicago. Requirements include careful reading, active and thoughtful participation, and a series of short written assignments.

Instructor(s): A. Lippert
Terms Offered: Winter
Equivalent Course(s): HIST 18804, GNSE 18804
LLSO 22209. Introduction to Black Chicago, 1893 to 2008. 100 Units.
This course surveys the history of African Americans in Chicago, from before the 20th century to the present. In referring to that history, we treat a variety of themes, including: migration and its impact, origins and effects of class stratification; relation of culture and cultural endeavor to collective consciousness, rise of institutionalized religions, facts and fictions of political empowerment, and the correspondence of Black lives and living to indices of city wellness (service, 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, as well as 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: Spring

Equivalent Course(s): HIST 27705, CRES 27705, HIST 37705

LLSO 22210. Introduction to Black Chicago, 1893 to 2008. 100 Units.
This course surveys the history of African Americans in Chicago, from before the 20th century to the present. In referring to that history, we treat a variety of themes, including: migration and its impact, origins and effects of class stratification; relation of culture and cultural endeavor to collective consciousness, rise of institutionalized religions, facts and fictions of political empowerment, and the correspondence of Black lives and living to indices of city wellness (service, 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, as well as 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: Spring

Equilibrium Course(s): HIST 27705, CRES 27705, HIST 37705

LLSO 22612. Introduction to Political Philosophy. 100 Units.
In this class we will investigate what it is for a society to be just. In what sense are the members of a just society equal? What freedoms does a just society protect? Must a just society be a democracy? What economic arrangements are compatible with justice? In the second portion of the class we will consider one pressing injustice in our society in light of our previous philosophical conclusions. Possible candidates include, but are not limited to, racial inequality, economic inequality, and gender hierarchy. Here our goal will be to combine our philosophical theories with empirical evidence in order to identify, diagnose, and effectively respond to actual injustice. (A)
Instructor(s): B. Laurence Terms Offered: Winter

Equilibrium Course(s): PHIL 21600, GNSE 21601, PLSC 22600
LLSO 22707. Britain’s Industrial Revolution. 100 Units.
Why and how did Britain become the first industrial society? We will consider a host of possible explanations, including geopolitics, political economy, social structure/demography, useful knowledge, colonies, and mineral energy. Readings will include works by Pincus, O’Brien, Mokyr, Berg, Wrigley, Pomeranz, de Vries, Macfarlane, Horn, Brewer, Ashworth, and Warde.
Instructor(s): F. Albritton Jonsson Terms Offered: Winter
Equivalent Course(s): HIST 22707,HIST 32707

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. (B)
Instructor(s): M. Hansen Terms Offered: Autumn
Equivalent Course(s): PLSC 22710

LLSO 23100. Environmental Law. 100 Units.
This lecture/discussion course examines the development of laws and legal institutions that address environmental problems and advance environmental policies. Topics include the common law background to traditional environmental regulation, the explosive growth and impact of federal environmental laws in the second half of the twentieth century, regulations and the urban environment, and the evolution of local and national legal structures in response to environmental challenges.
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 23114. Humanitarianism: History and Theory. 100 Units.
Humanitarianism in its most general form is an ethics of benevolence and sympathy extending universally and impartially to all human beings. Humanitarians understand the world as an affective community and insist that the world can be transformed and, if not transformed, suffering and ill-treatment can be alleviated by fearless vanguards of compassion. Lately, the entire concept has come under attack as deceptive, fraudulent, and useless. If anything, so it is argued, humanitarianism has failed, if it has not actively worsened humanitarian crises. Humanitarians promise relief and deliver a mess; they consort with the worst abusers of human rights; they have never changed anything. Well, one of the questions we will ask is what we make of this critique in light of the historical record. What do humanitarians do? What is their effect and when and where are they effective? Is it true that abolitionists have achieved the abolition of slavery? What about the struggle for social justice? About famine relief? About refugee aid? However, rather than chasing one case after another, we will focus on the humanitarian rationale for action and how it differs from other such rationales, say, Pacifist, Marxist, or liberal rights-based approaches.

Instructor(s): M. Geyer
Terms Offered: Spring
Equivalent Course(s): HIST 33512, HMRT 23302, HMRT 33002, HIST 23512

LLSO 23402. History of Humanitarian Intervention. 100 Units.
The post–Cold War world has been seen a proliferation of so-called humanitarian interventions as well as of doctrines and agreements that guide them. R2P, the Responsibility to Protect, is the most prominent example for the latter. What do we make of these interventions for humanitarian ends? Should we denounce their backers as covert imperialists or their detractors as callous fellow-travelers for genocidaires? Should we give up humanitarian reasoning? There is no self-evident answer. However, there is quite a bit of material to work with. First of all, why this sudden rush toward humanitarian intervention? How do these interventions relate to the older (Cold War) history of (UN) peacekeeping? Second, forced humanitarian interventions have a surprisingly long history that makes a difference, if we want to understand the present. This is a history of interstate protection for (religious) minorities, a history of muscular, imperial meddling in other people’s and, especially, in the Ottoman Empire’s affairs, a history not least of securitizing relief operations, and only eventually a history of protecting against humanitarian and human rights abuses. In all of these instances it is a history of legitimating violence as the lesser evil in the face of grievous abuses and man-made disasters, which would suggest that the future of global politics is not with peacekeeping, but with internationally sanctioned warmaking.

Instructor(s): M. Geyer
Terms Offered: Winter
Equivalent Course(s): HIST 22117, HIST 32117, HMRT 23301, HMRT 33001
LLSO 23415. Emergence of Capitalism in Early Modern Europe. 100 Units.
This course investigates the emergence of capitalism in Europe and the world as a whole between the early sixteenth and the late eighteenth centuries. We discuss the political and cultural as well as the economic, sources of capitalism, and explore Marxist, neoclassical, and cultural approaches. (C)
Instructor(s): W. Sewell Terms Offered: Spring
Equivalent Course(s): PLSC 23415, HIST 23300, HIST 33300, PLSC 32815

LLSO 23600. The Environment in U.S. History. 100 Units.
This course examines human engagement with the natural world in what is now the United States. The promise of Edenic bounty, the threat of desolate wilderness, and the temptations of unprecedented affluence have each been seen as crucial to the formation of American identity. We explore the interaction of environmental change with human activities and ideologies that reflect broader themes in American culture.
Instructor(s): A. Gugliotta Terms Offered: Winter
Equivalent Course(s): ENST 23600, HIST 19000

LLSO 24000. Civil Rights/Civil Liberties. 100 Units.
This course examines selected civil rights and civil liberties decisions of U.S. courts with particular emphasis on the broader political context. Areas covered include speech, race, and gender. (B)
Instructor(s): G. Rosenberg Terms Offered: Spring
Prerequisite(s): PLSC 28800 or equivalent and consent of instructor.
Equivalent Course(s): PLSC 29200

LLSO 24011. The Political Nature of the American Judicial System. 100 Units.
This course aims to introduce students to the political nature of the American legal system. In examining foundational parts of the political science literature on courts conceived of as political institutions, the seminar will focus on the relationship between the courts and other political institutions. The sorts of questions to be asked include: Are there interests that courts are particularly prone to support? What effect does congressional or executive action have on court decisions? What impact do court decisions have? While the answers will not always be clear, students should complete the course with an awareness of and sensitivity to the political nature of the American legal system. (B)
Instructor(s): G. Rosenberg Terms Offered: Winter
Equivalent Course(s): PLSC 22515, PLSC 42515

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): PBPL 24701, ENST 24701
LLSO 25100. Human Rights I: 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): B. Laurence Terms Offered: Spring 2015
Equivalent Course(s): HMRT 20100, HMRT 30100, PHIL 21700, PHIL 31600, HIST 29301, HIST 39301, INRE 31600, LAWS 41200, MAPH 40000

LLSO 25203. Economic/Social History of Europe, 1700 to 1880. 100 Units.
This course examines the causes, characteristics, and effects—economic, social, and otherwise—of the "industrious" and industrial revolutions. The course reviews an array of unresolved debates, among them the so-called Brenner debate and the debates over proto-industrialization, the enclosure movements, the sources of technological innovation, path dependence and diffusion patterns within and across economies, the family economy, the standard of living, the formation of the middle and working classes, the consequences of literacy, and the voluntary initiatives and public policies addressing such social problems as poverty, disease, illegitimacy, and crime. The course is the first in a two-course sequence covering the economic and social history of Europe from 1700 to the present, but each course is free-standing—students enrolled in this course are not required to take its sequel.
Instructor(s): J. Craig Terms Offered: Autumn
Note(s): LLSO 25203-25204 may be taken in or out of sequence.
Equivalent Course(s): HIST 25203, HIST 35203

LLSO 25204. Economic/Social History of Europe, 1880 to the Present. 100 Units.
This course focuses on economic and social problems and debates identified with mature industrialization and the transition to a postindustrial and increasingly integrated Europe. Themes receiving particular attention include the crisis of the old rural order, international factor mobility (including migration), urbanization and "municipal socialism," the rise of the professions and the new middle class, the demographic and schooling transitions, the economic and social impact of business cycles, the world wars, and mass movements, the evolution and so-called crisis of the welfare state, and the social policies of the European Union.
Instructor(s): J. Craig Terms Offered: Winter
Prerequisite(s): This course is a sequel to LLSO 25203, but the latter is not a prerequisite.
Equivalent Course(s): HIST 25204, HIST 35204
LLSO 25215. The American Presidency. 100 Units.
This course examines the institution of the American presidency. It surveys the foundations of presidential power, both as the Founders conceived it and as it is practiced in the modern era. This course also traces the historical development of the institutional presidency, the president’s relationships with Congress and the courts, the influence presidents wield in domestic and foreign policy making, and the ways in which presidents make decisions in a system of separated powers. (B)
Instructor(s): W. Howell Terms Offered: Autumn
Equivalent Course(s): PLSC 25215

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. (A)
Instructor(s): S. Muthu Terms Offered: Winter
Equivalent Course(s): PLSC 25610

LLSO 25903. Liberalism and Empire. 100 Units.
The mutual constitution of liberal political thought and modern European empires has been the subject a vibrant new body of work in both political theory and the history of political thought over the past two decades. The evolution of liberal thought coincided and intersected with the rise of European empires, and those empires have been shaped by liberal preoccupations, including ideas of tutelage in self-government, exporting the rule of law, and the normativity of European modernity. Some of the questions this course will address include: how was liberalism, an apparently universalistic and egalitarian theory, used to legitimate conquest and imperial domination? Is liberalism inherently imperialist? Are certain liberal ideas and doctrines (progress, development, liberty) particularly compatible with empire? What does, or what might, a critique of liberal imperialism look like? Readings will include historical works by authors such as Mill, Tocqueville, and Hobson, as well as contemporary works of political theory and the history of political thought (by authors such as James Tully, Michael Ignatieff, David Kennedy, and Uday Mehta). (A)
Instructor(s): J. Pitts Terms Offered: Spring
Equivalent Course(s): PLSC 23010, HMRT 23010
LLSO 25904. America in the Twentieth Century. 100 Units.
This lecture course provides an introductory survey of major developments in American history in the twentieth century. It is structured around a political history narrative, but we will examine events from a wide range of perspectives—legal, intellectual, social, economic, diplomatic, military, religious. The course is not encyclopedic, nor is it focused on mastering facts (although this is not discouraged). It is rather concerned with "big" questions about American history since ca. 1900, including the role and scope of government and the rights and obligations of citizens.
Instructor(s): J. Dailey Terms Offered: Spring
Equivalent Course(s): HIST 17805

LLSO 26000. Law and Society in Early America. 100 Units.
This mixed level colloquium is intended for upper-level undergrads and early state graduate students. It 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
Equivalent Course(s): HIST 27001,HIST 37001

LLSO 26109. Core Values of the West. 100 Units.
This course examines the fundamental values of liberal Western democracies, including freedom of speech and religion, equality under law, individual autonomy, religious toleration, and property rights. We consider what these values mean, their historical origins and development, and debates about them in theory and in practice. This course is divided between lectures, which present each topic, and discussions. (A)
Instructor(s): C. Lipson Terms Offered: Winter
Prerequisite(s): At least two prior college-level courses in U.S. or European history.
Equivalent Course(s): PLSC 26109

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
Equivalent Course(s): ENST 21800,PBPL 21800
LLSO 26202. Economics of Urban Policies. 100 Units.
This course covers tools needed to analyze urban economics and address urban policy problems. Topics include a basic model of residential location and rents; income, amenities, and neighborhoods; homelessness and urban poverty; decisions on housing purchase versus rental (e.g., housing taxation, housing finance, landlord monitoring); models of commuting mode choice and congestion and transportation pricing and policy; urban growth; and Third World cities.
Instructor(s): G. Tolley, K. Ierulli Terms Offered: Spring
Prerequisite(s): ECON 20100
Equivalent Course(s): ECON 26600, GEOG 26600, GEOG 36600, PBPL 24500

LLSO 26500. History of Mexico, 1876 to Present. 100 Units.
From the Porfiriato and the Revolution to the present, 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; the zapatista rebellion in Chiapas; and the end of PRI rule.
Instructor(s): E. Kouri, M. Tenorio Terms Offered: Winter
Equivalent Course(s): CRES 26500, CRES 36500, HIST 26500, HIST 36500, LACS 36500

LLSO 26601. Organization, Ideology, and Political Change. 100 Units.
This course centers on the comparative analysis of the emergence and institutionalization of public bureaucracies in the United States, Great Britain, France, Germany, Japan, and the former Soviet Union. The aim is to see whether there are distinctly different patterns of organizational rationality or whether bureaucracies are all culturally unique. (C)
Instructor(s): B. Silberman Terms Offered: Autumn
Equivalent Course(s): PLSC 28000, PLSC 38000

LLSO 26702. Political Psychology. 100 Units.
Using abstract theories and empirical studies, we investigate the sources of human thinking and behavior as they relate to political action, conflict, and organization. Topics include the inevitability of conflict, the dynamics of obedience and authority, the function and organization of political attitudes, the variety in styles of political thinking, the sources of stereotypes and intolerance, the role of emotions in political life, and non-Western understandings of human consciousness and political action. (B)
Instructor(s): J. Brehm Terms Offered: Spring
Equivalent Course(s): PLSC 28600
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. (B)
Instructor(s): J. Brehm Terms Offered: Spring
Equivalent Course(s): PLSC 22400

LLSO 26803. Haitian Revolution and Human Rights. 100 Units.
There have been two successful slave revolts in world history. One of them—which unfolded between 1791 and 1804 in the French colony of Saint Domingue (also variously referred to as San Domingo, Santo Domingo in English) on the western portion of the island that the Spanish had called Hispaniola (Espanola)—developed sufficient socio-political force to form a new state government that its ex-slave founders called Haiti. This course explores the Haitian revolution as critical to the examination of slave emancipation colonialism, comparative revolutions, and postcolonial governance and sovereignty. It especially aims to explore interpretive debates that explicitly (or implicitly) link the problems of slave emancipation to the contradictions of modern freedom. Course readings draw on historical, anthropological, and political studies, selected published documents, and historical fiction to think critically about ways of extending how this history and its implications have been explored.
Instructor(s): J. Saville Terms Offered: Winter
Equivalent Course(s): HIST 27114,CRES 27114,HIST 37114,HMRT 27114

LLSO 26804. Insurgency, Terrorism, and Civil War. 100 Units.
This course provides an introduction to asymmetric and irregular warfare. From Colombia to Afghanistan, non-state armed organizations are crucially important actors. We will study how they organize themselves, extract resources, deploy violence, attract recruits, and both fight and negotiate with states. We will also examine government counterinsurgency and counterterrorism policies, peace-building after conflict, and international involvement in internal wars. Case materials will be drawn from a variety of conflicts and cover a number of distinct topics. This course has a heavy reading load, and both attendance and substantial participation in weekly discussion sections are required. (D)
Instructor(s): P. Staniland Terms Offered: Winter
Equivalent Course(s): PLSC 26800
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): M. Geyer and J. Sparrow Terms Offered: Winter 2015
Equivalent Course(s): HMRT 20200, CRES 29302, HIST 29302, HIST 39302, HMRT 30200, INRE 31700, LAWS 41301

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). (B)
Instructor(s): M. Dawson Terms Offered: Winter
Equivalent Course(s): PLSC 23100

LLSO 27200. Human Rights III: Contemporary Issues in Human Rights. 100 Units.
For U.S. students, the study of international human rights is becoming increasingly important, as interest grows regarding questions of justice around the globe. This interdisciplinary course presents a practitioner’s overview of several major contemporary 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 course may be co-taught by faculty from the Pritzker School of Medicine. Topics may include the prohibition against torture, problems of universalism versus cultural relativism, and the human right to health.
Instructor(s): S. Gzesh Terms Offered: Autumn 2014
Equivalent Course(s): HMRT 20300, HMRT 30300, HIST 29303, HIST 39303, INRE 31800, LAWS 78201

LLSO 27306. U.S. Women and Gender. 100 Units.
Instructor(s): A. Stanley Terms Offered: Winter
Equivalent Course(s): HIST 37306, HMRT 27306, HMRT 37306, HIST 27306
LLSO 27307. 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. (C) Instructor(s): B. Lessing Terms Offered: Spring Equivalent Course(s): PLSC 29500

LLSO 27601. Politics of Culture in African American History. 100 Units.
In this course we will explore historically the political implications of black cultural formations and expressions, focusing on the diverse ways in which culture has been explicitly invoked or deployed to political ends, has served as a means of political mobilization, and has marked African Americans as fit or unfit for citizenship rights. Through this debate, which has been sometimes explicit and at other times sub-rosa, we will probe the meanings and significance attributed to race, culture, and their interrelationship. Among the topics to be addressed in lectures and discussions are the debates on the relation between slave culture and resistance, the contrasting ways black and white performers have engaged the minstrel tradition, the social interpretations of black musical expression, the role to the state in promoting black cultural expression, and culture as a site of resistance. Each topic will be addressed through lectures and class discussions. Instructor(s): T. Holt Terms Offered: Winter Equivalent Course(s): HIST 30109,CRES 20109,CRES 30109,HIST 20109

LLSO 27704. Political Leadership: Historical and Contemporary Perspectives. 100 Units.
This course will examine both classical and contemporary analyses of leadership, with a particular focus on the relationship between executive authority and democratic politics. We will read traditional authors such as Cicero, Livy, Plutarch and Machiavelli as well as contemporary analyses of modern political leadership, especially of the American Presidency. (A) Instructor(s): W. Howell, J. McCormick Terms Offered: Winter Note(s): Limited enrollment. Equivalent Course(s): PLSC 37702,PLSC 27702
LLSO 27801. Media Ecology: Embodiment and Software. 100 Units.
Media ecology examines how the structure and content of our media environments—one online and offline, in words, images, sounds, and textures—affect human perception, understanding, feeling, and value; or alternatively, media ecology investigates the massive and dynamic interrelation of processes and objects, beings and things, patterns and matter. At stake are issues about agency—human or material—and about determinism—how does society or culture interact with or shape its technologies, or vice versa? This course investigates theories of media ecology by exploring systems of meanings that humans embody (cultural, social, ecological) in conjunction with the emerging field of software studies about the cultural, political, social, and aesthetic impacts of software (e.g., code, interaction, interface). In our actual and virtual environments, how do we understand performing our multiple human embodiments in relation to other bodies (organism or machine) in pursuit of social or political goals?
Instructor(s): M. Browning Terms Offered: Autumn
Equivalent Course(s): HUMA 25202, HIPS 25203, CMST 25204, TAPS 28452

LLSO 28000. U.S. Labor History. 100 Units.
This course will explore the history of labor and laboring people in the United States. The significance of work will be considered from the vantage points of political economy, culture, and law. 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.
Instructor(s): A. Stanley Terms Offered: Winter
Equivalent Course(s): HIST 18600, HMRT 28600

LLSO 28010. U.S. 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): AMER 27605, CRES 27605, GNSE 27605, HMRT 27061, HIST 27605

LLSO 28100. Law and Society. 100 Units.
This course examines the myriad relationships between courts, laws, and lawyers in the United States. Issues covered range from legal consciousness to the role of rights to access to courts to implementation of decisions to professionalism. (B)
Instructor(s): G. Rosenberg Terms Offered: Spring
Prerequisite(s): PLSC 28800 or equivalent and consent of instructor.
Equivalent Course(s): PLSC 22510
LLSO 28212. African American Political Thought. 100 Units.
An intensive introduction to African American political thought, focusing on the writings of Frederick Douglass, Martin Delany, Alexander Crummell, Booker T. Washington, Anna Julia Cooper, and W. E. B. Du Bois. (A)
Instructor(s): R. Gooding-Williams Terms Offered: Spring
Equivalent Course(s): PLSC 28212

LLSO 28311. Genocide Euro Jews, 1933-1945. 100 Units.
What were the main features of the Jewish society that the Nazis destroyed and what were the conditions of Jewish life in inter-war Europe? Why and how did the genocide occur? Who were the perpetrators? What were the respective roles of the German policy apparatus, of the Germany army, of the Nazi Party, of the state bureaucracy, of ordinary Germans? What were the responses of occupied populations of neutral countries, of the Allies, and of the Jews themselves?
Instructor(s): B. Wassserstein Terms Offered: Autumn
Equivalent Course(s): HIST 23401, HIST 33401, JWSC 23401, PLSC 23401, PLSC 33401

LLSO 28313. Race in the 20th Century Atlantic World. 100 Units.
This lecture course will provide an introduction to the workings of race on both sides of the Atlantic form the turn of the 20th century to the present. Topics covered will include: the very definition of the term "race"; politics on the naming, gathering, and use of statistics on racial categories; the changing uses of race in advertising; how race figures in the politics and practices of reproduction; representations of race in children’s books; race in sports and the media. We will explore both relatively autonomous developments within the nation-states composing the Atlantic world, but our main focus will be on transfer, connections, and influences across that body of water. Most of the materials assigned will be primary sources ranging from films, fiction, poetry, political interventions, posters, advertisements, music, and material culture. Key theoretical essays from the Caribbean, France, England, and the United States will also be assigned.
Instructor(s): T. Holt, L. Auslander Terms Offered: Autumn
Equivalent Course(s): HIST 28704, CRES 28704, GNSE 28703, GNSE 38702, HIST 38704
LLSO 28314. African American Lives and Times. 100 Units.
This colloquium will examine selected topics and issues in African American history during a dynamic and critical decade, 1893 and 1903, that witnessed the redefinition of American national and sectional identities, social and labor relations, and race and gender relations. A principal premise of the course is that African American life and work was at the nexus of the birth of modern America, as reflected in labor and consumption, in transnational relations (especially Africa), in cultural expression (especially music and literature), and in the resistance or contestation to many of these developments. The course will focus on the Chicago World’s Fair and the publication of Du Bois’s Souls of Black Folk as seminal moments in the era. Our discussions will be framed by diverse primary materials, including visual and aural sources, juxtaposed with interpretations of the era by various historians. A principal goal of the course is that students gain a greater appreciation for interpreting historical processes through in-depth examination of the complex and multiple currents of an defined era—a slice of time—as well as skills in interpreting diverse primary sources.
Instructor(s): T. Holt Terms Offered: Winter
Equivalent Course(s): AFAM 27403, CRES 27403, CRES 37403, HIST 27403, HIST 37403

LLSO 28604. Law and Social Movements in Modern America. 100 Units.
This course traces and examines the relationship of law and social movements in the United States since 1865. We examine how lawyers and ordinary citizens have used the law to support the expansion of social, political and economic rights in America. We also look at how the state and civic organizations have shaped and deployed law to criminalize the strategies of social reform movements and stifle dissent.
Instructor(s): J. Dailey Terms Offered: Autumn
Equivalent Course(s): GNDR 28604, HIST 28604, HMRT 28604

LLSO 28613. Politics and Human Nature. 100 Units.
This course explores commonalities among psychoanalytic theory, Buddhism, and studies of emotions and brain physiology, particularly as they relate to questions of the self and political life. In addition to exploring each of these theories, we investigate particular questions (e.g., inevitability of conflict, dynamics of obedience and authority, emotional power of ideology, and non-Western understandings of human consciousness). (A)
Instructor(s): E. Oliver Terms Offered: Autumn
Prerequisite(s): Third- or fourth-year standing.
Note(s): Class limited to fifteen students.
Equivalent Course(s): PLSC 28615
LLSO 28710. Democracy and the Politics of Wealth Redistribution. 100 Units.
How do political institutions affect the redistribution of wealth among members of a society? In most democracies, the distribution of wealth among citizens is unequal but the right to vote is universal. Why then have so many newly democratic states transitioned under conditions of high inequality yet failed to redistribute? This course explores this puzzle by analyzing the mechanisms through which individual and group preferences can be translated into pro-poor policies, and the role elites play in influencing a government’s capacity or incentives to redistribute wealth. Topics include economic inequality and the demand for redistribution, the difference in redistribution between democracy and dictatorship, the role of globalization in policymaking, and the effects of redistribution on political stability and change. (C)
Instructor(s): M. Albertus Terms Offered: Autumn
Equivalent Course(s): PLSC 28710

LLSO 28711. Race and Racism in American History. 100 Units.
This lecture course examines selected topics in the development of racism, drawing on both cross-national (the United States, Latin America, and the Caribbean) and multiethnic (African American, Asian American, Mexican American, and Native American) perspectives. Beginning with the premise that people of color in the Americas have both a common history of dispossession, discrimination, and oppression as well as strikingly different historical experiences, I hope to probe a number of assumptions and theories about race and racism in academic and popular thought. Two quizzes, midterm and final essay examinations required.
Instructor(s): T. Holt Terms Offered: Spring
Equivalent Course(s): HIST 27400, AFAM 27403, CRES 27400, CRES 37400, HIST 37400

LLSO 29000. Sport, Society, and Science. 100 Units.
This interdisciplinary course draws faculty from across the University to examine and to integrate important elements of the world of sport and competition, including sport and society; race and sport; legal, economic, and public policy frameworks; psychological and neurological aspects of competition, the physics of sports; and statistical measurements of performance.
Terms Offered: Winter
LLSO 29201. Ethnic Rights. 100 Units.
The aim of this undergraduate course is to examine the emergence of cultural rights within the broader human rights movement. Indeed, cultural or ethnic rights were part of a third generation of human rights which moves beyond purely civil and political rights, to definitions that include social, economic and cultural rights. Among the many rights embedded in the notion of cultural rights are the rights to political and cultural autonomy, natural resources, and territory, typically for indigenous peoples. In this course, we analyze how these cultural rights emerged in international human rights institutions and discourse, as well as how they have been translated back into, and transformed by, local political struggles around the world. Throughout the course, the students will have the chance to learn from and engage with a number of organizations and activists in Chicago that work on indigenous and cultural rights. (C)
Instructor(s): T. Paschel Terms Offered: Spring
Equivalent Course(s): PLSC 29201

IV. Research and Reading

LLSO 29400. Research Seminar. 100 Units.
Instructor(s): D. Hutchinson Terms Offered: Autumn
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 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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 20001</td>
<td>Introduction to Linguistics</td>
<td>100</td>
</tr>
<tr>
<td>LING 20101</td>
<td>Introduction to Phonetics and Phonology</td>
<td>100</td>
</tr>
<tr>
<td>LING 20201</td>
<td>Introduction to Syntax</td>
<td>100</td>
</tr>
<tr>
<td>LING 20301</td>
<td>Introduction to Semantics and Pragmatics</td>
<td>100</td>
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</tbody>
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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.

**SUMMARY OF REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 20001</td>
<td>Introduction to Linguistics</td>
<td>100</td>
</tr>
<tr>
<td>LING 20101</td>
<td>Introduction to Phonetics and Phonology (core course)</td>
<td>100</td>
</tr>
<tr>
<td>LING 20201</td>
<td>Introduction to Syntax (core course)</td>
<td>100</td>
</tr>
<tr>
<td>LING 20301</td>
<td>Introduction to Semantics and Pragmatics (core course)</td>
<td>100</td>
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<tr>
<td></td>
<td>Nine courses from the following:</td>
<td>900</td>
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<tr>
<td></td>
<td>0-3 courses in a non-Indo-European language *</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6-9 Linguistics electives **</td>
<td></td>
</tr>
</tbody>
</table>

**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 - 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.**
Instructor(s): D. Ronchen Terms Offered: Autumn

**ASLG 10200. American Sign Language II. 100 Units.**
Instructor(s): D. Ronchen Terms Offered: Winter
Prerequisite(s): ASLG 10100

**ASLG 10300. American Sign Language III. 100 Units.**
Instructor(s): D. Ronchen Terms Offered: Spring
Prerequisite(s): ASLG 10200

**ASLG 10200-10300. American Sign Language II-III.**

**ASLG 10200. American Sign Language II. 100 Units.**
Instructor(s): D. Ronchen Terms Offered: Winter
Prerequisite(s): ASLG 10100
ASLG 10300. American Sign Language III. 100 Units.
Instructor(s): D. Ronchen 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.
Instructor(s): D. Ronchen Terms Offered: Autumn
Prerequisite(s): LGLN 10300

ASLG 10500. Intermediate American Sign Language II. 100 Units.
Instructor(s): D. Ronchen Terms Offered: Winter
Prerequisite(s): LGLN 10400

ASLG 10600. Intermediate American Sign Language III. 100 Units.
Instructor(s): D. Ronchen Terms Offered: Spring
Prerequisite(s): LGLN 10500

ASLG 10500-10600. Intermediate American Sign Language II-III.

ASLG 10500. Intermediate American Sign Language II. 100 Units.
Instructor(s): D. Ronchen Terms Offered: Winter
Prerequisite(s): LGLN 10400

ASLG 10600. Intermediate American Sign Language III. 100 Units.
Instructor(s): D. Ronchen Terms Offered: Spring
Prerequisite(s): LGLN 10500

ASLG 10600. Intermediate American Sign Language III. 100 Units.
Instructor(s): D. Ronchen Terms Offered: Spring
Prerequisite(s): LGLN 10500

LINGUISTICS - BASQUE COURSES

BASQ 12000-12100-12200. Elementary Basque I-II-III.
BASQ 12000. Elementary Basque I. 100 Units.
The Basque language is spoken in the Basque Country, a region in Northeastern Spain and Southwestern France. It is a language isolate: As far as we know, it is not related to any other language in the world. This course offers an introduction to reading, writing, and speaking in Basque. The teaching methodology will take on a communicative perspective—we will work on vocabulary, comprehension, and communicative skills in pragmatic and strategic ways. Students will acquire basic Basque language skills that will enable them to master the communicative functions which have been set for the course. The lessons will have a sense of continuity, and, in that context, the main aim will be for the students to witness and take command of their own progress.
Instructor(s): A. Gabantxo Terms Offered: Autumn
Equivalent Course(s): LGLN 12000

BASQ 12100. Elementary Basque II. 100 Units.
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 acquirement 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.
Instructor(s): A. Gabantxo Terms Offered: Winter
Prerequisite(s): BASQ 12000 or instructor’s consent
Equivalent Course(s): LGLN 12100

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.
Instructor(s): A. Gabantxo Terms Offered: Spring
Prerequisite(s): BASQ 12100 or instructor’s consent
Equivalent Course(s): LGLN 12200
**BASQ 12100. Elementary Basque II. 100 Units.**
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 acquirement 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.
Instructor(s): A. Gabantxo Terms Offered: Winter
Prerequisite(s): BASQ 12000 or instructor’s consent
Equivalent Course(s): LGLN 12100

**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.
Instructor(s): A. Gabantxo Terms Offered: Spring
Prerequisite(s): BASQ 12100 or instructor’s consent
Equivalent Course(s): LGLN 12200

**LINGUISTICS - LANGUAGES IN LINGUISTICS COURSES**

**LGLN 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.

**LGLN 10101. Elementary Modern Armenian I. 100 Units.**
Instructor(s): H. Haroutunian Terms Offered: Autumn
Equivalent Course(s): ARME 10101, EEUR 21100

**LGLN 10102. Elementary Modern Armenian II. 100 Units.**
Instructor(s): H. Haroutunian Terms Offered: Winter
Prerequisite(s): ARME 10101
Equivalent Course(s): ARME 10102, EEUR 21200
**LGLN 10103. Elementary Modern Armenian III. 100 Units.**
Instructor(s): H. Haroutunian Terms Offered: Spring
Prerequisite(s): ARME 10102
Equivalent Course(s): ARME 10103, EEUR 21300

**LGLN 10102-10103. Elementary Modern Armenian II-III.**

**LGLN 10102. Elementary Modern Armenian II. 100 Units.**
Instructor(s): H. Haroutunian Terms Offered: Winter
Prerequisite(s): ARME 10101
Equivalent Course(s): ARME 10102, EEUR 21200

**LGLN 10103. Elementary Modern Armenian III. 100 Units.**
Instructor(s): H. Haroutunian Terms Offered: Spring
Prerequisite(s): ARME 10102
Equivalent Course(s): ARME 10103, EEUR 21300

**LGLN 10103. Elementary Modern Armenian III. 100 Units.**
Instructor(s): H. Haroutunian Terms Offered: Spring
Prerequisite(s): ARME 10102
Equivalent Course(s): ARME 10103, EEUR 21300

**LGLN 10115-10215-10315. 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.

**LGLN 10115. First-Year Tamil I. 100 Units.**
Instructor(s): E. Annamalai Terms Offered: Autumn
Equivalent Course(s): TAML 10100

**LGLN 10215. First-Year Tamil II. 100 Units.**
Instructor(s): E. Annamalai Terms Offered: Winter
Equivalent Course(s): TAML 10200

**LGLN 10315. First-Year Tamil III. 100 Units.**
Instructor(s): E. Annamalai Terms Offered: Spring
Equivalent Course(s): TAML 10300
LGLN 10215. First-Year Tamil II. 100 Units.
Instructor(s): E. Annamalai Terms Offered: Winter
Equivalent Course(s): TAML 10200

LGLN 10315. First-Year Tamil III. 100 Units.
Instructor(s): E. Annamalai Terms Offered: Spring
Equivalent Course(s): TAML 10300

LGLN 11100-11200. Accelerated Elementary Modern Greek I-II.
This course is designed to help students acquire communicative competence in Modern Greek and a basic understanding of its structures. Through a variety of exercises, students develop all skill sets.

LGLN 11100. Accelerated Elementary Modern Greek I. 100 Units.
Terms Offered: Autumn
Equivalent Course(s): MOGK 11100, MOGK 30100

LGLN 11200. Accelerated Elementary Modern Greek II. 100 Units.
Terms Offered: Winter
Equivalent Course(s): MOGK 11200, MOGK 30200

LGLN 11200. Accelerated Elementary Modern Greek II. 100 Units.
Terms Offered: Winter
Equivalent Course(s): MOGK 11200, MOGK 30200

LGLN 12000-12100-12200. Elementary Basque I-II-III.

LGLN 12000. Elementary Basque I. 100 Units.
The Basque language is spoken in the Basque Country, a region in Northeastern Spain and Southwestern France. It is a language isolate: As far as we know, it is not related to any other language in the world. This course offers an introduction to reading, writing, and speaking in Basque. The teaching methodology will take on a communicative perspective—we will work on vocabulary, comprehension, and communicative skills in pragmatic and strategic ways. Students will acquire basic Basque language skills that will enable them to master the communicative functions which have been set for the course. The lessons will have a sense of continuity, and, in that context, the main aim will be for the students to witness and take command of their own progress.
Instructor(s): A. Gabantxo Terms Offered: Autumn
Equivalent Course(s): BASQ 12000
LGLN 12100. Elementary Basque II. 100 Units.
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 acquirement 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.
Instructor(s): A. Gabantxo Terms Offered: Winter
Prerequisite(s): BASQ 12000 or instructor’s consent
Equivalent Course(s): BASQ 12100

LGLN 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.
Instructor(s): A. Gabantxo Terms Offered: Spring
Prerequisite(s): BASQ 12100 or instructor’s consent
Equivalent Course(s): BASQ 12200

LGLN 12100-12200. Elementary Basque II-III.

LGLN 12100. Elementary Basque II. 100 Units.
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 acquirement 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.
Instructor(s): A. Gabantxo Terms Offered: Winter
Prerequisite(s): BASQ 12000 or instructor’s consent
Equivalent Course(s): BASQ 12100
LGLN 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.
Instructor(s): A. Gabantxo Terms Offered: Spring
Prerequisite(s): BASQ 12100 or instructor’s consent
Equivalent Course(s): BASQ 12200

LGLN 18700. Elementary Kazakh I. 100 Units.
This sequence introduces students to Kazakh, a Turkic language spoken in Kazakhstan and neighboring countries. The course teaches the fundamentals of grammar and it enables students to read, write, and speak Kazakh. Students will be exposed to the history and culture of Kazakhstan through modern and 19th-century literature, as well as to current events through mass media. Subsequent quarters of this sequence and the Intermediate Kazakh sequence (KAZK 20101-20102-20103) are offered based on interest.
Instructor(s): K. Arik Terms Offered: Autumn
Equivalent Course(s): KAZK 10101

LGLN 18711-18712-18713. 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.

LGLN 18711. Elementary Turkish I. 100 Units.
Instructor(s): K. Arik Terms Offered: Autumn
Note(s): The class meets for five hours a week
Equivalent Course(s): TURK 10101
LGLN 18712. Elementary Turkish II. 100 Units.
Instructor(s): K. Arik Terms Offered: Winter
Prerequisite(s): TURK 10101
Note(s): This class meets for five hours a week
Equivalent Course(s): TURK 10102

LGLN 18713. Elementary Turkish III. 100 Units.
Instructor(s): K. Arik Terms Offered: Spring
Prerequisite(s): TURK 10102
Note(s): This class meets for five hours a week
Equivalent Course(s): TURK 10103

LGLN 18712. Elementary Turkish II. 100 Units.
Instructor(s): K. Arik Terms Offered: Winter
Prerequisite(s): TURK 10101
Note(s): This class meets for five hours a week
Equivalent Course(s): TURK 10102

LGLN 18713. Elementary Turkish III. 100 Units.
Instructor(s): K. Arik Terms Offered: Spring
Prerequisite(s): TURK 10102
Note(s): This class meets for five hours a week
Equivalent Course(s): TURK 10103

LGLN 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.

LGLN 20101. Intermediate Modern Armenian I. 100 Units.
Instructor(s): H. Haroutunian Terms Offered: Autumn
Prerequisite(s): ARME 10103
Equivalent Course(s): ARME 20101

LGLN 20102. Intermediate Modern Armenian II. 100 Units.
Instructor(s): H. Haroutunian Terms Offered: Winter
Prerequisite(s): ARME 20101
Equivalent Course(s): ARME 20102

LGLN 20103. Intermediate Modern Armenian III. 100 Units.
Instructor(s): H. Haroutunian Terms Offered: Spring
Prerequisite(s): ARME 20102
Equivalent Course(s): ARME 20103

LGLN 20102. Intermediate Modern Armenian II. 100 Units.
Instructor(s): H. Haroutunian Terms Offered: Winter
Prerequisite(s): ARME 20101
Equivalent Course(s): ARME 20102
LGLN 20103. Intermediate Modern Armenian III. 100 Units.
Instructor(s): H. Haroutunian Terms Offered: Spring
Prerequisite(s): ARME 20102
Equivalent Course(s): ARME 20103

LGLN 20115-20215-20315. 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.

LGLN 20115. Second-Year Tamil I. 100 Units.
Instructor(s): E. Annamalai Terms Offered: Autumn
Prerequisite(s): TAML 10300 or comparable level of language skills
Equivalent Course(s): TAML 20100

LGLN 20215. Second-Year Tamil II. 100 Units.
Instructor(s): E. Annamalai Terms Offered: Winter
Prerequisite(s): TAML 10300 or comparable level of language skills
Equivalent Course(s): TAML 20200

LGLN 20315. Second-Year Tamil III. 100 Units.
Instructor(s): E. Annamalai Terms Offered: Spring
Prerequisite(s): TAML 10300 or comparable level of language skills
Equivalent Course(s): TAML 20300

LGLN 20215. Second-Year Tamil II. 100 Units.
Instructor(s): E. Annamalai Terms Offered: Winter
Prerequisite(s): TAML 10300 or comparable level of language skills
Equivalent Course(s): TAML 20200

LGLN 20315. Second-Year Tamil III. 100 Units.
Instructor(s): E. Annamalai Terms Offered: Spring
Prerequisite(s): TAML 10300 or comparable level of language skills
Equivalent Course(s): TAML 20300

LGLN 21101-21102. Elementary Ge’ez I-II.
This is a two quarter sequence introducing the fundamental grammar and writing
structure of Ge’ez (Classical Ethiopic).
LGLN 21101. Elementary Ge’ez I. 100 Units.
This course introduces the fundamentals of Ge’ez (Classical Ethiopic) with an overview of grammar and the writing system, as well as exercises in reading early monumental and simple narrative texts.
Instructor(s): R. Hasselbach Terms Offered: Winter
Equivalent Course(s): GEEZ 10101

LGLN 21102. Elementary Ge’ez II. 100 Units.
This class provides an introduction to the grammar and script of Classical Ethiopic (Ge’ez).
Instructor(s): R. Hasselbach Terms Offered: Spring
Prerequisite(s): GEEZ 10101
Equivalent Course(s): GEEZ 10102

LGLN 21102. Elementary Ge’ez II. 100 Units.
This class provides an introduction to the grammar and script of Classical Ethiopic (Ge’ez).
Instructor(s): R. Hasselbach Terms Offered: Spring
Prerequisite(s): GEEZ 10101
Equivalent Course(s): GEEZ 10102

LGLN 22001. From Proto-Indo-European to Old Church Slavonic. 100 Units.
This course covers essentials of Slavic historical grammar with emphasis on the evolution of Proto-Slavic verbal and nominal morphology.
Instructor(s): Y. Gorbachov Terms Offered: Spring
Prerequisite(s): Some familiarity with either Old Church Slavonic or Indo-European.
Equivalent Course(s): SLAV 22001

LGLN 22100-22200-22300. Elementary Georgian I-II-III.
This course introduces students to modern Georgian grammar, primarily through reading exercises that relate to Georgian historical, social, and literary traditions. Supplemental activities that encourage writing, speaking, and listening skills are also included.

LGLN 22100. Elementary Georgian I. 100 Units.
Instructor(s): T. Wysocki-Niimi Terms Offered: Autumn

LGLN 22200. Elementary Georgian II. 100 Units.
Instructor(s): T. Wysocki-Niimi Terms Offered: Winter
Prerequisite(s): LGLN 22100

LGLN 22300. Elementary Georgian III. 100 Units.
Instructor(s): T. Wysocki-Niimi Terms Offered: Spring
Prerequisite(s): LGLN 22200

LGLN 22200-22300. Elementary Georgian II-III.

LGLN 22200. Elementary Georgian II. 100 Units.
Instructor(s): T. Wysocki-Niimi Terms Offered: Winter
Prerequisite(s): LGLN 22100
LGLN 22300. Elementary Georgian III. 100 Units.
Instructor(s): T. Wysocki-Niimi Terms Offered: Spring
Prerequisite(s): LGLN 22200

LGLN 22400. Elementary Georgian III. 100 Units.
Instructor(s): T. Wysocki-Niimi Terms Offered: Spring
Prerequisite(s): LGLN 22200

LGLN 24300. Structure of Macedonian. 100 Units.
An introduction to the standard language of the Republic of Macedonia. Macedonian is often described as the most Balkan of the Balkan languages. The course begins with a brief introduction to Macedonian linguistic history followed by an outline of Macedonian grammar and readings of authentic texts. There is also discussion of questions of grammar, standardization, and Macedonian language in society. Issues of Balkan and Slavic linguistics are also touched upon.
Instructor(s): V. Friedman Terms Offered: Spring
Note(s): Knowledge of another Slavic or Balkan language is not required.
Equivalent Course(s): SOSL 21700,SOSL 31700,LGLN 34300

LGLN 24600-24700-24800. 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).

LGLN 24600. Elementary Hittite I. 100 Units.
Instructor(s): T. van den Hout Terms Offered: Autumn
Prerequisite(s): Second Year Standing
Equivalent Course(s): AANL 10101,LGLN 34600

LGLN 24700. Elementary Hittite II. 100 Units.
Instructor(s): T. van den Hout Terms Offered: Winter
Prerequisite(s): AANL 10101 or equivalent
Equivalent Course(s): AANL 10102,LGLN 34700

LGLN 24800. Elementary Hittite III. 100 Units.
Instructor(s): P. Goedegebuure Terms Offered: Spring
Prerequisite(s): AANL 10102 or equivalent
Equivalent Course(s): AANL 10103,LGLN 34800

LGLN 24700-24800. Elementary Hittite II-III.
LGLN 24800. Elementary Hittite III. 100 Units.
Instructor(s): P. Goedegebuure Terms Offered: Spring
Prerequisite(s): AANL 10102 or equivalent
Equivalent Course(s): AANL 10103,LGLN 34800

LGLN 25100. Old Church Slavonic. 100 Units.
This course introduces 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. Texts in Cyrillic or Cyrillic transcription of the original Glagolitic.
Instructor(s): Y. Gorbachov Terms Offered: Winter
Prerequisite(s): Knowledge of another Slavic language or good knowledge of another one or two old Indo-European languages. SLAV 20100 recommended.
Equivalent Course(s): SLAV 22000,LGLN 35100,SLAV 32000

LGLN 27200-27300-27400. 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.

LGLN 27200. Elementary Yiddish I. 100 Units.
Instructor(s): Sunny Yudkoff Terms Offered: Autumn
Equivalent Course(s): YDDH 10100,JWSC 20300,YDDH 37300

LGLN 27300. Elementary Yiddish II. 100 Units.
Instructor(s): Sunny Yudkoff Terms Offered: Winter
Prerequisite(s): YDDH 10100/37300 or consent of instructor
Equivalent Course(s): YDDH 10200,JWSC 20400,YDDH 37400

LGLN 27400. Elementary Yiddish III. 100 Units.
Instructor(s): Sunny Yudkoff Terms Offered: Spring
Prerequisite(s): YDDH 10200/37400 or consent of instructor. No auditors.
Equivalent Course(s): YDDH 10300,JWSC 20500,YDDH 37500

LGLN 27300. Elementary Yiddish II. 100 Units.
Instructor(s): Sunny Yudkoff Terms Offered: Winter
Equivalent Course(s): YDDH 10100/37300 or consent of instructor

LGLN 27400. Elementary Yiddish III. 100 Units.
Instructor(s): Sunny Yudkoff Terms Offered: Spring
Prerequisite(s): YDDH 10200/37400 or consent of instructor. No auditors.
Equivalent Course(s): YDDH 10300,JWSC 20500,YDDH 37500
LGLN 27800. Romani Language and Linguistics. 100 Units.
This is a beginning course on the language of the Roms (Gypsies) that is based on the Arli dialect currently in official use in the Republic of Macedonia, with attention also given to dialects of Europe and the United States. An introduction to Romani linguistic history is followed by an outline of Romani grammar based on Macedonian Arli, which serves as the basis of comparison with other dialects. We then read authentic texts and discuss questions of grammar, standardization, and Romani language in society.
Instructor(s): V. Friedman Terms Offered: Winter
Equivalent Course(s): ANTH 27700, ANTH 47900, EEUR 21000, EEUR 31000, LGLN 37800

LGLN 29700. Structure of Albanian. 100 Units.
This is a rare opportunity to get a functional grasp of one of the least-studied national languages of Europe. Albanian is of relevance for Indo-Europeanists, Balkanists, Classicists, Islamicists, and any social scientist with an interest in Southeastern Europe. In addition to being the majority language in Albania and Kosovo, it is spoken by compact populations in all their neighboring countries, as well as by old enclaves in Italy, Croatia, Bulgaria, Turkey, Romania, and Ukraine, and by more recent émigré groups in Western Europe, North America, and Australia. The course focuses on giving students an understanding of the grammatical structure of Albanian as well as sufficient reading knowledge for the independent development of the ability to pursue research.
Instructor(s): Victor Friedman Terms Offered: Spring
Equivalent Course(s): EEUR 20900, EEUR 30900, LGLN 39700

LINGUISTICS - 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.
Instructor(s): Staff Terms Offered: Autumn, Winter, Spring
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 Terms Offered: Autumn
Prerequisite(s): LING 20001

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): Staff Terms Offered: Winter
Prerequisite(s): LING 20001

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): Anastasia Giannakidou Terms Offered: Spring
Prerequisite(s): LING 20001

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): Amy Dahlstrom Terms Offered: Spring
Prerequisite(s): LING 20001, ANTH 37500
Equivalent Course(s): LING 31000
LING 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.
Instructor(s): Greg Kobele Terms Offered: Autumn
Equivalent Course(s): LING 31010

LING 21600. 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): PSYC 23200, CHDV 23900

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: Spring
Equivalent Course(s): LING 33920

LING 25160. Themes in the Development of 20th Century Linguistics. 100 Units.
This course will be based on Goldsmith and Laks (2014): “Battle in the Mind Fields.” The subject is the development of linguistics in the 20th century and the parallel evolution of ideas in psychology and philosophy. Topics will include: Bloomfield and Sapir; Harris and Hockett; Chomsky and the rise of generative grammar; Carnap and how Chomsky 1955 was intended to integrate linguistics into Carnap’s scientific worldview; behaviorism and neo-behaviorism (Watson, Hull, Tolman); and the rise of cognitive psychology (George Miller, Ulric Neisser). See http://hum.uchicago.edu/jagoldsm/battle/battle-toc.pdf for more detail.
Instructor(s): John Goldsmith Terms Offered: Autumn
Equivalent Course(s): LING 35160
LING 26400. Introduction to Slavic Linguistics. 100 Units.
The main goal of this course is to familiarize students with the essential facts of the Slavic linguistic history and with the most characteristic features of the modern Slavic languages. In order to understand the development of Proto-Slavic into the existing Slavic languages and dialects, we focus on a set of basic phenomena. The course is specifically concerned with making students aware of factors that led to the breakup of the Slavic unity and the emergence of the individual languages. Drawing on the historical development, we touch upon such salient typological characteristics of the modern languages such as the rich set of morphophonemic alternations, aspect, free word order, and agreement.
Instructor(s): Y. Gorbachov Terms Offered: Autumn
Note(s): This course is typically offered in alternate years.
Equivalent Course(s): SLAV 20100, LING 36400, SLAV 30100

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): Ming Xiang Terms Offered: Autumn
Equivalent Course(s): PSYC 27010

LING 27130. America: Society, Polity, and Speech Community. 100 Units.
We explore the place of languages and of discourses about languages in the history and present condition of how American mass society stands in relation to the political structures of the North American (nation-) states and to American speech communities. We address plurilingualisms of several different origins (i.e., indigenous, immigrant) that have been incorporated into the contemporary American speech community, the social stratification of English in a regime of standardization that draws speakers up into a system of linguistic "register," and how language itself has become an issue-focus of American political struggles in the past and contemporaneously.
Instructor(s): M. Silverstein Terms Offered: Not offered 2014-15; will be offered 2015-16
Equivalent Course(s): ANTH 27130

LING 27200. Language/Power/Identity in South East Europe. 100 Units.
This course familiarizes students with the linguistic histories and structures that have served as bases for the formation of modern Balkan ethnic identities and that are being manipulated to shape current and future events. The course is informed by the instructor's thirty years of linguistic research in the Balkans as well as his experience as an adviser for the United Nations Protection Forces in Former Yugoslavia and as a consultant to the Council on Foreign Relations, the International Crisis Group, and other organizations. Course content may vary in response to ongoing current events.
Instructor(s): V. Friedman Terms Offered: Winter
Equivalent Course(s): SLAV 23000, ANTH 27400, ANTH 37400, HUMA 27400, LING 37200, SLAV 33000
LING 27220. Professional Persuasions: The Rhetoric of Expertise in Modern Life. 100 Units.
This course dissects the linguistic forms and semiotics processes by which experts (often called professionals) persuade their clients, competitors, and the public to trust them and rely on their forms of knowledge. We consider the discursive aspects of professional training (e.g., lawyers, economists, accountants) and take a close look at how professions (e.g., social work, psychology, medicine) stage interactions with clients. We examine a central feature of modern life—the reliance on experts—by analyzing the rhetoric and linguistic form of expert knowledge.
Instructor(s): S. Gal Terms Offered: Not offered 2014-15; will be offered 2015-16
Equivalent Course(s): ANTH 27505

LING 27700. Language, Culture, and Thought. 100 Units.
Survey of research on the interrelation of language, culture, and thought from the evolutionary, developmental, historical, and culture-comparative perspectives with special emphasis on the mediating methodological implications for the social sciences.
Instructor(s): J. Lucy Terms Offered: Spring
Note(s): Not offered 2014-15
Equivalent Course(s): CHDV 21901, ANTH 27605, ANTH 37605, CHDV 31901, PSYC 21950, PSYC 31900, LING 37700

LING 28600. Computational Linguistics. 100 Units.
This course introduces the problems of computational linguistics and the techniques used to deal with them, focusing primarily on probabilistic models and techniques. Topics are drawn primarily from phonology, morphology, and syntax. Special topics include automatic learning of grammatical structure and the treatment of languages other than English.
Instructor(s): J. Goldsmith Terms Offered: Spring
Prerequisite(s): CMSC 12200, 15200 or 16200, or competence in a programming language
Equivalent Course(s): CMSC 25020, CMSC 35050, LING 38600
LING 29405. 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.
Note(s): Not offered 2014-15
Equivalent Course(s): ANTH 27305, CHDV 20405

LING 29601. East Asian Languages, Acquisition and Pedagogy. 100 Units.
This course is designed for undergraduate and graduate students who are interested in East Asian languages and in learning or teaching East Asian languages. In this class, we will address significant issues in learning and teaching an East Asian language through key concepts in second language acquisition (SLA) and the analysis of the linguistic characteristics of Korean, Japanese, and Chinese. In particular, we will discuss the internal processes of acquisition to begin addressing the (pedagogical) issues pertinent to teaching and learning specific linguistic structures of the East Asian languages. Hence, each week, students will do readings in SLA as well as academic papers for each language on a given topic. For a comparative approach and perspective of the East Asian language and society, we will explore several linguistic and sociolinguistic issues common to the three languages that underlie the linguistic diversity and similarities of East Asia, such as the use of Chinese characters or the development and use of honorifics in China, Japan, and Korea. Such an approach will also allow us to analyze the language influence and interaction among the three languages and how that shapes the culture, society, and language use. The objectives of this course are as follows: (i) to gain a basic knowledge of the structures of East Asian Languages; (ii) to gain a basic understanding of the key theories and concepts in second language acquisition and teaching methodology; and lastly (iii) to gain new insight on East Asian history, culture, and society through the analysis of Chinese, Korean, and Japanese language.
Instructor(s): H. Kim Terms Offered: Spring
Equivalent Course(s): EALC 26601, EALC 36601, LING 39601
LING 29700. Reading and Research Course. 100 Units.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of instructor and linguistics undergraduate adviser.
Note(s): Students are required to submit the College Reading and Research Course Form.

LING 29900. BA Paper Preparation Course. 100 Units.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of instructor and linguistics undergraduate adviser.
Note(s): Students are required to submit the College Reading and Research Course Form.

LINGUISTICS - SWAHILI COURSES

SWAH 25200-25300-25400. Swahili I-II-III.
This course is designed to help students acquire communicative competence in Swahili and a basic understanding of its structures. Through a variety of exercises, students develop both oral and writing skills.

SWAH 25200. Swahili I. 100 Units.
Instructor(s): F. Mpiranya Terms Offered: Autumn

SWAH 25300. Swahili II. 100 Units.
Instructor(s): F. Mpiranya Terms Offered: Winter
Prerequisite(s): SWAH 25200 or consent of instructor

SWAH 25400. Swahili III. 100 Units.
Instructor(s): F. Mpiranya Terms Offered: Spring
Prerequisite(s): SWAH 25300 or consent of instructor

SWAH 26800-26900-27000. Intermediate Swahili I-II-III.
Students focus on broadening their listening, speaking, reading, and writing skills in this course. They learn to use sophisticated sentence structures and expression of complex ideas in Swahili. Advanced readings and essay writing are based on student interests.

SWAH 26800. Intermediate Swahili I. 100 Units.
Instructor(s): F. Mpiranya Terms Offered: Autumn
Prerequisite(s): SWAH 25400 or consent of instructor

SWAH 26900. Intermediate Swahili II. 100 Units.
Instructor(s): F. Mpiranya Terms Offered: Winter
Prerequisite(s): SWAH 26800 or consent of instructor
SWAH 27000. Intermediate Swahili III. 100 Units.
Instructor(s): F. Mpiranya Terms Offered: Spring
Prerequisite(s): SWAH 26900 or consent of instructor

SWAH 26900. Intermediate Swahili II. 100 Units.
Instructor(s): F. Mpiranya Terms Offered: Winter
Prerequisite(s): SWAH 26800 or consent of instructor

SWAH 27000. Intermediate Swahili III. 100 Units.
Instructor(s): F. Mpiranya Terms Offered: Spring
Prerequisite(s): SWAH 26900 or consent of instructor
Mathematics

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? Every entering student must take the Mathematics Placement Test. This online test must be taken during the summer before arrival on campus. Students will be given instructions in early July on how to access more information. Scores on the Mathematics Placement Test, combined with a student’s high school record, determine the appropriate beginning mathematics course for each student: a precalculus course (MATH 10500 Fundamental Mathematics I) or one of three other courses (MATH 11200 Studies in Mathematics I, MATH 13100 Elementary Functions and Calculus I, or MATH 15100 Calculus I). Students who wish to begin at a level higher than MATH 15100 Calculus I must take the Calculus Accreditation Exam, unless they receive Advanced Placement credit as described in the following paragraphs.

During Orientation Week, the College administers the Calculus Accreditation Exam. On the basis of this exam, a student may receive credit for up to three quarters of Calculus. Students earning one quarter of credit on this exam may begin MATH 15200 Calculus II, students earning two quarters of credit may begin with MATH 15300 Calculus III, and students earning three quarters of credit may begin with MATH 19900 Introduction to Analysis and Linear Algebra, MATH 19520
Mathematical Methods for Social Sciences, MATH 19620 Linear Algebra, or MATH 20000 Mathematical Methods for Physical Sciences I. Strong students, especially those planning to continue with higher level mathematics or other disciplines requiring advanced mathematics, are urged to take this accreditation exam. The Calculus Accreditation Exam is given only during Orientation Week, and may be taken only once and only by incoming students (first-years or transfers).

On the basis of the Calculus Accreditation Exam, students may also be invited to begin MATH 16100-16200-16300 Honors Calculus I-II-III. This sequence builds on the sound computational background provided in AP courses and best prepares entering students for further study in mathematics. 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. Additionally, at least one section of the MATH 16100-16200-16300 Honors Calculus I-II-III sequence each year will be offered as an inquiry-based learning (IBL) course. Interested students should have a score of 5 on the AP Calculus BC exam, placement into MATH 16100 Honors Calculus I, and fluency in spoken English.

A small number of students each year receive placement recommendations beyond Honors Calculus. Admission to MATH 20700 Honors Analysis in Rn I is by invitation only to those first-year students with superior performance on the Calculus Accreditation Exam or to those sophomores who receive a strong recommendation from their instructor in MATH 16100-16200-16300 Honors Calculus I-II-III. Students who are granted three quarters of calculus credit on the basis of the Calculus Accreditation Exam and who do not qualify for admission to MATH 20700 Honors Analysis in Rn I will place into MATH 19900 Introduction to Analysis and Linear Algebra. These students may consult with one of the departmental counselors about the option of beginning with MATH 16100 Honors Calculus I so that they would be eligible for admission to Honors Analysis the following year.

Students who submit a score of 5 on the AB Advanced Placement exam in mathematics or a score of 4 on the BC Advanced Placement exam in mathematics receive credit for MATH 15100 Calculus I. Students who submit a score of 5 on the BC Advanced Placement exam in mathematics receive credit for MATH 15100 Calculus I and MATH 15200 Calculus II. Currently no course credit is offered in the Mathematics Department at Chicago for work done in an International Baccalaureate Programme or 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. 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, chemistry, computer science, physics (12000s or above), geophysical sciences, statistics (22000 or above), or physical science (18100 or above). Graduate courses from these departments may also be used to fulfill these requirements. No courses from the Financial Mathematics program may be used in any of the undergraduate degree programs in mathematics. Please note in particular the requirements outside of mathematics described below in the degree program for the BS in mathematics with specialization in economics.

Note: Students who are majoring in mathematics may use AP credit for chemistry and/or physics to meet their general education physical sciences requirement and/or the physical sciences component of the major. However, no credit designated simply as "physical science," from AP examinations or from the College's physical sciences placement or accreditation examination, may be used in their general education requirement or in the mathematics major.

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 Calculus Accreditation Exam); either MATH 16300 Honors Calculus III as the third quarter of the calculus sequence or MATH 19900 Introduction to Analysis and Linear Algebra; a three-quarter sequence in analysis (MATH 20300-20400-20500 Analysis in Rn I-II-III or MATH 20700-20800-20900 Honors Analysis in Rn I-II-III); and two quarters of an algebra sequence (MATH 25400-25500 Basic Algebra I-II or MATH 25700-25800 Honors Basic Algebra I-II). The normal procedure is to take calculus in the first year, analysis in the second, and algebra in the third. Students may not use both MATH 16300 Honors Calculus III and MATH 19900 Introduction to Analysis and Linear Algebra to meet major or minor requirements. The MATH 16300 Honors Calculus III/MATH 19900 Introduction to Analysis and Linear Algebra requirement will be waived for entering students who place into MATH 20700 Honors Analysis in Rn I.

Candidates for the BA and BS in mathematics take a sequence in basic algebra. BA candidates may opt for a two-quarter sequence (MATH 25400-25500 Basic Algebra I-II or MATH 25700-25800 Honors Basic Algebra I-II), whereas candidates for the BS degree must take the three-quarter algebra sequence (MATH 25400-25500-25600 Basic Algebra I-II-III or MATH 25700-25800-25900 Honors Basic Algebra I-II-III). 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. 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 approved list of mathematics courses. STAT 25100 Introduction to Mathematical Probability also meets the requirement. BA candidates may include MATH 25600 Basic Algebra III or MATH 25900 Honors Basic Algebra III. Mathematics courses in the Paris Spring Mathematics Program may also be used to meet this requirement, and each year one of these three courses will be designated as an acceptable replacement for MATH 25600 Basic Algebra III or MATH 25900 Honors Basic Algebra III for BS candidates.

### List of Approved Courses

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MATH 17500</td>
<td>Basic Number Theory</td>
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</tr>
<tr>
<td>MATH 17600</td>
<td>Basic Geometry</td>
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<tr>
<td>MATH 21100</td>
<td>Basic Numerical Analysis</td>
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<tr>
<td>MATH 21200</td>
<td>Advanced Numerical Analysis</td>
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<tr>
<td>MATH 24100</td>
<td>Topics in Geometry</td>
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</tr>
<tr>
<td>MATH 24200</td>
<td>Algebraic Number Theory</td>
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</tr>
<tr>
<td>MATH 24300</td>
<td>Introduction to Algebraic Curves</td>
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<tr>
<td>MATH 26200</td>
<td>Point-Set Topology</td>
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<tr>
<td>MATH 26300</td>
<td>Introduction to Algebraic Topology</td>
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<tr>
<td>MATH 26700</td>
<td>Introduction to Representation Theory of Finite Groups</td>
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<tr>
<td>MATH 26800</td>
<td>Introduction to Commutative Algebra</td>
<td>100</td>
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<tr>
<td>MATH 27000</td>
<td>Basic Complex Variables</td>
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<tr>
<td>MATH 27200</td>
<td>Basic Functional Analysis</td>
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</tr>
<tr>
<td>MATH 27300</td>
<td>Basic Theory of Ordinary Differential Equations</td>
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</tr>
<tr>
<td>MATH 27400</td>
<td>Introduction to Differentiable Manifolds and Integration on Manifolds</td>
<td>100</td>
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<tr>
<td>MATH 27500</td>
<td>Basic Theory of Partial Differential Equations</td>
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<tr>
<td>MATH 27700</td>
<td>Mathematical Logic I</td>
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<td>MATH 27800</td>
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<td>MATH 28000</td>
<td>Introduction to Formal Languages</td>
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<tr>
<td>MATH 28100</td>
<td>Introduction to Complexity Theory</td>
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<td>MATH 28410</td>
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<td>MATH 29200</td>
<td>Chaos, Complexity, and Computers</td>
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<td>Computability Theory I</td>
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<tr>
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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 the Computational Neuroscience (CPNS) courses in the Biological Sciences Collegiate Division (BSCD). These courses must be chosen in consultation with one of the departmental counselors.

Summary of Requirements: Mathematics BA

GENERAL EDUCATION

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<th>Sequence</th>
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<td><strong>CHEM 10100</strong> &amp; <strong>CHEM 10200</strong> Introductory General Chemistry I and Introductory General Chemistry II</td>
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<td></td>
<td><strong>CHEM 11100-11200</strong> Comprehensive General Chemistry I-II (or equivalent)</td>
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<td><strong>PHYS 12100-12200</strong> General Physics I-II (or higher)</td>
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<td><strong>MATH 13100-13200</strong> Elementary Functions and Calculus I-II</td>
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<td></td>
<td><strong>MATH 15100-15200</strong> Calculus I-II</td>
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<td></td>
<td><strong>MATH 16100-16200</strong> Honors Calculus I-II</td>
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Total Units 400

MAJOR

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<td></td>
<td><strong>PHYS 12300</strong> General Physics III (or higher)</td>
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<td></td>
<td><strong>MATH 16300</strong> Honors Calculus III</td>
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<td></td>
<td><strong>MATH 19900</strong> Introduction to Analysis and Linear Algebra</td>
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<td><strong>MATH 31700</strong> Topology and Geometry I</td>
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</tr>
<tr>
<td>CHEM 11100-11200</td>
<td>Comprehensive General Chemistry I-II (or equivalent)</td>
</tr>
<tr>
<td>PHYS 12100-12200</td>
<td>General Physics I-II (or higher)</td>
</tr>
<tr>
<td>CHEM 11300</td>
<td>Comprehensive General Chemistry III (or equivalent)</td>
</tr>
<tr>
<td>PHYS 12300</td>
<td>General Physics III (or higher)</td>
</tr>
</tbody>
</table>

**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

**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

- CHEM 11300: Comprehensive General Chemistry III (or equivalent)
- PHYS 12300: General Physics III (or higher)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 16300</td>
<td>Honors Calculus III</td>
<td>300</td>
</tr>
<tr>
<td>MATH 19900</td>
<td>Introduction to Analysis and Linear Algebra</td>
<td>300</td>
</tr>
<tr>
<td>One of the following:</td>
<td>Analysis in Rn I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>MATH 20300-20400-20500</td>
<td>Analysis in Rn I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>MATH 20700-20800-20900</td>
<td>Honors Analysis in Rn I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>Two Mathematics courses chosen from the List of Approved Courses</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Four courses within the PSCD or from CPNS but outside of mathematics, at least two of which should be taken in a single department</td>
<td>400</td>
<td></td>
</tr>
<tr>
<td>BS Specific</td>
<td>One of the following:</td>
<td>300</td>
</tr>
<tr>
<td>MATH 25400-25500-25600</td>
<td>Basic Algebra I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>MATH 25700-25800-25900</td>
<td>Honors Basic Algebra I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>Three courses that are not MATH courses but are either from the same PSCD department or are CPNS courses</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>1700</td>
</tr>
</tbody>
</table>

Footnotes

* 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 19900 Introduction to Analysis and Linear Algebra must be completed for the major.

*** May include 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 11100-11200-11300 Comprehensive General Chemistry I-II-III, and/or PHYS 12100-12200-12300 General Physics I-II-III. May not include CMSC 10100 Introduction to Programming for the World Wide Web I, CMSC 10200 Introduction to Programming for the World Wide Web II, CMSC 11000 Multimedia Programming as an Interdisciplinary Art I, CMSC 11100 Multimedia Programming as an Interdisciplinary Art II, or CMSC 11200 Introduction to Interactive Logic, or any PHSC course lower than PHSC 18100 The Milky Way.

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
Programs of Study

Department of Mathematics but within the Physical Sciences Collegiate Division, or among the Computational Neuroscience courses in the Biological Sciences Collegiate Division.

Summary of Requirements: BS in Applied Mathematics

GENERAL EDUCATION

<table>
<thead>
<tr>
<th>One of the following:</th>
<th>200</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 10100 &amp; CHEM 10200</td>
<td>Introductory General Chemistry I and Introductory General Chemistry II</td>
</tr>
<tr>
<td>CHEM 11100-11200</td>
<td>Comprehensive General Chemistry I-II (or equivalent) *</td>
</tr>
<tr>
<td>PHYS 12100-12200</td>
<td>General Physics I-II (or higher) *</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>One of the following:</th>
<th>200</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 13100-13200</td>
<td>Elementary Functions and Calculus I-II</td>
</tr>
<tr>
<td>MATH 15100-15200</td>
<td>Calculus I-II</td>
</tr>
<tr>
<td>MATH 16100-16200</td>
<td>Honors Calculus I-II *</td>
</tr>
</tbody>
</table>

Total Units 400

MAJOR

<table>
<thead>
<tr>
<th>One of the following:</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 11300</td>
<td>Comprehensive General Chemistry III (or equivalent) *</td>
</tr>
<tr>
<td>PHYS 12300</td>
<td>General Physics III (or higher) *</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>One of the following:</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 16300</td>
<td>Honors Calculus III</td>
</tr>
<tr>
<td>MATH 19900</td>
<td>Introduction to Analysis and Linear Algebra</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>One of the following:</th>
<th>300</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 20300-20400-20500</td>
<td>Analysis in Rn I-II-III</td>
</tr>
<tr>
<td>MATH 20700-20800-20900</td>
<td>Honors Analysis in Rn I-II-III</td>
</tr>
<tr>
<td>MATH 21100 or MATH 21200</td>
<td>Basic Numerical Analysis</td>
</tr>
<tr>
<td>or MATH 21200</td>
<td>Advanced Numerical Analysis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>One of the following:</th>
<th>200</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 25400-25500</td>
<td>Basic Algebra I-II</td>
</tr>
<tr>
<td>MATH 25700-25800</td>
<td>Honors Basic Algebra I-II</td>
</tr>
</tbody>
</table>
MATH 27000  Basic Complex Variables  300
& MATH 27300  and Basic Theory of Ordinary Differential Equations
& MATH 27500  and Basic Theory of Partial Differential Equations

Six courses that are not MATH courses but are either within the PSCD or are CPNS courses, at least three of which should be taken in a single department **

Total Units  1700

*  Credit may be granted by examination.
**  See restrictions on certain courses listed under previous summary.

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 19900 Introduction to Analysis and Linear Algebra if the calculus sequence did not terminate with MATH 16300 Honors Calculus III, a yearlong sequence in analysis (MATH 20300-20400-20500 Analysis in Rn I-II-III or MATH 20700-20800-20900 Honors Analysis in Rn I-II-III), and two quarters of abstract algebra (MATH 25400-25500 Basic Algebra I-II or MATH 25700-25800 Honors Basic Algebra I-II), and earn a grade of at least C- in each course. Students must also take STAT 25100 Introduction to Mathematical Probability. The remaining two mathematics courses must include MATH 27000 Basic Complex Variables and either MATH 27200 Basic Functional Analysis for those interested in Econometrics or MATH 27300 Basic Theory of Ordinary Differential Equations for those interested in economic theory. 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 economics department and must include ECON 20000-20100-20200-20300 The Elements of Economic Analysis I-II-III-IV or ECON 20100-20110-20120-20130 The Elements of Economic Analysis: Honors I-II-III-IV and either ECON 20900 Econometrics: Honors or ECON 21000 Econometrics. The remaining two courses may be chosen from any undergraduate economics course numbered higher than ECON 20300 The Elements of Economic Analysis IV. 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 is an appropriate two-quarter sequence). 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 10100</td>
<td>Introductory General Chemistry I</td>
</tr>
<tr>
<td>CHEM 10200</td>
<td>Introductory General Chemistry II</td>
</tr>
<tr>
<td>CHEM 11100-11200</td>
<td>Comprehensive General Chemistry I-II (or equivalent) *</td>
</tr>
<tr>
<td>PHYS 12100-12200</td>
<td>General Physics I-II (or higher) *</td>
</tr>
</tbody>
</table>

One of the following sequences: 200

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 13100-13200</td>
<td>Elementary Functions and Calculus I-II</td>
</tr>
<tr>
<td>MATH 15100-15200</td>
<td>Calculus I-II</td>
</tr>
<tr>
<td>MATH 16100-16200</td>
<td>Honors Calculus I-II</td>
</tr>
</tbody>
</table>

Total Units 400

MAJOR

One of the following: 100

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 11300</td>
<td>Comprehensive General Chemistry III (or higher) *</td>
</tr>
<tr>
<td>PHYS 12300</td>
<td>General Physics III (or higher) *</td>
</tr>
</tbody>
</table>

One of the following: 100

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 16300</td>
<td>Honors Calculus III</td>
</tr>
<tr>
<td>MATH 19900</td>
<td>Introduction to Analysis and Linear Algebra</td>
</tr>
</tbody>
</table>

One of the following: 300

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 20300-20400-20500</td>
<td>Analysis in Rn I-II-III</td>
</tr>
<tr>
<td>MATH 20700-20800-20900</td>
<td>Honors Analysis in Rn I-II-III</td>
</tr>
</tbody>
</table>

One of the following: 200

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 25400-25500</td>
<td>Basic Algebra I-II</td>
</tr>
<tr>
<td>MATH 25700-25800</td>
<td>Honors Basic Algebra I-II</td>
</tr>
</tbody>
</table>
MATH 27000  Basic Complex Variables  100
MATH 27200  Basic Functional Analysis  100
or MATH 27300  Basic Theory of Ordinary Differential Equations
STAT 25100  Introduction to Mathematical Probability  100
STAT 23400  Statistical Models and Methods  100
or STAT 24400  Statistical Theory and Methods I
One of the following:  400
  ECON  The Elements of Economic Analysis I-II-III-IV
    20000-20100-20200-20300
  ECON  The Elements of Economic Analysis: Honors I-II-III-IV
    20010-20110-20210
ECON 20900  Econometrics: Honors  100
or ECON 21000  Econometrics
Two Economics courses numbered higher than 20300  200
Total Units  1800

*  Credit may be granted by examination.
**  See restrictions on certain courses listed under earlier summary.

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 done some work of passing quality and who are unable to complete all 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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 24100</td>
<td>Topics in Geometry</td>
<td>100</td>
</tr>
<tr>
<td>MATH 24200</td>
<td>Algebraic Number Theory</td>
<td>100</td>
</tr>
<tr>
<td>MATH 24300</td>
<td>Introduction to Algebraic Curves</td>
<td>100</td>
</tr>
<tr>
<td>MATH 25700</td>
<td>Honors Basic Algebra I</td>
<td>100</td>
</tr>
<tr>
<td>MATH 25800</td>
<td>Honors Basic Algebra II</td>
<td>100</td>
</tr>
<tr>
<td>MATH 25900</td>
<td>Honors Basic Algebra III</td>
<td>100</td>
</tr>
<tr>
<td>MATH 26700</td>
<td>Introduction to Representation Theory of Finite Groups</td>
<td>100</td>
</tr>
<tr>
<td>MATH 26800</td>
<td>Introduction to Commutative Algebra</td>
<td>100</td>
</tr>
<tr>
<td>MATH 27700</td>
<td>Mathematical Logic I</td>
<td>100</td>
</tr>
<tr>
<td>MATH 27800</td>
<td>Mathematical Logic II</td>
<td>100</td>
</tr>
<tr>
<td>MATH 28410</td>
<td>Honors Combinatorics</td>
<td>100</td>
</tr>
<tr>
<td>MATH 32500</td>
<td>Algebra I</td>
<td>100</td>
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<tr>
<td>MATH 32600</td>
<td>Algebra II</td>
<td>100</td>
</tr>
<tr>
<td>MATH 32700</td>
<td>Algebra III</td>
<td>100</td>
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</table>

**Analysis courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 20700</td>
<td>Honors Analysis in Rn I</td>
<td>100</td>
</tr>
<tr>
<td>MATH 20800</td>
<td>Honors Analysis in Rn II</td>
<td>100</td>
</tr>
<tr>
<td>MATH 20900</td>
<td>Honors Analysis in Rn III</td>
<td>100</td>
</tr>
<tr>
<td>MATH 27000</td>
<td>Basic Complex Variables</td>
<td>100</td>
</tr>
<tr>
<td>MATH 27200</td>
<td>Basic Functional Analysis</td>
<td>100</td>
</tr>
<tr>
<td>MATH 27300</td>
<td>Basic Theory of Ordinary Differential Equations</td>
<td>100</td>
</tr>
<tr>
<td>MATH 27400</td>
<td>Introduction to Differentiable Manifolds and Integration on Manifolds</td>
<td>100</td>
</tr>
<tr>
<td>MATH 27500</td>
<td>Basic Theory of Partial Differential Equations</td>
<td>100</td>
</tr>
<tr>
<td>MATH 31200</td>
<td>Analysis I</td>
<td>100</td>
</tr>
<tr>
<td>MATH 31300</td>
<td>Analysis II</td>
<td>100</td>
</tr>
<tr>
<td>MATH 31400</td>
<td>Analysis III</td>
<td>100</td>
</tr>
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</table>

**Topology courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 26200</td>
<td>Point-Set Topology</td>
<td>100</td>
</tr>
<tr>
<td>MATH 26300</td>
<td>Introduction to Algebraic Topology</td>
<td>100</td>
</tr>
<tr>
<td>MATH 31700</td>
<td>Topology and Geometry I</td>
<td>100</td>
</tr>
</tbody>
</table>
With departmental approval, MATH 29700 Proseminar in Mathematics, or any course(s) in the Paris Spring 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 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 16300 Honors Calculus III or MATH 19900 Introduction to Analysis and Linear Algebra is required in another degree program. If it is not used elsewhere, MATH 16300 Honors Calculus III or MATH 19900 Introduction to Analysis and Linear Algebra must be included in the minor, for a total of seven courses. The remaining six courses must include a three-course sequence in Analysis (MATH 20300-20400-20500 Analysis in Rn I-II-III or MATH 20700-20800-20900 Honors Analysis in Rn I-II-III) and a two-course sequence in Algebra (MATH 25400-25500 Basic Algebra I-II or MATH 25700-25800 Honors Basic Algebra I-II). The sixth course may be chosen from either the third quarter of Algebra (MATH 25600 Basic Algebra III or MATH 25900 Honors Basic Algebra III) or a mathematics course numbered 24000 or higher chosen in consultation with the director of undergraduate studies or one of the departmental counselors. Under special circumstances and to avoid double counting, students may also use mathematics courses numbered 24000 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.

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 each degree in mathematics. To be eligible
for the joint program, a student must excel on the Calculus Accreditation Exam (during Orientation Week of the student’s first year) and 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 BA/MS program, many undergraduates enroll in graduate-level mathematics courses. Admission to all mathematics graduate courses requires prior written consent of the director or co-director of undergraduate studies.

Students should submit their application for the joint program to one of the departmental counselors as soon as possible, but no later than the Winter Quarter of their third year.

MASTER OF ARTS IN TEACHING PROGRAM

Majors in mathematics or applied mathematics seeking to prepare for secondary school teaching and possible futures in mathematics education may be eligible for admission to the University of Chicago Urban Teacher Education Program (UChicago UTEP) Master of Arts in Teaching (MAT). Students completing the program receive a master of arts in teaching (MAT) degree and an Illinois teaching certificate and endorsement to teach high school mathematics (grades 6 to 12). During the fourth year of undergraduate study, MAT candidates take a Foundations of Education sequence, SOSC 25501-25502-25503 Schools and Communities; Human Development and Learning; Teaching and Learning in Urban Schools. Candidates enter into focused content area course work and small group instruction during the summer following graduation from the College, before working with entire classes during the internship year and following summer. Graduates are assisted with job placement in the Chicago Public Schools and have continued support for an additional three years through personalized coaching and workshops provided by UChicago UTEP staff. Interested students should consult with one of the departmental counselors no later than the Autumn Quarter of their third year.

MATHEMATICS COURSES

MATH 10500. Fundamental Mathematics I. 100 Units.
Students who place into this course must take it in their first year in the College. Must be taken for a quality grade. MATH 10500 will count only as one elective. This course does not meet the general education requirement in mathematical sciences. This course covers basic precalculus topics. It is concerned with elements of algebra, coordinate geometry, and elementary functions, including trigonometric, and exponential functions.
Terms Offered: Autumn
Prerequisite(s): Adequate performance on the mathematics placement test
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, Spring
Prerequisite(s): MATH 10500, or placement into MATH 13100 or higher

MATH 11300. Studies in Mathematics II. 100 Units.
MATH 11200 AND 11300 cover the basic conceptual foundations of mathematics by examining the ideas of number and symmetry. 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.
Terms Offered: Winter
Prerequisite(s): MATH 10500, or placement into MATH 13100 or higher; MATH 11200 recommended
MATH 11300. Studies in Mathematics II. 100 Units.
MATH 11200 AND 11300 cover the basic conceptual foundations of mathematics by examining the ideas of number and symmetry. 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.
Terms Offered: Winter
Prerequisite(s): MATH 10500, or placement into MATH 13100 or higher; MATH 11200 recommended

MATH 13100-13200-13300. Elementary Functions and Calculus I-II-III.
This sequence provides the opportunity for students who are somewhat deficient in their precalculus preparation to complete the necessary background and cover 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. MATH 13100 component of this sequence gives a careful treatment of limits and the continuity and differentiability of algebraic functions. Topics examined in MATH 13200 include applications of differentiation; exponential, logarithmic, and trigonometric functions; the definite integral and the fundamental theorem, and applications of the integral. In MATH 13300, subjects include more applications of the definite integral, infinite sequences and series, and Taylor expansions. Students are expected to understand the definitions of key concepts (i.e., limit, derivative, integral) and to be able to apply definitions and theorems to solve problems. In particular, all calculus courses require students to do proofs. Students completing MATH 13100-13200-13300 have a command of calculus equivalent to that obtained in 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 mathematical sciences.

MATH 13100. Elementary Functions and Calculus I. 100 Units.
Terms Offered: Autumn, Winter
Prerequisite(s): Invitation only, based on adequate performance on the mathematics placement test; or MATH 10500.
MATH 13200. Elementary 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, and applications of the integral. Students are expected to understand the definitions of key concepts and to be able to apply definitions and theorems to solve problems. In particular, all calculus courses require students to do proofs. Students completing MATH 13100-13200-13300 have a command of calculus equivalent to that obtained in 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 mathematical sciences.
Terms Offered: Winter, Spring
Prerequisite(s): MATH 13100

MATH 13300. Elementary Functions and Calculus III. 100 Units.
In MATH 13300, subjects include more applications of the definite integral, infinite sequences and series, and Taylor expansions. Students are expected to understand the definitions of key concepts and to be able to apply definitions and theorems to solve problems. In particular, all calculus courses require students to do proofs. Students completing MATH 13100-13200-13300 have a command of calculus equivalent to that obtained in 15100-15200-15300.
Terms Offered: Spring
Prerequisite(s): MATH 13200

MATH 13200-13300. Elementary Functions and Calculus II-III.
This sequence provides the opportunity for students who are somewhat deficient in their precalculus preparation to complete the necessary background and cover 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. MATH 13100 gives a careful treatment of limits and the continuity and differentiability of algebraic functions. Topics examined in MATH 13200 include applications of differentiation; exponential, logarithmic, and trigonometric functions; the definite integral and the fundamental theorem, and applications of the integral. In MATH 13300, subjects include more applications of the definite integral, infinite sequences and series, and Taylor expansions. Students are expected to understand the definitions of key concepts (i.e., limit, derivative, integral) and to be able to apply definitions and theorems to solve problems. In particular, all calculus courses require students to do proofs. Students completing MATH 13100-13200-13300 have a command of calculus equivalent to that obtained in 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 mathematical sciences.
MATH 13200. Elementary 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, and applications of the integral. Students are expected to understand the definitions of key concepts and to be able to apply definitions and theorems to solve problems. In particular, all calculus courses require students to do proofs. Students completing MATH 13100-13200-13300 have a command of calculus equivalent to that obtained in 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 mathematical sciences.
Terms Offered: Winter, Spring
Prerequisite(s): MATH 13100

MATH 13300. Elementary Functions and Calculus III. 100 Units.
In MATH 13300, subjects include more applications of the definite integral, infinite sequences and series, and Taylor expansions. Students are expected to understand the definitions of key concepts and to be able to apply definitions and theorems to solve problems. In particular, all calculus courses require students to do proofs. Students completing MATH 13100-13200-13300 have a command of calculus equivalent to that obtained in 15100-15200-15300.
Terms Offered: Spring
Prerequisite(s): MATH 13200

MATH 13300. Elementary Functions and Calculus III. 100 Units.
In MATH 13300, subjects include more applications of the definite integral, infinite sequences and series, and Taylor expansions. Students are expected to understand the definitions of key concepts and to be able to apply definitions and theorems to solve problems. In particular, all calculus courses require students to do proofs. Students completing MATH 13100-13200-13300 have a command of calculus equivalent to that obtained in 15100-15200-15300.
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. MATH 15100 undertakes a careful treatment of limits, the differentiation of algebraic and transcendental functions, and applications. Work in MATH 15200 is concerned with the mean value theorem, integration, techniques of integration, and applications of the integral. MATH 15300 deals with additional techniques and theoretical considerations of integration, infinite sequences and series, and Taylor expansions. 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, and applications. 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, or MATH 10500

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. Work in MATH 15200 is concerned with the mean value theorem, integration, techniques of integration, and applications of the integral. 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 Calculus Accreditation Exam or appropriate AP score

MATH 15300. Calculus III. 100 Units.
This is the third course in the regular calculus sequence in the department. MATH 15300 deals with techniques and theoretical considerations of integration, infinite sequences and series, and Taylor expansions. All Autumn Quarter offerings of MATH 15300 begin with a rigorous treatment of limits and limit proofs.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): MATH 15200; or placement based on the Calculus Accreditation Exam or appropriate AP score
MATH 15200-15300. Calculus 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. MATH 15100 undertakes a careful treatment of limits, the differentiation of algebraic and transcendental functions, and applications. Work in MATH 15200 is concerned with the mean value theorem, integration, techniques of integration, and applications of the integral. MATH 15300 deals with additional techniques and theoretical considerations of integration, infinite sequences and series, and Taylor expansions. 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 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. Work in MATH 15200 is concerned with the mean value theorem, integration, techniques of integration, and applications of the integral. 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 Calculus Accreditation Exam or appropriate AP score

MATH 15300. Calculus III. 100 Units.
This is the third course in the regular calculus sequence in the department. MATH 15300 deals with techniques and theoretical considerations of integration, infinite sequences and series, and Taylor expansions. All Autumn Quarter offerings of MATH 15300 begin with a rigorous treatment of limits and limit proofs.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): MATH 15200; or placement based on the Calculus Accreditation Exam or appropriate AP score

MATH 15300. Calculus III. 100 Units.
This is the third course in the regular calculus sequence in the department. MATH 15300 deals with techniques and theoretical considerations of integration, infinite sequences and series, and Taylor expansions. All Autumn Quarter offerings of MATH 15300 begin with a rigorous treatment of limits and limit proofs.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): MATH 15200; or placement based on the Calculus Accreditation Exam or appropriate AP score
MATH 16100-16200-16300. Honors Calculus I-II-III.
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 16100-16200-16300 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 permitted 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 linear algebra. At least one section of this sequence is offered as an inquiry-based learning (IBL) course. Students interested in IBL should have an AP score of 5 on the BC Calculus exam and fluency in spoken English.

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 permitted 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 linear algebra. At least one section of this sequence is offered as an inquiry-based learning (IBL) course. Students interested in IBL should have an AP score of 5 on the BC Calculus exam and fluency in spoken English. 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.
Terms Offered: Autumn
Prerequisite(s): Invitation only based on superior performance on the Calculus Accreditation Examination

MATH 16200. Honors Calculus II. 100 Units.
This sequence emphasizes the theoretical aspects of one-variable analysis and, in particular, the consequences of completeness in the real number system.
Terms Offered: Winter
Prerequisite(s): MATH 16100

MATH 16300. Honors Calculus III. 100 Units.
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 linear algebra.
Terms Offered: Spring
Prerequisite(s): MATH 16200
MATH 16200-16300. Honors Calculus II-III.
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 16100-16200-16300 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 permitted 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 linear algebra. At least one section of this sequence is offered as an inquiry-based learning (IBL) course. Students interested in IBL should have an AP score of 5 on the BC Calculus exam and fluency in spoken English.

MATH 16200. Honors Calculus II. 100 Units.
This sequence emphasizes the theoretical aspects of one-variable analysis and, in particular, the consequences of completeness in the real number system.
Terms Offered: Winter
Prerequisite(s): MATH 16100

MATH 16300. Honors Calculus III. 100 Units.
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 linear algebra.
Terms Offered: Spring
Prerequisite(s): MATH 16200

MATH 16300. Honors Calculus III. 100 Units.
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 linear algebra.
Terms Offered: Spring
Prerequisite(s): MATH 16200

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.
Terms Offered: Autumn
Prerequisite(s): MATH 16300 or 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.
Terms Offered: Winter
Prerequisite(s): MATH 16300 or 19900
MATH 19520. Mathematical Methods for Social Sciences. 100 Units.
This course takes a concrete approach to the basic topics of multivariable calculus. Topics include a brief review of one-variable calculus, parametric equations, alternate coordinate systems, vectors and vector functions, partial derivatives, multiple integrals, and Lagrange multipliers.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): MATH 13300 or MATH 15300 or MATH 16300

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.
Terms Offered: Autumn, Winter, Spring
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.

MATH 19900. Introduction to Analysis and Linear Algebra. 100 Units.
This course is intended for students who are making the transition from MATH 15300 to 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 20300. Topics include the construction of the real numbers, completeness and the least upper bound property, the topology of the real line, the structure of finite-dimensional vector spaces over the real and complex numbers. Students who are majoring or minoring in mathematics may not use both MATH 16300 and 19900 to meet program requirements.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Superior performance on the Calculus Accreditation Exam or MATH 15300 or 13300

MATH 20000-20100. Mathematical Methods for Physical Sciences I-II.
This sequence is intended for students who are majoring in a department in the Physical Sciences Collegiate Division other than mathematics. 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). 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).
MATH 20000. Mathematical Methods for Physical Sciences I. 100 Units.
This sequence is intended for students who are majoring in a department in the Physical Sciences Collegiate Division other than mathematics. 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).
Terms Offered: Autumn, Winter
Prerequisite(s): MATH 13300 or 15300 or 19620; entering students by invitation only, based on superior performance on the Calculus Accreditation Exam

MATH 20100. Mathematical Methods for Physical Sciences II. 100 Units.
This sequence is intended for students who are majoring in a department in the Physical Sciences Collegiate Division other than mathematics. 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: Winter, Spring
Prerequisite(s): MATH 20000, OR both 19520 AND 19620 or equivalent.

MATH 20300-20400-20500. Analysis in Rn 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. Topics in MATH 20300 include metric spaces, the topology of Rn, compact sets, the geometry of Euclidean space, and limits and continuous mappings. MATH 20400 deals with partial differentiation, vector-valued functions, extrema, and the inverse and implicit function theorems. MATH 20500 is concerned with multiple integrals, line and surface integrals, 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 Rn I. 100 Units.
The three-course sequence MATH 20300-20400-20500 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. Topics in MATH 20300 include metric spaces, the topology of Rn, compact sets, the geometry of Euclidean space, and limits and continuous mappings. This sequence is the basis for all advanced courses in analysis and topology.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): MATH 16300 or 19900

MATH 20400. Analysis in Rn II. 100 Units.
MATH 20400 deals with partial differentiation, vector-valued functions, extrema, and the inverse and implicit function theorems. The sequence MATH 20300-20400-20500 is the basis for all advanced courses in analysis and topology.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): MATH 20300

MATH 20500. Analysis in Rn III. 100 Units.
MATH 20500 is concerned with multiple integrals, line and surface integrals, and the theorems of Green, Gauss, and Stokes. The sequence MATH 20300-20400-20500 is the basis for all advanced courses in analysis and topology.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): MATH 20400

MATH 20400-20500. Analysis in Rn 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. Topics in MATH 20300 include metric spaces, the topology of Rn, compact sets, the geometry of Euclidean space, and limits and continuous mappings. MATH 20400 deals with partial differentiation, vector-valued functions, extrema, and the inverse and implicit function theorems. MATH 20500 is concerned with multiple integrals, line and surface integrals, and the theorems of Green, Gauss, and Stokes. This sequence is the basis for all advanced courses in analysis and topology.

MATH 20400. Analysis in Rn II. 100 Units.
MATH 20400 deals with partial differentiation, vector-valued functions, extrema, and the inverse and implicit function theorems. The sequence MATH 20300-20400-20500 is the basis for all advanced courses in analysis and topology.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): MATH 20300

MATH 20500. Analysis in Rn III. 100 Units.
MATH 20500 is concerned with multiple integrals, line and surface integrals, and the theorems of Green, Gauss, and Stokes. The sequence MATH 20300-20400-20500 is the basis for all advanced courses in analysis and topology.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): MATH 20400
MATH 20500. Analysis in Rn III. 100 Units.
MATH 20500 is concerned with multiple integrals, line and surface integrals, and the theorems of Green, Gauss, and Stokes. The sequence MATH 20300-20400-20500 is the basis for all advanced courses in analysis and topology.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): MATH 20400

MATH 20700-20800-20900. Honors Analysis in Rn 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 Rn 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.
Terms Offered: Autumn
Prerequisite(s): Invitation only, based on performance on the Calculus Accreditation Exam

MATH 20800. Honors Analysis in Rn 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.
Terms Offered: Winter
Prerequisite(s): MATH 20700

MATH 20900. Honors Analysis in Rn 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.
Terms Offered: Spring
Prerequisite(s): MATH 20800

MATH 20800-20900. Honors Analysis in Rn 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 20800. Honors Analysis in Rn 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.
Terms Offered: Winter
Prerequisite(s): MATH 20700
MATH 20900. Honors Analysis in Rn 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.
Terms Offered: Spring
Prerequisite(s): MATH 20800

MATH 20900. Honors Analysis in Rn 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.
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 piece-wise polynomial functions, approximate solution of ordinary differential equations, and solution of nonlinear equations.
Terms Offered: Spring
Prerequisite(s): MATH 20000 or 20300

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.
Terms Offered: Autumn
Prerequisite(s): MATH 20500 or 20900

MATH 22000. Introduction to Mathematical Methods in Physics. 100 Units.
This course, with concurrent enrollment in PHYS 13300, is required of students who plan to major in physics. Topics include infinite series and power series, complex numbers, linear equations and matrices, partial differentiation, multiple integrals, vector analysis, and Fourier series. Applications of these methods include Maxwell’s equations, wave packets, and coupled oscillators.
Terms Offered: Spring
Prerequisite(s): MATH 15200 or 16200, and PHYS 13200
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.
Terms Offered: Spring
Prerequisite(s): STAT 25100, or STAT 24400, or MATH 20500/MATH 20900 and permission of the instructor

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.
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.
Terms Offered: Spring
Prerequisite(s): MATH 25500 or 25800

MATH 24300. Introduction 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.
Terms Offered: Spring
Prerequisite(s): MATH 25500 or 25800, or consent of instructor
Note(s): This course is offered in alternate years.

MATH 25400-25500-25600. Basic Algebra I-II-III.
This sequence covers groups, subgroups, and permutation groups; rings and ideals; fields; vector spaces, linear transformations and matrices, and modules; and canonical forms of matrices, quadratic forms, and multilinear algebra.

MATH 25400. Basic Algebra I. 100 Units.
This course covers groups, subgroups, permutation groups, rings and ideals.
Terms Offered: Autumn, Winter
Prerequisite(s): MATH 16300 or 19900
MATH 25500. Basic Algebra II. 100 Units.
This course covers fields, vector spaces, linear transformations and matrices, modules and canonical forms of matrices, quadratic forms, and multilinear algebra.
Terms Offered: Winter, Spring
Prerequisite(s): MATH 25400

MATH 25600. Basic Algebra III. 100 Units.
This course covers Sylow Theorems and the fundamentals of Galois theory.
Terms Offered: Spring
Prerequisite(s): MATH 25500

MATH 25500-25600. Basic Algebra II-III.
This sequence covers groups, subgroups, and permutation groups; rings and ideals; fields; vector spaces, linear transformations and matrices, and modules; and canonical forms of matrices, quadratic forms, and multilinear algebra.

MATH 25500. Basic Algebra II. 100 Units.
This course covers fields, vector spaces, linear transformations and matrices, modules and canonical forms of matrices, quadratic forms, and multilinear algebra.
Terms Offered: Winter, Spring
Prerequisite(s): MATH 25400

MATH 25600. Basic Algebra III. 100 Units.
This course covers Sylow Theorems and the fundamentals of Galois theory.
Terms Offered: Spring
Prerequisite(s): MATH 25500

MATH 25600. Basic Algebra III. 100 Units.
This course covers Sylow Theorems and the fundamentals of Galois theory.
Terms Offered: Spring
Prerequisite(s): MATH 25500

MATH 25600. Basic Algebra III. 100 Units.
This course covers Sylow Theorems and the fundamentals of Galois theory.
Terms Offered: Spring
Prerequisite(s): MATH 25500

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, including the proofs of the Sylow Theorems.
Terms Offered: Autumn
Prerequisite(s): MATH 16300 or 19900; 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, linear and multilinear algebra, and quadratic forms.
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.
Terms Offered: Spring
Prerequisite(s): MATH 25800

MATH 25800-25900. Honors Basic Algebra 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 25800. Honors Basic Algebra II. 100 Units.
Topics in MATH 25800 include commutative and noncommutative ring theory, modules, linear and multilinear algebra, and quadratic forms.
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.
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.
Terms Offered: Winter
Prerequisite(s): MATH 20300 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.
Terms Offered: Spring
Prerequisite(s): MATH 26200
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.
Terms Offered: Autumn
Prerequisite(s): MATH 25900 or 25600

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.
Terms Offered: Winter
Prerequisite(s): MATH 25900 or 25600

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.
Terms Offered: Autumn, Spring
Prerequisite(s): MATH 20500 or 20900

MATH 27200. Basic Functional Analysis. 100 Units.
Topics include Banach spaces, bounded linear operators, Hilbert spaces, construction of the Lebesgue integral, Lp-spaces, Fourier transforms, Plancherel's theorem for Rn, and spectral properties of bounded linear operators.
Terms Offered: Winter
Prerequisite(s): MATH 20900 or 27000

MATH 27300. Basic Theory of Ordinary Differential Equations. 100 Units.
This course covers first-order equations and inequalities, Lipschitz condition and uniqueness, properties of linear equations, linear independence, Wronskians, variation-of-constants formula, equations with constant coefficients and Laplace transforms, analytic coefficients, solutions in series, regular singular points, existence theorems, theory of two-point value problem, and Green's functions.
Terms Offered: Winter
Prerequisite(s): MATH 20500 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.
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.
Terms Offered: Spring
Prerequisite(s): MATH 27300

MATH 27700-27800. 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.
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 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 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): K. Mulmuley Terms Offered: Winter
Prerequisite(s): CMSC 15400, or MATH 19900 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: Spring
Prerequisite(s): CMSC 27100, or MATH 19900 or 25500; and experience with mathematical proofs
Equivalent Course(s): CMSC 28100

MATH 28410. Honors Combinatorics. 100 Units.
Experience with mathematical proofs. 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: Winter
Prerequisite(s): MATH 19900 or 25400, or CMSC 27100, or consent of instructor
Note(s): This course is offered in alternate years.

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.
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.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Completion of general education mathematics sequence
MEDIEVAL STUDIES

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. Interested students are encouraged to attend the medieval studies workshop. For more information, visit cas.uchicago.edu/workshops/medievalstudies.

PROGRAM REQUIREMENTS
Students interested in majoring in medieval studies must consult the program coordinator by Autumn Quarter of their third year. Twelve courses are required, including at least two courses historical in nature, two courses in language or literature, two courses in either art, archaeology, 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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>2 courses in history</td>
<td>200</td>
</tr>
<tr>
<td>2 courses in medieval language or literature</td>
<td>200</td>
</tr>
<tr>
<td>2 courses in art, archaeology, architecture, or music</td>
<td>200</td>
</tr>
<tr>
<td>2 courses in philosophy or theology</td>
<td>200</td>
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<tr>
<td>2 electives</td>
<td>200</td>
</tr>
<tr>
<td>1 course in methods and materials</td>
<td>100</td>
</tr>
<tr>
<td>1 reading and research course</td>
<td>100</td>
</tr>
<tr>
<td>BA paper</td>
<td>000</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>1200</strong></td>
</tr>
</tbody>
</table>

* 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), divided among subject areas as follows:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 course in history</td>
<td>100</td>
</tr>
<tr>
<td>1 course in medieval language or literature</td>
<td>100</td>
</tr>
<tr>
<td>1 course in art, archeology, architecture, or music</td>
<td>100</td>
</tr>
<tr>
<td>1 course in philosophy or theology</td>
<td>100</td>
</tr>
<tr>
<td>2 electives</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>600</strong></td>
</tr>
</tbody>
</table>

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 undergraduate adviser. Students must complete an approval form for the minor program (available on the program website, at medieval.uchicago.edu), 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.

Courses

ARTH 14215. Roman Art II: Late Antique and Early Christian Art and Architecture. 100 Units.
This course offers an introductory survey of the art and architecture of the Roman world starting from the beginning of the second century AD, when the Empire reached its point of greatest expansion. It then proceeds through a period of relative peace and prosperity before witnessing the effects of a political, social, and economic “crisis” of the third century AD, the adoption of Christianity as the state religion, and the tremendous consequences of moving the capital from Rome to Constantinople. Throughout the course, we will consider how the built environments and artifacts produced by an incredible diversity of peoples and places can make visible larger trends of historical, political, and cultural change. What, we will begin and end by asking, is Roman about Roman art?
Instructor(s): P. Crowley Terms Offered: Winter
Prerequisite(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): CLCV 24215

ARTH 17015. Blood, Sweat, and Tears: The Sacred Image in Byzantium. 100 Units.
During the Middle Ages, icons—sacred images—played a pivotal role in the devotional practice of Byzantium, the eastern Christian empire that had its capital in Constantinople from 324 to 1453. “Windows to heaven,” sacred images provided access to the divine. Despite their spiritual function, icons also drew attention to their materiality by erupting into life—bleeding, weeping, and attacking foes. In this course, we will combine the study of Byzantine images with Byzantine primary sources (in translation) to explore a range of topics related to the icon, including medieval image theory, iconoclasm, visuality, enshrinement, the copy, and materiality. Our investigation of Byzantine images will be enhanced through comparison with responses to the image in Islam, Judaism, and the Christian west.
Instructor(s): H. Badamo Terms Offered: Autumn
Prerequisite(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.
ARTH 17211. Arts of Medieval Japan. 100 Units.
The arts of medieval Japan are known for their material luxury and otherworldly splendor, as in images of Buddhist paradise, and, conversely, for their rusticity and understatement, as exemplified by developments in ink painting, architecture, and ceramics. This course will examine the worldviews, historical circumstances, and practices of making and appreciation that underscore both trends. We will explore how the aesthetic tensions within and between objects relate to the social and political tensions among groups during this age of unrest and instability. The course spans the period between 1200 and 1550.
Instructor(s): C. Foxwell Terms Offered: Winter
Prerequisite(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): EALC 17211
ARTH 17612. The Art of Michelangelo. 100 Units.
The central focus of this course will be Michelangelo’s prolific production in sculpture, painting, and architecture while making substantial use of his writings, both poetry and letters, and his extensive extant body of preparatory drawings to help us understand more about 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 roughly chronological starting with his highly precocious 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 already the deity of art and a lonely, troubled, repentant Christian, producing some of his most moving works in a highly personal style. Beyond close examination of the works themselves, among the themes that will receive considerable attention for the ways they bear upon his art are Michelangelo’s fraught relationship with patrons such as the Medici and a succession of popes; his complex devotion to and rivalry with ancient classical art and his living rivalry with Leonardo da Vinci, Raphael, Bramante, and others; his changing attitude towards religion, especially his engagement with the Catholic Reform and some of its key personalities such as Vittoria Colonna; his sexuality and how it might bear on the representation of gender in his art and poetry; his “official” biographies created by the devotees Giorgio Vasari (1550, 1568) and Ascanio Condivi (1553) during Michelangelo’s lifetime and some of the most influential moments in the artist’s complex, sometimes ambivalent, reception over the centuries; new approaches and ideas about Michelangelo that have emerged in recent decades from the unabated torrent of scholarship and, especially, the restoration and scientific imaging of many of his works. Through the concentrated 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: Autumn
Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): FNDL 21411

ARTH 22550. Histories of Cairo. 100 Units.
This course examines the urban planning and architectural development of the city from the late antique era to the present. By studying urban planning and the main architectural types in different periods—churches, mosques, synagogues, palaces, defensive works, mausoleums, and houses—this course considers the role of architecture in shaping society. It combines study of monuments and primary sources with work on urban spaces from relevant disciplines, and addresses themes such as the temporarities of monuments, minorities within the Islamic city, orientalism, modernization, contemporary practices of preservation and accommodation, and the recent role of public spaces in politics.
Instructor(s): H. Badamo Terms Offered: Autumn
ARTH 23005. Medieval Islamic Art and Architecture: Mongols and Mamluks. 100 Units.
The Mongol Conquest of Baghdad and the Islamic east in 1258 deepened cultural divisions between the eastern and western Islamic lands to an unprecedented degree. Under the Mongol Ilkhans in the Islamic east, artists and architects combined familiar and newly introduced visual forms to negotiate their place in a radically altered new world order. Under the Mamluk sultans in the Islamic west, artists and architects visually asserted the Mamluks’ special claim to legitimacy as the defenders of Islam who had stopped the Mongol advance. And yet, artists, architects and objects moved frequently between Mongol and Mamluk courts, complicating what at first appears to be a simple dichotomy between experimental and traditionalist visual cultures in the eastern and western regions of the Islamic world in this period. Students will write research papers on topics chosen in consultation with the instructor.
Instructor(s): P. Berlekamp Terms Offered: Winter
Equivalent Course(s): ARTH 33005, NEAA 23005, NEAA 33005

ENGL 11501. Chaucer and the Literary Voice. 100 Units.
This course serves as introduction and intensive exploration of the poetry of Geoffrey Chaucer. Since Chaucer’s writings consistently foreground questions of who is “speaking” in his writing, we will take “literary voice” as our guiding heuristic, and examine relationships between speech, writing, translation, and dramatis personae. The class will read works from Chaucer’s lyrics, dream visions, and *Canterbury Tales*. (C, E)
Instructor(s): J. Orlemanski Terms Offered: Winter

ENGL 14801. Monsters and Men: Difference and Fear in Medieval England. 100 Units.
In medieval England as now, depictions of the “monstrous” in popular culture provide insight into social pressure points: monsters represent cultural anxieties translated into bodily forms. In this class we will look at some notable medieval monster-narratives accompanied by modern critical works which strive to illuminate the ramifications of monstrosity. (C, E)
Terms Offered: Spring

ENGL 15600. Medieval English Literature. 100 Units.
This course examines the relations among psychology, ethics, and social theory in fourteenth-century English literature. We pay particular attention to three central preoccupations of the period: sex, the human body, and the ambition of ethical perfection. Readings are drawn from Chaucer, Langland, the Gawain-poet, Gower, penitential literature, and saints’ lives. There are also some supplementary readings in the social history of late medieval England. (C, E)
Instructor(s): M. Miller Terms Offered: Winter
Equivalent Course(s): GNSE 15600
FNDL 21103. Marsilio Ficino's "On Love" 100 Units.
This course is first of all a close reading of Marsilio Ficino’s seminal book On Love (first Latin edition De amore 1484; Ficino’s own Italian translation 1544). Ficino’s philosophical masterpiece is the foundation of the Renaissance view of love from a Neo-Platonic perspective. It is impossible to overemphasize its influence on European culture. On Love is not just a radically new interpretation of Plato’s Symposium. It is the book through which sixteenth- and seventeenth-century Europe read the love experience. Our course will analyze its multiple classical sources and its spiritual connotations. During our close reading of Ficino’s text, we will show how European writers and philosophers appropriated specific parts of this Renaissance masterpiece. In particular, we will read extensive excerpts from some important love treatises, such as Castiglione’s The Courtier (Il cortigiano), Leone Ebreo’s Dialogues on Love, Tullia d’Aragona’s On the Infinity of Love, but also selections from a variety of European poets, such as Michelangelo’s canzoniere, Maurice Scève’s Délie, and Fray Luis de León’s Poesía. Course taught in English.
Instructor(s): A. Maggi Terms Offered: Autumn
Equivalent Course(s): ITAL 33900, CMLT 26701, CMLT 36701, ITAL 23900

FNDL 21714. Boccaccio’s "Decameron" 100 Units.
Written in the midst of the social disruption caused by the Black Death (1348), the Decameron may have held readers attention for centuries because of its bawdiness, but it is also a profound exploration into the basis of faith and the meaning of death, the status of language, the construction of social hierarchy and social order, and the nature of crisis and historical change. Framed by a storytelling contest between seven young ladies and three young men who have left the city to avoid the plague, the one hundred stories of Boccaccio's Decameron form a structural masterpiece that anticipates the Renaissance epics, Chaucer’s Canterbury Tales, and the modern short story.
Instructor(s): J. Steinberg Terms Offered: Autumn
Note(s): Classes conducted in English
Equivalent Course(s): ITAL 23502, ITAL 33502, REMS 3352
FNDL 26106. The Medieval Persian Romance: Gorgani’s Vis and Ramin. 100 Units.
This class is an inquiry into the medieval romance genre through the close and comparative reading of one of its oldest extant representatives, Gorgâni’s Vis & Râmin (c. 1050). With roots that go back to Late Antiquity, this romance is a valuable interlocutor between the Greek novel and the Ovidian erotic tradition, Arabic love theory and poetics, and well-known European romances like Tristan, Lancelot, and Cligès: a sustained exploration of psychological turmoil and moral indecision, and a vivid dramatization of the many contradictions inherent in erotic theory, most starkly by the lovers’ faithful adultery. By reading Vis & Râmin alongside some of its generic neighbors (Kallirrhoe, Leukippe, Tristan, Cligès), as well as the love-theories of writers like Plato, Ovid, Avicenna, Jâhiz, Ibn Hazm, and Andreas Cappellanus, we will map out the various kinds of literary work the romance is called upon to do, and investigate the myriad and shifting conceptions of romantic love as performance, subjectivity, and moral practice. An optional section introducing selections from the original text in Persian will be available if there is sufficient student interest.
Instructor(s): C. Cross Terms Offered: Spring
Equivalent Course(s): RLLT 26106, NEHC 26106

FREN 26700. Jeanne d’Arc: historie et legende. Cours introductorie. 100 Units.
Dans ce cours nous interrogerons la plasticité et l’utilité de la figure de Jeanne d’Arc. Nous commencerons avec une étude de Jeanne d’Arc dans son contexte historique en nous penchant sur des documents rédigés pendant sa vie et au cours de son procès. Ensuite nous considèrerons les ré-inventions multiples et variées de Jeanne au cours des siècles suivants, prenant en compte les textes de Voltaire, de Michelet, d’Anouilh, et d’autres, ainsi que des films qui présentent la vie de Jeanne d’Arc. Pour terminer, nous verrons comment les gens de la droite ont manipulé l’image de Jeanne d’Arc pour la faire servir leurs objectifs idéologiques. Ce cours illuminera donc la manière dont nous transformons le passé à la lumière des besoins et des soucis du présent.
Instructor(s): D. Delogu Terms Offered: Winter

HCHR 30200. History Christian Thought II. 100 Units.
For course description contact Divinity.
Equivalent Course(s): THEO 30200

HIST 21701. Byzantine Empire, 330-610. 100 Units.
A lecture course, with limited discussion, of the formation of early Byzantine government, society, and culture. Although a survey of event and changes, including external relations, many of the latest scholarly controversies will also receive scrutiny. There will be some discussion of relevant archaeology and topography. No prerequisite. Readings will include some primary sources in translation and examples of modern scholarly interpretations. Final examination and a short paper.
Instructor(s): W. Kaegi Terms Offered: Autumn
Equivalent Course(s): HIST 31701, CLCV 24306, CLAS 34306
HIST 21702. Byzantine Empire, 610-1025. 100 Units.
A lecture course, with limited discussion, of the principle developments with respect to government, society, and culture in the Middle Byzantine Period. Although a survey of event and changes, including external relations, many of the latest scholarly controversies will also receive scrutiny. No prerequisite. Readings will include some primary sources in translation and examples of modern scholarly interpretations. Final examination and a short paper. Graduate students may register for grade of R (audit) or P (Pass) instead of a letter grade, except for History graduate students taking this as a required course.
Instructor(s): W. Kaegi Terms Offered: Spring
Equivalent Course(s): HIST 31702, CLCV 24307, CLAS 34307

HIST 23310. Animals in the Middle Ages. 100 Units.
“Animals,” the anthropologist Claude Lévi-Strauss once famously observed, “are good to think.” They are also good to eat, ride, look at, hunt, train for battle, make things out of, and keep as companions. This course considers the many ways in which medieval Europeans used and thought about animals: from the horses, hawks, and hounds of the hunt to the sheep, cows, chickens, and pigs of the home, as well as the lambs, doves, and lions of Holy Scripture, the talking foxes and cats of the beast fable, and the unicorns and dragons of saints’ lives, beastiaries, and travelers’ tales. Topics and questions to be addressed include the economic and social importance of animals, the symbolism of animals, animals in law, science, philosophy, and art, and whether animals were believed to have feelings and/or souls.
Instructor(s): R. Fulton Brown Terms Offered: Spring
Equivalent Course(s): HIST 33310

HIST 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: Winter
Equivalent Course(s): FNDL 23902, HIST 33510
HIST 23514. Neighboring Faiths: Christianity, Judaism, and Islam. 100 Units.
Christianity, Judaism, and Islam are often treated as autonomous religions, stable and independent of each other. But across the long course of their histories the three religions have developed in interaction with and thinking about each other. This course will explore how, from their beginnings to the present day, the three religions were and continue to be “coproduced”—shaping and reshaping themselves through processes of simultaneous identification and disidentification with their rival “siblings” and neighbors. We will pay special attention to the periods of scriptural formation in each religion, but will also sample moments of coproduction through the Middle Ages and modernity.
Instructor(s): D. Nirenberg Terms Offered: Spring
Equivalent Course(s): HIST 33514

HIST 25701. North Africa, Late Antiquity to Islam. 100 Units.
Examination of topics in continuity and change from the third through ninth centuries CE, including changes in Roman, Vandalic, Byzantine, and early Islamic Africa. Topics include the waning of paganism and the respective spread and waning of Christianity, the dynamics of the seventh-century Muslim conquest and Byzantine collapse. Transformation of late antique North Africa into a component of Islamic civilization. Topography and issues of the autochthonous populations will receive some analysis. Most of the required reading will be on reserve, for there is no standard textbook. Readings in translated primary sources as well as the latest modern scholarship. Final examination and ten-page course paper.
Instructor(s): W. Kaegi Terms Offered: Autumn
Equivalent Course(s): HIST 35701,CRES 25701,CLCV 20200,CLAS 30200,NEHC 20634,NEHC 30634

ITAL 23502. Boccaccio’s "Decameron" 100 Units.
Written in the midst of the social disruption caused by the Black Death (1348), the Decameron may have held readers attention for centuries because of its bawdiness, but it is also a profound exploration into the basis of faith and the meaning of death, the status of language, the construction of social hierarchy and social order, and the nature of crisis and historical change. Framed by a storytelling contest between seven young ladies and three young men who have left the city to avoid the plague, the one hundred stories of Boccaccio’s Decameron form a structural masterpiece that anticipates the Renaissance epics, Chaucer’s Canterbury Tales, and the modern short story.
Instructor(s): J. Steinberg Terms Offered: Autumn
Note(s): Classes conducted in English
Equivalent Course(s): FNDL 21714,ITAL 33502,REMS 33502
LATN 25000. Augustine's Confessions. 100 Units.
Substantial selections from books 1 through 9 of the Confessions are read in Latin (and all thirteen books in English), with particular attention to Augustine's style and thought. Further readings in English provide background about the historical and religious situation of the late fourth century AD.
Instructor(s): P. White Terms Offered: Winter
Prerequisite(s): LATN 20600 or equivalent
Equivalent Course(s): LATN 35000, FNDL 24310

NEHC 20411-20412-20413. Medieval Jewish History I-II-III.
This sequence does NOT meet the general education requirement in civilization studies. This three-quarter sequence deals with the history of the Jews over a wide geographical and historical range. First-quarter work is concerned with the rise of early rabbinic Judaism and development of the Jewish communities in Palestine and the Eastern and Western diasporas during the first several centuries CE. Topics include the legal status of the Jews in the Roman world, the rise of rabbinic Judaism, the rabbinic literature of Palestine in that context, the spread of rabbinic Judaism, the rise and decline of competing centers of Jewish hegemony, the introduction of Hebrew language and culture beyond the confines of their original home, and the impact of the birth of Islam on the political and cultural status of the Jews. An attempt is made to evaluate the main characteristics of Jewish belief and social concepts in the formative periods of Judaism as it developed beyond its original geographical boundaries. Second-quarter work is concerned with the Jews under Islam, both in Eastern and Western Caliphates. Third-quarter work is concerned with the Jews of Western Europe from the eleventh through the fifteenth centuries.

NEHC 20411. Medieval Jewish History I. 100 Units.
Instructor(s): N. Golb Terms Offered: Autumn
Equivalent Course(s): JWSC 23000

NEHC 20412. Medieval Jewish History II. 100 Units.
Instructor(s): N. Golb Terms Offered: Winter
Prerequisite(s): NEHC 20411
Equivalent Course(s): JWSC 23100

NEHC 20413. Medieval Jewish History III. 100 Units.
Instructor(s): N. Golb Terms Offered: Spring
Prerequisite(s): NEHC 20412
Equivalent Course(s): HUMA 23200, JWSC 23200
NEHC 20412-20413. Medieval Jewish History II-III.
This three-quarter sequence deals with the history of the Jews over a wide geographical and historical range. First-quarter work is concerned with the rise of early rabbinc Judaism and development of the Jewish communities in Palestine and the Eastern and Western diasporas during the first several centuries CE. Topics include the legal status of the Jews in the Roman world, the rise of rabbinc Judaism, the rabbinc literature of Palestine in that context, the spread of rabbinc Judaism, the rise and decline of competing centers of Jewish hegemony, the introduction of Hebrew language and culture beyond the confines of their original home, and the impact of the birth of Islam on the political and cultural status of the Jews. An attempt is made to evaluate the main characteristics of Jewish belief and social concepts in the formative periods of Judaism as it developed beyond its original geographical boundaries. Second-quarter work is concerned with the Jews under Islam, both in Eastern and Western Caliphates. Third-quarter work is concerned with the Jews of Western Europe from the eleventh through the fifteenth centuries.

NEHC 20412. Medieval Jewish History II. 100 Units.
Instructor(s): N. Golb Terms Offered: Winter
Prerequisite(s): NEHC 20411
Equivalent Course(s): JWSC 23100

NEHC 20413. Medieval Jewish History III. 100 Units.
Instructor(s): N. Golb Terms Offered: Spring
Prerequisite(s): NEHC 20412
Equivalent Course(s): HUMA 23200, JWSC 23200

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): C. Fleischer Terms Offered: Autumn
Prerequisite(s): Not open to first-year students
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 25704, HIST 35704, ISLM 30500, 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 25804, HIST 35804, 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): A. 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 25904, HIST 35904, ISLM 30700

NEHC 20601-20602-20603. 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.

NEHC 20601. Islamic Thought and Literature I. 100 Units.
This course covers the period from ca. 600 to 950, concentrating on the career of the Prophet Muhammad; Qur’an and Hadith; the Caliphate; the development of Islamic legal, theological, philosophical, and mystical discourses; sectarian movements; and Arabic literature.
Instructor(s): T. Qutbuddin Terms Offered: Autumn
Equivalent Course(s): RLST 20401, SOSC 22000
NEHC 20602. Islamic Thought and Literature II. 100 Units.
This course covers the period from ca. 950 to 1700. We survey such works as literature, theology, philosophy, sufism, politics, and history that were written in Arabic, Persian, and Turkish. We also consider the art, architecture, and music of the Islamicate traditions. Through primary texts, secondary sources, and lectures, we 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): F. 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, SOSC 22100

NEHC 20603. Islamic Thought and Literature III. 100 Units.
This course covers the period from ca. 1700 to the present, exploring works of Arab intellectuals who interpreted various aspects of Islamic philosophy, political theory, and law in the modern age. We look at diverse interpretations concerning the role of religion in a modern society, at secularized and historicized approaches to religion, and at the critique of both religious establishments and nation-states as articulated by Arab intellectuals. Generally, we discuss secondary literature first and the primary sources later.
Instructor(s): O. Bashkin Terms Offered: Spring
Note(s): This course does not apply to the medieval studies major or minor. Equivalent Course(s): RLST 20403, SOSC 22200

NEHC 20602. Islamic Thought and Literature II. 100 Units.
This course covers the period from ca. 950 to 1700. We survey such works as literature, theology, philosophy, sufism, politics, and history that were written in Arabic, Persian, and Turkish. We also consider the art, architecture, and music of the Islamicate traditions. Through primary texts, secondary sources, and lectures, we 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): F. 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, SOSC 22100

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 this period, including Anselm, Aquinas, Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, and Hume.
Instructor(s): B. Callard Terms Offered: Winter
Prerequisite(s): Completion of the general education requirement in humanities required; PHIL 25000 recommended
Equivalent Course(s): HIPS 26000
RLST 21801. Religion and Society in the Middle Ages. 100 Units.
This course examines some of the roles played by religion within medieval society. We consider topics such as the conversion of Europe to Christianity, monasticism, the cult of saints, the rise of the papacy, and the rise of heresy and religious dissent. We study medieval religious ideals as well as the institutions created to perpetuate those ideals, weighing the experience of the individual and the group. We read autobiographies, saints’ lives, chronicles, miracle collections, papal documents, among other kinds of sources.
Instructor(s): L. Pick Terms Offered: Winter
Equivalent Course(s): HIST 27905

SLAV 22000. Old Church Slavonic. 100 Units.
This course introduces 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. Texts in Cyrillic or Cyrillic transcription of the original Glagolitic.
Instructor(s): Y. Gorbachov Terms Offered: Winter
Prerequisite(s): Knowledge of another Slavic language or good knowledge of another one or two old Indo-European languages. SLAV 20100 recommended.
Equivalent Course(s): LGLN 25100,LGLN 35100,SLAV 32000

SLAV 22302. Literatures of the Christian East: Late Antiquity, Byzantium, and Medieval Russia. 100 Units.
After the fall of Rome in 476 CE, literatures of the Latin West and—predominantly Greek-speaking—Eastern provinces of the Roman empire followed two very different paths. Covering both religious and secular genres, we will survey some of the most interesting texts written in the Christian East in the period from 330 CE (foundation of Constantinople) to the late 17th century (Westernization of Russia). Our focus throughout will be on continuities within particular styles and types of discourse (court entertainment, rhetoric, historiography, hagiography) and their functions within East Christian cultures. Readings will include Digenes Akritas and Song of Igor’s Campaign, as well as texts by Emperor Julian the Apostate, Gregory of Nazianzus, Empnaim the Syrian, Anna Comnena, Psellos, Ivan the Terrible, and Archbishop Avvakum. No prerequisites. All readings in English.
Instructor(s): Boris Maslov Terms Offered: Spring
Equivalent Course(s): CMLT 32302,CLAS 31113,CLCV 21113,SLAV 32302,CMLT 22302
Music

Program of Study

The Department of Music aims to broaden the exposure to and enrich the understanding of the various musical traditions of the world. Courses address the materials of tonal music in the Western tradition, the analysis of individual works, the study of composers and genres, non-Western and vernacular repertories, musical composition, critical approaches to music, and the role of music in society. The BA program in music provides a background both for graduate work in music and for study in other fields. The department also sponsors a number of performance organizations and concert series.

Courses for Nonmajors: General Education

- Students seeking to meet the general education requirement in dramatic, musical, and visual arts with music courses must choose from among the following:
  
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSI 10100</td>
<td>Introduction to Western Art Music</td>
<td>100</td>
</tr>
<tr>
<td>MUSI 10200</td>
<td>Introduction to World Music</td>
<td>100</td>
</tr>
<tr>
<td>MUSI 10300</td>
<td>Introduction to Music: Materials and Design</td>
<td>100</td>
</tr>
<tr>
<td>MUSI 10400</td>
<td>Introduction to Music: Analysis and Criticism</td>
<td>100</td>
</tr>
</tbody>
</table>

- Students seeking to meet the general education requirement in civilization studies may select the following two-quarter sequence. These courses are open to all students, regardless of previous musical background.
  
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSI 12100-12200</td>
<td>Music in Western Civilization I-II</td>
<td>200</td>
</tr>
</tbody>
</table>

Other Courses for Nonmajors

In addition to the general education courses, the department offers MUSI 14300 Music Theory Fundamentals for students who have had little or no exposure to reading music. Students who can read music comfortably can take the three-quarter sequence MUSI 15100-15200-15300 Harmony and Voice Leading; a placement examination for this series of courses is given during the first week of Autumn Quarter. Courses numbered from 20000 to 24900 are open to students who have passed a course at the 10000 level or who have equivalent musical background. In addition, courses designed for the major (MUSI 25000 to 29900), as well as certain graduate courses, are open to qualified College students who are not majoring in music, with consent of the instructor.

Students in other programs of study may also complete a minor in music. Information follows the description of the major.

Program Requirements

BA Program

The program for the bachelor’s degree in music offers a balance of practical, historical, and conceptual approaches to music.
Students are required to take at least twelve music courses and register in one of the Music Department’s major ensembles for at least three quarters with consent of the director of undergraduate studies.

Students should begin the major by taking the three-quarter sequence MUSI 15100-15200-15300 Harmony and Voice Leading. Students follow this introductory course with the following: (1) a yearlong sequence that takes up topics in the history of Western art music, MUSI 27100-27200-27300 Topics in the History of Western Music, (2) MUSI 23300 Introduction to the Social and Cultural Study of Music, and (3) four additional courses numbered MUSI 20000 or above. MUSI 27100-27200-27300 Topics in the History of Western Music is offered in alternate years. It typically takes three years to complete the introductory and advanced courses. It is thus highly advisable for students to take MUSI 15100-15200-15300 Harmony and Voice Leading during their first or second year.

The required course in musicianship skills is offered each quarter of every year and should be taken after the MUSI 15100-15200-15300 Harmony and Voice Leading sequence. MUSI 28500 Musicianship Skills is a yearlong course. One quarter’s credit (100 units) is granted in the final quarter after successful completion of all three quarters. To meet requirements for full-time student status, students must carry at least three additional courses each quarter.

Students must arrange a formal consultation with the director of undergraduate studies before declaring music as their major.

**Summary of Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>MUSI 15100-15200-15300</td>
<td>Harmony and Voice Leading</td>
<td>300</td>
</tr>
<tr>
<td>MUSI 23300</td>
<td>Introduction to the Social and Cultural Study of Music</td>
<td>100</td>
</tr>
<tr>
<td>MUSI 27100-27200-27300</td>
<td>Topics in the History of Western Music</td>
<td>300</td>
</tr>
<tr>
<td>4 additional courses numbered MUSI 20000 or above</td>
<td></td>
<td>400</td>
</tr>
<tr>
<td>MUSI 28500</td>
<td>Musicianship Skills</td>
<td>100</td>
</tr>
<tr>
<td>Participation for at least three quarters in one of the Music Department’s major ensembles</td>
<td></td>
<td>1200</td>
</tr>
</tbody>
</table>

**Composition**

Students whose interest lies in composition are advised to take MUSI 26100 Introduction to Composition, which is designed for students wishing to learn composition or to improve their compositional technique. Students pursuing composition, particularly those intending to apply to graduate school in music composition, are also advised to take such courses as:

<table>
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<tr>
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<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSI 25300</td>
<td>Analysis of Twentieth-Century Music</td>
<td>100</td>
</tr>
<tr>
<td>MUSI 26100</td>
<td>Introduction to Composition</td>
<td>100</td>
</tr>
<tr>
<td>MUSI 26300-26400</td>
<td>Introduction to Computer Music</td>
<td>200</td>
</tr>
</tbody>
</table>
By making special arrangements with a composition instructor, students may also register for composition lessons by using MUSI 29700 Independent Study in Music as an elective.

**Ethnomusicology**

Students wishing to specialize in ethnomusicology in the context of a music major are advised to take MUSI 10200 Introduction to World Music in addition to MUSI 23300 Introduction to the Social and Cultural Study of Music; these will provide grounding in musical styles and repertoires, as well as the techniques and methods of study central to ethnomusicology. Other classes can be selected at the 23000 level, allowing students to build up specific areas of expertise in fields such as jazz, popular music, Middle Eastern music, and South Asian music. Students considering graduate studies in ethnomusicology are strongly advised to take the MUSI 29500 Undergraduate Honors Seminar and write an honors thesis with a focus on an ethnomusicological topic.

**Grading**

Courses used to meet the general education requirement in the dramatic, musical, and visual arts must be taken for a quality grade. Courses taken to meet requirements in the major also must be taken for a quality grade.

**Honors**

Students may be recommended for honors if they (1) have a GPA of at least 3.0 overall and at least 3.5 in the major, and (2) present an outstanding senior thesis or composition under the approved supervision of a faculty member in the Department of Music. Registration in MUSI 29900 Senior Essay or Composition may be devoted to the preparation of the senior thesis or composition. This research paper or project may not be used to meet the BA paper or project requirement in another major. The optional MUSI 29500 Undergraduate Honors Seminar, typically offered each Spring Quarter, is designed to prepare students to write an honors essay. Students seeking honors should speak with the director of undergraduate studies no later than Spring Quarter of their third year.

**Minor Program in Music**

The minor program in music requires the completion of seven courses and the student’s registration for at least three quarters in one of the Music Department’s major ensembles with the consent of the director of undergraduate studies. Students who elect the minor program in music 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. The director’s approval for the minor program should be submitted to a student’s College adviser by this deadline on a form obtained from the adviser.

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.

**Summary of Requirements: Minor Program in Music**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSI 15100-15200-15300</td>
<td>Harmony and Voice Leading</td>
<td>300</td>
</tr>
<tr>
<td>4 additional music courses numbered as MUSI 20000 or above</td>
<td></td>
<td>400</td>
</tr>
</tbody>
</table>

**Performance Organizations**

Membership in the Department of Music performance organizations is open to qualified students from all areas of the University through competitive auditions held at the beginning of Autumn Quarter. Most organizations rehearse weekly. For further information, students should see the brochure *Performance Opportunities at the University of Chicago* or contact Barbara Schubert, director of performing programs.

**Symphony Orchestra**

The 100-member University Symphony Orchestra presents six concerts per season. Familiar and unusual repertoire from the nineteenth and twentieth centuries is featured, often relating to a particular theme. A major performance with the University Chorus every season, the biennial University Concerto Competition, and regular performances with professional soloists are highlights of the symphony’s activities. *Wednesday evening rehearsals. B. Schubert. Summer, Autumn, Winter, Spring.*

**Chamber Orchestra**

The University Chamber Orchestra is a string ensemble that specializes in baroque, early classical, and twentieth-century repertoire. Supplemented by wind players for particular pieces, the group presents one concert per quarter and serves as the core orchestra in the annual opera production. *Monday evening rehearsals. T. Semanik. Autumn, Winter, Spring.*

**Wind Ensemble**

The University Wind Ensemble performs both symphonic wind ensemble literature and transcriptions of major orchestral repertoire. The group presents one concert per quarter and occasionally performs at informal activities and social events on campus. *Monday evening rehearsals. C. De Stefano. Autumn, Winter, Spring.*

**Chorus**

The 100-plus-member University Chorus performs choral literature of the eighteenth, nineteenth, and twentieth centuries, accompanied by keyboard, small instrumental ensembles, or the University Symphony. One major concert per quarter
plus supplemental performances on campus and elsewhere in the city make up the season. *Monday evening rehearsals. J. Kallembach. Autumn, Winter, Spring.*

**Motet Choir**

The 40-member University Motet Choir is a select group that specializes in a cappella choral literature of all periods, plus Renaissance and baroque works accompanied by period instruments. The ensemble presents one major concert per quarter on campus, has frequent performances elsewhere in Chicago, and goes on an annual tour. *Monday, Wednesday, and Friday noontime rehearsals. J. Kallembach. Autumn, Winter, Spring.*

**Jazz X-tet**

The Jazz X-tet is an eight- to ten-piece group dedicated to the exploration of small-group improvisation and ensemble performance in traditional jazz styles. The ensemble’s repertoire ranges from standards to new compositions written for the group to collaborative works, often inviting noted professional soloists. The group presents one major concert per quarter on campus, as well as supplemental performances on campus and elsewhere in the city. *Wednesday evening rehearsals. M. Bowden. Autumn, Winter, Spring.*

**Middle East Music Ensemble**

The Middle East Music Ensemble (MEME) explores a variety of classical, neoclassical, and popular forms originating throughout the Middle East. Participants develop knowledge of Middle Eastern compositional and improvisational techniques through performance, often with accomplished guest artists. The ensemble performs one major concert per quarter and is open to all students and to community members with appropriate musical experience. *Thursday evening rehearsals. W. Zarour. Autumn, Winter, Spring.*

**South Asian Vocal Ensemble**

The South Asian Vocal Ensemble explores a variety of classical, vernacular, and popular song repertories from the Indian Subcontinent, with membership open to beginners as well as to more experienced performers with a background in South Asian music. The ensemble will focus on teaching vocal techniques, stylistic features, compositional forms, improvisational practices, and performance conventions specific to India, Pakistan, Afghanistan, Bangladesh, Nepal, Sri Lanka, and South Asian diasporas. Membership is open to students, faculty, and staff of the University, as well as community members interested in South Asian vocal music. *Monday late afternoon–evening rehearsals. M. Pasupathi. Autumn, Winter, Spring.*

**Other Performance Activities**

*These activities do not satisfy the ensemble requirement for the music major or minor. Many other musical activities are available at the University, including chamber music, the Javanese Gamelan Ensemble, the Gilbert and Sullivan Opera Company, noontime concert series, several residence hall recital series, and several student-run theater groups.*
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, Winter, Spring
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 dramatic, musical, and visual 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.
Instructor(s): M. King Terms Offered: Autumn, Winter, Spring
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 dramatic, musical, and visual 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, Winter, Spring
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 dramatic, musical, and visual 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, Winter, Spring
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 dramatic, musical, and visual arts.

MUSI 12100-12200. Music in Western Civilization I-II.
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 dramatic, musical, and visual arts. 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.
Instructor(s): A. Robertson Terms Offered: Winter
Equivalent Course(s): HIST 12700,SOSC 21100

MUSI 12200. Music in Western Civilization II: 1750 to the Present. 100 Units.
Terms Offered: Spring
Equivalent Course(s): HIST 12800,SOSC 21200

MUSI 14300. Music Theory Fundamentals. 100 Units.
Instructor(s): Various Terms Offered: Various
Note(s): This single course covers the basic elements of music theory, including music reading, intervals, chords, meter, and rhythm.
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. 100 Units.
Instructor(s): Various Terms Offered: Autumn
Prerequisite(s): Ability to read music.

MUSI 15200. Harmony and Voice Leading. 100 Units.
Instructor(s): Various Terms Offered: Winter
Prerequisite(s): Ability to read music.

MUSI 15300. Harmony and Voice Leading. 100 Units.
Instructor(s): Various Terms Offered: Spring
Prerequisite(s): Ability to read music.

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 15200. Harmony and Voice Leading. 100 Units.
Instructor(s): Various Terms Offered: Winter
Prerequisite(s): Ability to read music.

MUSI 15300. Harmony and Voice Leading. 100 Units.
Instructor(s): Various Terms Offered: Spring
Prerequisite(s): Ability to read music.
MUSI 20900. Issues in Film Music. 100 Units.
This course explores the role of film music in the history of cinema. What role does music play as part of the narrative (source music) and as nondiegetic music (underscoring)? How does music of different styles and provenance contribute to the semiotic universe of film? And how did film music assume a central voice in twentieth-century culture? We study music composed for films (original scores) as well as pre-existent music (such as popular and classical music). The twenty films covered in the course may include classical Hollywood cinema, documentaries, foreign (including non-Western) films, experimental films, musicals, and cartoons.
Instructor(s): B. Hoeckner Terms Offered: Autumn
Note(s): This course typically is offered in alternate years.

MUSI 21814. Introduction to Conducting. 100 Units.
Instructor(s): James Kallembach Terms Offered: Various
Prerequisite(s): 100-level music course or consent of instructor.

MUSI 22300. Introduction to Opera. 100 Units.
Instructor(s): Various Terms Offered: Various
Prerequisite(s): 100-level music course or consent of instructor.

MUSI 22404. Beethoven. 100 Units.
Instructor(s): Various Terms Offered: Various
Prerequisite(s): 100-level music course or consent of instructor.

MUSI 22806. Music in Fin-de-Siecle France. 100 Units.
Instructor(s): Various Terms Offered: Various
Prerequisite(s): 100-level music course or consent of instructor.

MUSI 22900. Contemporary Opera. 100 Units.
Instructor(s): Various Terms Offered: Various
Prerequisite(s): 100-level music course or consent of instructor.

MUSI 23104. Jazz. 100 Units.
Instructor(s): Various Terms Offered: Various
Prerequisite(s): 100-level music course or consent of instructor.

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.
Terms Offered: Autumn
Note(s): Prior music course and ability to read music notation not required.
Equivalent Course(s): MUSI 33300
MUSI 23410. Music of the Middle East. 100 Units.
Instructor(s): Various Terms Offered: Various
Prerequisite(s): 100-level music course or consent of instructor.

MUSI 23503. 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): K. Arik Terms Offered: Spring
Prerequisite(s): Knowledge of Arabic and/or Islamic studies helpful but not required
Equivalent Course(s): NEHC 20765, ANTH 25905, EEUR 23400, EEUR 33400, MUSI 33503

MUSI 23509. Eurovision Song Contest. 100 Units.
Instructor(s): Various Terms Offered: Various
Prerequisite(s): 100-level music course or consent of instructor.

MUSI 23514. Chanson française. 100 Units.
Instructor(s): Kaley Mason Terms Offered: Various
Prerequisite(s): 100-level music course or consent of instructor.

MUSI 23606. Music of the Mediterranean. 100 Units.
Instructor(s): Various Terms Offered: Various
Prerequisite(s): 100-level music course or consent of instructor.

MUSI 23611. African American Gospel Music. 100 Units.
Instructor(s): Various Terms Offered: Various
Prerequisite(s): 100-level music course or consent of instructor.

MUSI 23614. American Musics. 100 Units.
Instructor(s): Travis Jackson Terms Offered: Various
Prerequisite(s): 100-level music course or consent of instructor.

MUSI 23700. Music of South Asia. 100 Units.
This course examines the music of South Asia as an aesthetic domain with both unity and particularity in the region. The unity of the North and South Indian classical traditions is treated historically and analytically, with special emphasis placed on correlating their musical and mythological aspects. The classical traditions are contrasted with regional, tribal, and folk music with respect to fundamental conceptualizations of music and the roles it plays in society. In addition, the repertories of Pakistan, Afghanistan, and Sri Lanka, as well as states and nations bordering the region, are covered. Music is also considered as a component of myth, religion, popular culture, and the confrontation with modernity.
Terms Offered: Various
Prerequisite(s): Any 10000-level music course or consent of instructor
Note(s): This course typically is offered in alternate years.
Equivalent Course(s): SALC 20800, SALC 30800
MUSI 23900. Rock. 100 Units.
This course considers some critical accounts of the music industry, of subcultures, and of mass media aesthetics; some historical dimensions of rock (e.g., circum-Atlantic, global circulation of blues-derived popular forms); and some analytical approaches deriving from the main theoretical traditions of Western art music, psychoanalysis, semiotics, and ethnography—as applied to, for example, rhythm and meter, repetition, tonality, and voice. Students are also encouraged, through readings and listening, to contextualize rock within a broad field of popular/vernacular music making in the twentieth century.
Instructor(s): T. Jackson Terms Offered: Autumn
Prerequisite(s): 100-level music course or consent of instructor.
Note(s): This course typically is offered in alternate years.

MUSI 23911. Jewish Music. 100 Units.
Few questions in ethnomusicology and music history remain as enigmatic and yet ideologically charged as, What is Jewish music? With responses ranging from claims that Jewishness defies representation with music to those that argue for a plurality possible only when Jewish culture appropriates the musics of constantly shifting historical contexts, Jewish music has acquired remarkably important resonance in the history of religions and in the meaning of modernity. In this proseminar we approach the richness and diversity of Jewish music as givens and as starting points for understanding of both the sacred and the secular in Jewish culture. The cultural contexts and soundscapes of Jewish music, thus, are not isolated, restricted, for example, to the synagogue or ritual practice, but rather they cross the boundaries between traditions, genres, and even religions. The sound materials and structures of Jewish music, say, the modal ordering of Arabic classical music that is standard for biblical cantillation in Israel, will be treated as complex phenomena that both influence and are influenced by the worlds around Jewish communities. Genres and musical practices will be examined in their full diversity, and we shall move across the repertories of liturgical, folk, art, and popular music.
Instructor(s): P. Bohlman Terms Offered: Various
Equivalent Course(s): MUSI 33911

MUSI 24000. Composition Lessons. 100 Units.
This course consists of individual weekly composition lessons.
Instructor(s): Various Terms Offered: Autumn, Winter, Spring
Prerequisite(s): MUSI 26100 and consent of instructor
Note(s): Students may enroll in this course more than once as an elective, but it may be counted only once toward requirements for the music major or minor.
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): S. Rings Terms Offered: Winter
Prerequisite(s): MUSI 15300 or equivalent
Note(s): This course is typically offered in alternate years.

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 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 repertory. Students present model compositions and write analytical papers.
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): S. Rings Terms Offered: Spring
Prerequisite(s): MUSI 15300 or equivalent
Note(s): This course typically is offered in alternate years.

MUSI 25600. Jazz Theory and Improvisation. 100 Units.
This course focuses on the knowledge necessary to improvise over the chord changes of standard jazz tunes. We cover basic terminology and chord symbols, scale-to-chord relationships, connection devices, and turn-around patterns. For the more experienced improviser, we explore alternate chord changes, tritone substitutions, and ornamentations. Using techniques gained in class, students write their own solos on a jazz tune and transcribe solos from recordings.
Instructor(s): M. Bowden Terms Offered: Spring
Prerequisite(s): MUSI 15300 or equivalent
Note(s): This course typically is offered in alternate years.
MUSI 25701. Introduction to Cognitive Musicology. 100 Units.
This course surveys recent research in music cognition and cognitive psychology and explores how it can be applied to music scholarship. We begin with a general review of research on categorization, analogy, and inferential systems. This review is paired with close readings of empirical literature drawn from cognitive science, neuroscience, and music psychology, as well as theoretical work in cognitive linguistics and cognitive anthropology. Student projects focus on applications of research in cognitive science to historical musicology, ethnomusicology, music theory, or music analysis. Weekly lab meetings required.
Instructor(s): L. Zbikowski Terms Offered: Various
Prerequisite(s): MUSI 15300 or equivalent. Open to nonmajors with consent of instructor.
Note(s): This course typically is offered in alternate years.
Equivalent Course(s): MUSI 31901

MUSI 25800. Tuning Theory. 100 Units.
This course begins with a description of the logarithmic perception of pitch increments. We then cover the historically important tunings of the diatonic scale-just intonation, Pythagorean and meantone tunings, and twelve-note equal tuning. A parametric representation is described that reveals that the historic tunings are particular members of a general family of diatonic tunings. We also discuss the individual chromatic properties of certain equal tunings, focusing on the tunings of 12, 15, 17, 19, and 31 notes.
Instructor(s): E. Blackwood Terms Offered: Spring
Prerequisite(s): Ability to read music
Note(s): This course typically is offered in alternate years.
Equivalent Course(s): MUSI 35800

MUSI 25801. The Analysis of Song. 100 Units.
This course focuses on the art song of the nineteenth century, with special attention to the relationship between tonal structure and song text. Both individual songs and song cycles are considered, with the main emphasis on works by Schubert, Schumann, and Brahms. Student projects include comparative analyses of settings of the same text by different composers, analyses of a song and its later arrangement as an instrumental work, or the analysis and performance of a song.
Instructor(s): L. Zbikowski Terms Offered: Autumn
Prerequisite(s): MUSI 15300 or equivalent
Note(s): This course typically is offered in alternate years.

MUSI 25804. The String Quartet. 100 Units.
Instructor(s): Easley Blackwood Terms Offered: Various
Prerequisite(s): 100-level music course or consent of instructor.

MUSI 26100. Introduction to Composition. 100 Units.
This course introduces some of the basic problems in musical composition through a series of simple exercises.
Terms Offered: Spring
Prerequisite(s): MUSI 14300 or 15300, or equivalent
MUSI 26300-26400. Introduction to Computer Music.
This two-quarter course of study gives students in any discipline the opportunity to explore the techniques and aesthetics of computer-generated/assisted music production. During the first quarter, students learn the basics of digital synthesis, the Musical Instrument Digital Interface (MIDI), and programming. These concepts and skills are acquired through lecture, demonstration, reading, and a series of production and programming exercises. Weekly lab tutorials and individual lab time in the department’s computer music studio are in addition to scheduled class time.

MUSI 26300. Introduction to Computer Music. 100 Units.
Instructor(s): H. Sandroff Terms Offered: Autumn
Prerequisite(s): Consent of instructor. Rudimentary musical skills (but not technical knowledge) required.
Note(s): Basic Macintosh skills helpful. This course is offered in alternate years. Equivalent Course(s): MUSI 34700

MUSI 26400. Introduction to Computer Music. 100 Units.
Instructor(s): H. Sandroff Terms Offered: Winter
Prerequisite(s): Consent of instructor. Rudimentary musical skills (but not technical knowledge) required.
Note(s): Basic Macintosh skills helpful. This course is offered in alternate years. Equivalent Course(s): MUSI 34800

MUSI 26514. Opera, Society, Politics. 100 Units.
This course explores the role of opera within the history of modernity. We will study representative works spanning four centuries—from Claudio Monteverdi to John Adams—in relation to important political and social issues raised in pertinent documentary sources and theoretical writings. Our approach to these materials will revolve around five overarching themes: (1) opera’s interaction with different kinds of social elites and with the ideology of absolutism in the 17th and early 18th centuries; (2) the political implications of opera’s becoming a topic of public debates before and after the French Revolution; (3) opera’s complex relation with national ideologies and the notion of the Other; (4) the responsiveness of opera to changing conceptions of subjectivity and social order at the turn of the 20th century; (5) opera’s political and social function amid the rise of mass media after World War II.
Instructor(s): C. Vellutini Terms Offered: TBD
MUSI 26800. Sixteenth-Century Counterpoint. 100 Units.
This course is an introduction to the theory, analysis, and composition of modal counterpoint using texts that uses examples by sixteenth-century theorists (i.e., Zarlino) and composers (i.e., Josquin, Lassus, Palestrina). Techniques include cantus firmus, canon, and modal mixture. Students read sources, analyze passages, and compose (and improvise) counterpoint in two to four parts.
Terms Offered: Autumn
Prerequisite(s): MUSI 15300 or equivalent
Note(s): This course typically is offered in alternate years.

MUSI 26900. Eighteenth-Century Counterpoint. 100 Units.
This is a practical course for learning the art of fugue writing that concentrates on writing different types of fugues and on short pieces involving different types of imitation. The material is based on Bach’s The Well-Tempered Clavier, Goldberg Variations, Das Musikalische Opfer, and Die Kunst der Fuge.
Terms Offered: Winter
Prerequisite(s): MUSI 15300 or equivalent
Note(s): This course typically is offered in alternate years.

MUSI 27100-27200-27300. Topics in the History of Western Music.
This sequence is a three-quarter investigation into Western art music, with primary emphasis on the vocal and instrumental repertories of Western Europe and the United States.

MUSI 27100. Topics in the History of Western Music. 100 Units.
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.
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. 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. 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 27200. Topics in the History of Western Music. 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. 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. 100 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): A. Briggs Terms Offered: Autumn, Winter, Spring  
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 28914. Munich-Chicago Performance Laboratory: Jephta’s Daughter. 100 
Units.  
In July 2015, the Bavarian State Opera in Munich will present the world premiere 
of a piece tentatively titled Jephta’s Daughter, to be directed by Saar Magal 
(choreographer and director, Tel Aviv) and conceived by Magal in collaboration 
with University of Chicago professor David Levin. Magal and Levin will offer a 
laboratory course in which to prepare the piece. As presently conceived, the piece 
will combine theater, dance, oratorio, film, contemporary composition, and a variety 
of contemporary performance idioms to adapt and interrogate the story of Jephta’s 
daughter (in the Book of Judges, from which the story is adapted, she remains 
nameless). We are hoping to attract students keen to explore a broad cross-section of 
materials through seminar-style discussion and experimentation on stage. (We will 
work through biblical criticism, films like Harmony Korine’s Spring Breakers (2013) 
or Ulrich Seidl’s Paradise: Love-Faith-Hope, operas like Mozart’s Idomeneo, oratorios 
like Handel’s Jephta and Carissimi’s Jephta, and a range of critical theory, including 
Rene Girard’s Violence and the Sacred and Derek Hughes’s Culture and Sacrifice). Stage 
work will encompass improvisational, physical, and text-based work. Students 
with an interest in any of the following are especially welcome: adaptation, theater 
practice, performance theory, dramaturgy, design, and/or editing.  
Instructor(s): David Levin, Saar Magal Terms Offered: Autumn  
Prerequisite(s): Undergraduate students require consent of instructor.  
Equivalent Course(s): GRMN 28914, GRMN 38914, MUSI 38914, RLIT 38914, RLST 28914, TAPS 28417
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 fourth-year students who are majoring in music and wish to develop a research project and prepare it for submission for departmental honors.

MUSI 29614. Absorption/Distanciation: Wagner, Brecht, Kluge. 100 Units.
Explores Richard Wagner’s music-dramas, Bertolt Brecht’s plays, and Alexander Kluge’s films as a forum for the formulation, circulation, and contestation of absorption and distanciation. While a conventional historical account would map the tensions between absorption and distanciation as a one-way trip, moving from absorption (in Wagner) to distanciation (as coined by Brecht) to distraction (as deployed by Kluge), we will explore how each artist deploys each term to varying effects. Works to be considered include Wagner’s *The Flying Dutchman* and *Parsifal*, Brecht’s *Man Is Man* and *The Measures Taken*, and Kluge’s *Yesterday Girl* and *The Power of Emotions*. Readings by each artist, as well as by Theodor Adorno, Walter Benjamin, Michael Fried, Miriam Hansen, Andreas Huyssen, and Gertrud Koch. In English.
Instructor(s): D. Levin
Terms Offered: Winter
Equivalent Course(s): GRMN 33914, CMST 28304, CMST 38304, TAPS 28439, MUSI 33914, GRMN 29614

MUSI 29700. Independent Study in Music. 100 Units.
This course is intended for students who wish to pursue specialized readings in music or to do advanced work in composition.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of instructor and director of undergraduate studies
Note(s): Students are required to submit the College Reading and Research Consent Form.

MUSI 29900. Senior Essay or Composition. 100 Units.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of instructor and director of undergraduate studies
Note(s): Students are required to submit the College Reading and Research Consent Form.
The natural sciences sequence "Evolution of the Natural World" provides a way for students in the humanities and social sciences to satisfy the general education requirements through an integrated sequence in the physical and biological sciences that follows a distinct theme through four quarters. These requirements can be fulfilled separately, of course.

The natural sciences sequence is open only to first- and second-year students and to first-year transfer students, with preference given to first-year students. The courses must be taken in sequence. If this sequence is chosen, students must also register for two appropriate courses in the mathematical sciences.

**Natural Science Courses**

**NTSC 10100-10200-10300-10400. Evolution of the Natural World I-II-III; Environmental Ecology.**

This sequence meets the general education requirement in the physical and biological sciences for humanities and social sciences students. Open only to first- and second-year students and to first-year transfer students, with preference given to first-year students. Must be taken in sequence. This is an integrated four-quarter sequence that emphasizes the evolution of the physical universe and life on Earth, and explores the interrelationships between the two.

**NTSC 10100. Evolution of the Natural World I: 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

Prerequisite(s): MATH 10500, or placement into 13100 or higher

**NTSC 10200. Evolution of the Natural World II: Evolution of the Universe. 100 Units.**

This course is designed to encourage a sense of awe, appreciation, and understanding of the topics investigated in modern astrophysics, such as the origin of the universe, the formation and evolution of the sun and the Earth, the nature of space and time, and the search for other planets and life in the universe. Students also experience the predicting, testing, and investigative nature of science. (L)

Instructor(s): C. Hogan, L: J. Carlstrom Terms Offered: Spring

Prerequisite(s): MATH 10500, or placement into 13100 or higher; NTSC 10100
NTSC 10300. Evolution of the Natural World III: 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. (L)
Instructor(s): D. Jablonski Terms Offered: Autumn
Prerequisite(s): For students in the NTSC sequence: MATH 10500, or placement into MATH 13100 or higher; NTSC 10200. For students in the BIOS sequence: MATH 10500, or placement into MATH 13100 or higher; BIOS 10130; No Biological Sciences majors except by petition to the BSCD Senior Advisers. Equivalent Course(s): BIOS 13123

NTSC 10400. Environmental Ecology. 100 Units.
This course emphasizes basic scientific understanding of ecological principles that relate most closely to the ways humans interact with their environments. It includes lectures on the main environmental pressures, notably human population growth, disease, pollution, climate change, habitat destruction, and harvesting. We emphasize the ongoing impacts on the natural world, particularly causes of population regulation and extinction and how they might feed back on to humans. Discussion required.
Instructor(s): T. Price Terms Offered: Winter
Prerequisite(s): NTSC 10300 or BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.
Equivalent Course(s): BIOS 13107, ENST 12404

This sequence meets the general education requirement in the physical and biological sciences for humanities and social sciences students. Open only to first- and second-year students and to first-year transfer students, with preference given to first-year students. Must be taken in sequence. This is an integrated four-quarter sequence that emphasizes the evolution of the physical universe and life on Earth, and explores the interrelationships between the two.

NTSC 10200. Evolution of the Natural World II: Evolution of the Universe. 100 Units.
This course is designed to encourage a sense of awe, appreciation, and understanding of the topics investigated in modern astrophysics, such as the origin of the universe, the formation and evolution of the sun and the Earth, the nature of space and time, and the search for other planets and life in the universe. Students also experience the predicting, testing, and investigative nature of science. (L)
Instructor(s): C. Hogan, L: J. Carlstrom Terms Offered: Spring
Prerequisite(s): MATH 10500, or placement into 13100 or higher; NTSC 10100
NTSC 10300. Evolution of the Natural World III: 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. (L)
Instructor(s): D. Jablonski Terms Offered: Autumn
Prerequisite(s): For students in the NTSC sequence: MATH 10500, or placement into MATH 13100 or higher; NTSC 10200. For students in the BIOS sequence: MATH 10500, or placement into MATH 13100 or higher; BIOS 10130; No Biological Sciences majors except by petition to the BSCD Senior Advisers. Equivalent Course(s): BIOS 13123

NTSC 10400. Environmental Ecology. 100 Units.
This course emphasizes basic scientific understanding of ecological principles that relate most closely to the ways humans interact with their environments. It includes lectures on the main environmental pressures, notably human population growth, disease, pollution, climate change, habitat destruction, and harvesting. We emphasize the ongoing impacts on the natural world, particularly causes of population regulation and extinction and how they might feed back on to humans. Discussion required.
Instructor(s): T. Price Terms Offered: Winter
Prerequisite(s): NTSC 10300 or BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.
Equivalent Course(s): BIOS 13107,ENST 12404

NTSC 10300-10400. Evolution of the Natural World III; Environmental Ecology.
This sequence meets the general education requirement in the physical and biological sciences for humanities and social sciences students. Open only to first- and second-year students and to first-year transfer students, with preference given to first-year students. Must be taken in sequence. This is an integrated four-quarter sequence that emphasizes the evolution of the physical universe and life on Earth, and explores the interrelationships between the two.
**NTSC 10300. Evolution of the Natural World III: 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. (L)
Instructor(s): D. Jablonski
Terms Offered: Autumn
Prerequisite(s): For students in the NTSC sequence: MATH 10500, or placement into MATH 13100 or higher; NTSC 10200. For students in the BIOS sequence: MATH 10500, or placement into MATH 13100 or higher; BIOS 10130; No Biological Sciences majors except by petition to the BSCD Senior Advisers.
Equivalent Course(s): BIOS 13123

**NTSC 10400. Environmental Ecology. 100 Units.**
This course emphasizes basic scientific understanding of ecological principles that relate most closely to the ways humans interact with their environments. It includes lectures on the main environmental pressures, notably human population growth, disease, pollution, climate change, habitat destruction, and harvesting. We emphasize the ongoing impacts on the natural world, particularly causes of population regulation and extinction and how they might feed back on to humans. Discussion required.
Instructor(s): T. Price
Terms Offered: Winter
Prerequisite(s): NTSC 10300 or BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.
Equivalent Course(s): BIOS 13107, ENST 12404

**NTSC 10400. Environmental Ecology. 100 Units.**
This course emphasizes basic scientific understanding of ecological principles that relate most closely to the ways humans interact with their environments. It includes lectures on the main environmental pressures, notably human population growth, disease, pollution, climate change, habitat destruction, and harvesting. We emphasize the ongoing impacts on the natural world, particularly causes of population regulation and extinction and how they might feed back on to humans. Discussion required.
Instructor(s): T. Price
Terms Offered: Winter
Prerequisite(s): NTSC 10300 or BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS, except by petition.
Equivalent Course(s): BIOS 13107, ENST 12404
NEAR EASTERN LANGUAGES AND CIVILIZATIONS

PROGRAM OF STUDY

The BA degree programs in Near Eastern Languages and Civilizations (NELC) are as varied as the wide subject matter they embrace. Areas of specialization within NELC include:

- Archaeology and Art of the Ancient Near East
- Classical Hebrew Language and Civilization
- Cuneiform Studies (including Assyriology, Hittitology, and Sumerology)
- Egyptology/Egyptian Languages and Civilization
- Islamic and Modern Middle Eastern Studies (including Arabic, Armenian, Modern Hebrew, Kazakh, Persian, Turkish, and Uzbek)
- Near Eastern Judaica

Students who major in NELC learn one or more of the primary native languages as a means of access to the cultures of the ancient Near East and the modern Middle East. Students who plan to do advanced work in Near Eastern studies are strongly encouraged also to develop a reading knowledge of German and French. In consultation with the counselor for 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 museology, business, government, or other disciplines.

Students who major in other fields of study may wish to minor in NELC. The minor program is described below, after the description of the major.

PROGRAM REQUIREMENTS

Thirteen courses and a BA paper are required for a NELC major.

Two or three quarters of one of the following civilization sequences: 200-300

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEAA</td>
<td>Archaeology of the Ancient Near East I-II-III-IV-V-VI</td>
</tr>
<tr>
<td>NEHC</td>
<td>Ancient Near Eastern History and Society I-II-III</td>
</tr>
<tr>
<td>NEHC</td>
<td>Ancient Near Eastern Thought and Literature I-II-III</td>
</tr>
<tr>
<td>NEHC</td>
<td>Ancient Empires I-II-III</td>
</tr>
<tr>
<td>NEHC</td>
<td>Jewish History and Society I-II-III</td>
</tr>
<tr>
<td>NEHC</td>
<td>Jewish Thought and Literature I-II-III</td>
</tr>
</tbody>
</table>
NEHC 20411-20412-20413
Medieval Jewish History I-II-III *

NEHC 20416-20417-20418
Semitic Languages Cultures and Civilizations 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

Six courses in one of the Near Eastern languages (e.g., Akkadian, Arabic, Armenian, Egyptian, Hebrew, Kazakh, Persian, Turkish, Uzbek). Credit for language courses may not be granted by examination or petition.

Three or four elective courses in the student’s area of specialization. These courses must be chosen in consultation with the counselor for undergraduate studies. They may consist of additional NELC language courses, an additional NELC civilization sequence, or approved courses in areas such as archaeology, art, literature in translation, history, and religion.

NEHC 29800 BA Paper Seminar **

Total Courses in the Major

* Note that the course sequences NEAA 20001-20002-20003-20004-20005-20006 Archeology of the Ancient Near East and NEHC 20411-20412-20413 Medieval Jewish History do not meet the general education requirement in civilization studies. All of the other NELC civilization sequences do meet the general education requirement. In addition, the NEAA sequence is not offered in sequential order; in AY 2014–2015, NEAA 20001 will be offered in Autumn Quarter, NEAA 20006 in Winter Quarter, and NEAA 20005 in Spring Quarter.

** Required of all NELC majors. It is to be taken in the Autumn Quarter of the year in which the student expects to graduate. The seminar and BA paper are described below.

Summary of Requirements

Six courses in one Near Eastern language at any level

Two or three courses in one approved civilization sequence *

Four or three approved electives relating to the Near East **

NEHC 29800 BA Paper Seminar

Total courses in the Major

* 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.

** May include NEHC 29999 BA Paper Preparation.
GRADING

All courses used to meet requirements in the major must be taken for quality grades with the exception of the NEHC 29800 BA Paper Seminar, which is taken for P/F grading.

ADVISING

As soon as they declare their major in NELC, students must consult the counselor for undergraduate studies to plan their programs of study. In autumn quarter of their fourth year, all NELC students must see the counselor for undergraduate studies with an updated degree program and transcript.

BA PAPER SEMINAR

Candidates for the BA degree in NELC are required to write a substantial BA paper. The paper gives the student the opportunity to research a topic of interest and to improve writing and presentation skills.

It is the student’s responsibility, in his or her third year, to approach a NELC faculty member with a request to serve as the student’s faculty research adviser. The student and the faculty adviser together decide on a topic for the BA paper. The topic must be registered in the NELC department office by Monday of tenth week in Spring Quarter of the student’s third year. Forms to register the topic are available at: nelc.uchicago.edu/sites/nelc.uchicago.edu/files/BAPaperProposal_1.pdf.

Students are required to register for the NEHC 29800 BA Paper Seminar in Autumn Quarter of their fourth year. A passing grade (P) for the seminar depends on full attendance and participation throughout the quarter. The BA Paper Seminar is a workshop course designed to survey the fields represented by NELC and to assist students in researching and writing their BA papers. Students continue working on their BA papers during the following quarters, meeting at intervals with their faculty research advisers. They may register for NEHC 29999 BA Paper Preparation during the Winter Quarter to devote the equivalent of a one-quarter course to the preparation of the paper; the paper grade, reported in the Spring Quarter, will be the grade for the course NEHC 29999 BA Paper Preparation. See the course description below.

Students taking a double major may, with the permission of the NELC counselor for undergraduate studies, write a single BA paper 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 program chairs is required. A consent form, to be signed by the 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.

The completed BA paper with the BA Paper Completion Form (from the NELC website) must be submitted to the NELC office by Monday of third week in Spring Quarter. The faculty research adviser will grade the paper and then will submit it to the NELC counselor for undergraduate studies by Monday of fifth week in Spring Quarter. Students who fail to meet the deadline will not be eligible for honors and may not be able to graduate in that quarter.
The above information assumes a Spring Quarter graduation. **Students who expect to graduate in other quarters must consult the NELC counselor for undergraduate studies prior to the quarter in which they expect to graduate.**

**HONORS**

Students who complete their course work and their BA papers 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 BA paper.

**MINOR PROGRAM IN NEAR EASTERN LANGUAGES AND CIVILIZATIONS**

The minor in Near Eastern Languages and Civilizations requires a total of six courses. Students may choose one of two tracks: (1) a language track that includes three courses of one NELC language at any level, or (2) a culture track that replaces language study with courses in such topics as archaeology, history, religion, or literature in translation. Both tracks require a two- or three-quarter NELC civilization sequence.

Students who wish to take a minor in NELC must meet with the counselor for undergraduate studies before the end of Spring Quarter of their third year to declare their intention to complete the minor. Courses must be chosen in consultation with the counselor. Students must submit the counselor’s approval for the minor program to their College adviser by the deadline above on a form obtained from the adviser.

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. More than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Listed below are sample sets of courses that meet the requirements of the NELC minor.

**Language Track Sample Minor**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AKKD 10101-10102-10103</td>
<td>Elementary Akkadian I-II-III *</td>
<td>300</td>
</tr>
<tr>
<td>NEHC 20001-20002-20003</td>
<td>Ancient Near Eastern History and Society I-II-III</td>
<td>300</td>
</tr>
</tbody>
</table>

**Language Track Sample Minor**

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ARAB 20101-20102-20103</td>
<td>Intermediate Arabic I-II-III *</td>
<td>300</td>
</tr>
<tr>
<td>NEHC 20601-20602-20603</td>
<td>Islamic Thought and Literature I-II-III</td>
<td>300</td>
</tr>
</tbody>
</table>

**Culture Track Sample Minor**

<table>
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<tr>
<th>Course Code</th>
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<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEHC 20011-20012-20013</td>
<td>Ancient Empires I-II-III</td>
<td>300</td>
</tr>
</tbody>
</table>
Consult the counselor for undergraduate studies about the level of the language (introductory, intermediate, or advanced) required to meet the language track requirement. Students may not petition for credit to meet the language requirement for the minor program.

**NEHC Jewish History and Society I-II-III**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>20401-20402-20403</td>
<td>Jewish History and Society I-II-III</td>
<td>300</td>
</tr>
</tbody>
</table>

**Course Listings for Academic Year 2014–15 by Subject**

All undergraduate courses being offered in the 2014–15 academic year are listed below, by subject. Upper-level classes and the most up-to-date course information can be found in the NELC section of the University of Chicago Time Schedules (http://timeschedules.uchicago.edu).

**Near Eastern Languages & Civilizations - Akkadian Courses**

**AKKD 10101-10102-10103. Elementary Akkadian I-II-III.**
The first two quarters of this sequence cover the elements of Babylonian grammar and the cuneiform writing system, with reading exercises in Old Babylonian texts (ca. 1900 to 1600 B.C.), such as the Laws of Hammurabi. The third quarter introduces Standard Babylonian, the literary language of ca. 1200 to 600 B.C., with readings in royal inscriptions and literary texts.

**AKKD 10101. Elementary Akkadian I. 100 Units.**
Introduction to the grammar of Akkadian, specifically to the Old Babylonian dialect.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): Second-year standing

**AKKD 10102. Elementary Akkadian II. 100 Units.**
Readings from the Code of Hammurapi, in the Old Babylonian dialect of Akkadian.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): AKKD 10101 or equivalent

**AKKD 10103. Elementary Akkadian III. 100 Units.**
Selected readings of Akkadian texts in the Standard Babylonian dialect of the 1st millennium BC.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): AKKD 10102 or equivalent

**AKKD 10102. Elementary Akkadian II. 100 Units.**
Readings from the Code of Hammurapi, in the Old Babylonian dialect of Akkadian.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): AKKD 10101 or equivalent
AKKD 10103. Elementary Akkadian III. 100 Units.
Selected readings of Akkadian texts in the Standard Babylonian dialect of the 1st millennium BC.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): AKKD 10102 or equivalent

NEAR EASTERN LANGUAGES & CIVILIZATIONS - 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.
Instructor(s): T. van den Hout Terms Offered: Autumn
Prerequisite(s): Second Year Standing
Equivalent Course(s): LGLN 24600, LGLN 34600

AANL 10102. Elementary Hittite II. 100 Units.
Instructor(s): T. van den Hout Terms Offered: Winter
Prerequisite(s): AANL 10101 or equivalent
Equivalent Course(s): LGLN 24700, LGLN 34700

AANL 10103. Elementary Hittite III. 100 Units.
Instructor(s): P. Goedegebuure Terms Offered: Spring
Prerequisite(s): AANL 10102 or equivalent
Equivalent Course(s): LGLN 24800, LGLN 34800

AANL 10102-10103. Elementary Hittite II-III.

AANL 10102. Elementary Hittite II. 100 Units.
Instructor(s): T. van den Hout Terms Offered: Winter
Prerequisite(s): AANL 10101 or equivalent
Equivalent Course(s): LGLN 24700, LGLN 34700

AANL 10103. Elementary Hittite III. 100 Units.
Instructor(s): P. Goedegebuure Terms Offered: Spring
Prerequisite(s): AANL 10102 or equivalent
Equivalent Course(s): LGLN 24800, LGLN 34800

AANL 10103. Elementary Hittite III. 100 Units.
Instructor(s): P. Goedegebuure Terms Offered: Spring
Prerequisite(s): AANL 10102 or equivalent
Equivalent Course(s): LGLN 24800, LGLN 34800

AANL 20125. Advanced Readings in Hittite. 100 Units.
The focus of this course is the close reading and analysis of selected Hittite texts; specific texts and topics may vary from year to year.
Instructor(s): P. Goedegebuure Terms Offered: Autumn
Prerequisite(s): Elementary Hittite
AANL 20303. Hieroglyphic Luwian 2nd Millennium BC. 100 Units.  
Instructor(s): T. van den Hout  
Terms Offered: Spring  
Prerequisite(s): Hieroglyphic Luwian I

Near Eastern Languages & Civilizations - 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.  
Instructor(s): H. Abdel Mobdy, O. abu-Eledam, L. Choudar  
Terms Offered: Autumn  
Note(s): The class meets for six hours a week

ARAB 10102. Elementary Arabic II. 100 Units.  
Instructor(s): H. Abdel Mobdy, O. abu-Eledam, N. Forster  
Terms Offered: Winter  
Prerequisite(s): ARAB 10101 or equivalent  
Note(s): The class meets for six hours a week

ARAB 10103. Elementary Arabic III. 100 Units.  
Instructor(s): H. Abdel Mobdy, O. abu-Eledam, L. Choudar, N. Forster  
Terms Offered: Spring  
Prerequisite(s): ARAB 10102 or equivalent  
Note(s): The class meets for six hours a week

ARAB 10102. Elementary Arabic II. 100 Units.  
Instructor(s): H. Abdel Mobdy, O. abu-Eledam, N. Forster  
Terms Offered: Winter  
Prerequisite(s): ARAB 10101 or equivalent  
Note(s): The class meets for six hours a week

ARAB 10103. Elementary Arabic III. 100 Units.  
Instructor(s): H. Abdel Mobdy, O. abu-Eledam, L. Choudar, N. Forster  
Terms Offered: Spring  
Prerequisite(s): ARAB 10102 or equivalent  
Note(s): The class meets for six hours a week

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: Spring

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.
Instructor(s): N. Forster, O. abu-Eledam, K. Heikinen Terms Offered: Autumn
Prerequisite(s): ARAB 10103 or equivalent

ARAB 20102. Intermediate Arabic II. 100 Units.
Instructor(s): N. Forster, O. abu-Eledam, K. Heikinen Terms Offered: Winter
Prerequisite(s): ARAB 20101 or equivalent

ARAB 20103. Intermediate Arabic III. 100 Units.
Instructor(s): N. Forster, O. abu-Eledam, K. Heikinen Terms Offered: Spring
Prerequisite(s): ARAB 20102 or equivalent

ARAB 20102. Intermediate Arabic II. 100 Units.
Instructor(s): N. Forster, O. abu-Eledam, K. Heikinen Terms Offered: Winter
Prerequisite(s): ARAB 20101 or equivalent

ARAB 20103. Intermediate Arabic III. 100 Units.
Instructor(s): N. Forster, O. abu-Eledam, K. Heikinen Terms Offered: Spring
Prerequisite(s): ARAB 20102 or equivalent

ARAB 20588. Media Arabic. 100 Units.
For advanced students of Modern Standard Arabic. The course objective is to improve students’ listening comprehension skills. Students will advance toward this goal through listening to a variety of authentic materials from Arabic TV (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

Near Eastern Languages & Civilizations - Aramaic Courses

ARAM 10101-10102-10103. Biblical Aramaic; Old Aramaic Inscriptions; Imperial Aramaic.
Three quarter sequence in Aramaic spanning Biblical Aramaic (Autumn), Old Aramaic (Spring), and Imperial Aramaic (Winter).

ARAM 10101. Biblical Aramaic. 100 Units.
Course in Biblical Aramaic
Instructor(s): S. Creason Terms Offered: Autumn
Prerequisite(s): Second-year standing and knowledge of Classical Hebrew
Equivalent Course(s): JWSC 11000

ARAM 10102. Old Aramaic Inscriptions. 100 Units.
Course in Old Aramaic Inscriptions
Instructor(s): S. Creason Terms Offered: Spring
Prerequisite(s): Second-year standing and ARAM 10101
Equivalent Course(s): JWSC 11100
ARAM 10103. Imperial Aramaic. 100 Units.
Course in Imperial Aramaic
Instructor(s): S. Creason Terms Offered: Winter
Prerequisite(s): Second-year standing and ARAM 10102
Equivalent Course(s): JWSC 11200

ARAM 10102. Old Aramaic Inscriptions. 100 Units.
Course in Old Aramaic Inscriptions
Instructor(s): S. Creason Terms Offered: Spring
Prerequisite(s): Second-year standing and ARAM 10101
Equivalent Course(s): JWSC 11100

ARAM 10103. Imperial Aramaic. 100 Units.
Course in Imperial Aramaic
Instructor(s): S. Creason Terms Offered: Winter
Prerequisite(s): Second-year standing and ARAM 10102
Equivalent Course(s): JWSC 11200

Near Eastern Languages & Civilizations - 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.
Instructor(s): H. Haroutunian Terms Offered: Autumn
Equivalent Course(s): EEUR 21100,LGLN 10101

ARME 10102. Elementary Modern Armenian II. 100 Units.
Instructor(s): H. Haroutunian Terms Offered: Winter
Prerequisite(s): ARME 10101
Equivalent Course(s): EEUR 21200,LGLN 10102

ARME 10103. Elementary Modern Armenian III. 100 Units.
Instructor(s): H. Haroutunian Terms Offered: Spring
Prerequisite(s): ARME 10102
Equivalent Course(s): EEUR 21300,LGLN 10103

ARME 10102. Elementary Modern Armenian II. 100 Units.
Instructor(s): H. Haroutunian Terms Offered: Winter
Prerequisite(s): ARME 10101
Equivalent Course(s): EEUR 21200,LGLN 10102
ARME 10103. Elementary Modern Armenian III. 100 Units.
Instructor(s): H. Haroutunian Terms Offered: Spring
Prerequisite(s): ARME 10102
Equivalent Course(s): EEUR 21300, LGLN 10103

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.
Instructor(s): H. Haroutunian Terms Offered: Autumn
Prerequisite(s): ARME 10103
Equivalent Course(s): LGLN 20101

ARME 20102. Intermediate Modern Armenian II. 100 Units.
Instructor(s): H. Haroutunian Terms Offered: Winter
Prerequisite(s): ARME 20101
Equivalent Course(s): LGLN 20102

ARME 20103. Intermediate Modern Armenian III. 100 Units.
Instructor(s): H. Haroutunian Terms Offered: Spring
Prerequisite(s): ARME 20102
Equivalent Course(s): LGLN 20103

ARME 20102. Intermediate Modern Armenian II. 100 Units.
Instructor(s): H. Haroutunian Terms Offered: Winter
Prerequisite(s): ARME 20101
Equivalent Course(s): LGLN 20102

ARME 20103. Intermediate Modern Armenian III. 100 Units.
Instructor(s): H. Haroutunian Terms Offered: Spring
Prerequisite(s): ARME 20102
Equivalent Course(s): LGLN 20103

Near Eastern Languages & Civilizations - Egyptian Courses

EGPT 10101-10102. Introduction to Middle Egyptian Hieroglyphs I-II.
This course examines hieroglyphic writing and the grammar of the language of classical Egyptian literature.

EGPT 10101. Introduction to Middle Egyptian Hieroglyphs I. 100 Units.
Instructor(s): J. Johnson Terms Offered: Autumn
Prerequisite(s): Second-year standing
Equivalent Course(s): ANCM 30500
EGPT 10102. Introduction to Middle Egyptian Hieroglyphs II. 100 Units.
Instructor(s): J. 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 features readings in a variety of genres, including historical, literary, and scientific texts.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): EGPT 10101-10102 or consent of the instructor
Equivalent Course(s): ANCM 30502

EGPT 10201. Introduction to Coptic. 100 Units.
This course introduces the last native language of Egypt, which was in common use during the late Roman, Byzantine, and early Islamic periods (fourth to tenth centuries CE). Grammar and vocabulary of the standard Sahidic dialect are presented in preparation for reading biblical, monastic, and Gnostic literature, as well as a variety of historical and social documents.
Instructor(s): R. Ritner Terms Offered: Autumn
Prerequisite(s): Second-year standing required; knowledge of earlier Egyptian language phases or Classical Greek or Koine Greek helpful but not required
Equivalent Course(s): HCHR 30601

EGPT 10202. Coptic Texts. 100 Units.
This course builds on the basics of grammar learned in EGPT 10201 and provides readings in a variety of Coptic texts (e.g., monastic texts, biblical excerpts, tales, Gnostic literature).
Instructor(s): R. Ritner Terms Offered: Winter
Prerequisite(s): EGPT 10201
Equivalent Course(s): HCHR 30602

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): J. Johnson Terms Offered: Autumn
Prerequisite(s): EGPT 10101-10102-10103 or consent of the instructor

EGPT 20102. Introduction to Hieratic. 100 Units.
This course introduces the cursive literary and administrative script of Middle Egyptian (corresponding to the Middle Kingdom period in Egypt) and is intended to provide familiarity with a variety of texts written in hieratic (e.g., literary tales, religious compositions, wisdom literature, letters, accounts, graffiti).
Instructor(s): K. Lockhart Terms Offered: Winter
Prerequisite(s): EGPT 10101-10102-10103 or equivalent required; EGPT 20101 recommended
EGPT 20110. Introduction to Old Egyptian. 100 Units.
This course examines the hieroglyphic writing and grammar of the Old Kingdom (Egypt's "Pyramid Age"), focusing on monumental readings 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): Staff Terms Offered: Spring
Prerequisite(s): EGPT 10101-10102-10103 or equivalent required; EGPT 20101 recommended

EGPT 20210. Introduction to Late Egyptian. 100 Units.
This course is a comprehensive examination of the grammar, vocabulary, and orthographic styles of the nonliterary vernacular of New Kingdom Egypt (Dynasties XVII to XXIV), as exhibited by administrative and business documents, private letters, and official monuments. We also study the hybrid "literary Late Egyptian" used for tales and other compositions. Texts from the various genres are read and analyzed in EGPT 20211.
Instructor(s): R. Ritner Terms Offered: Spring
Prerequisite(s): EGPT 10101-10102-10103 or equivalent required; EGPT 20101 recommended

EGPT 20211. Late Egyptian Texts. 100 Units.
Building on the basics of grammar, vocabulary, and orthographic styles learned in EGPT 20210, this course focuses on the reading and analysis of Late Egyptian texts from the various genres.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): EGPT 20210
Equivalent Course(s): ANCM 34200

NEAR EASTERN LANGUAGES & CIVILIZATIONS - GE’EZ COURSES

GEEZ 10101-10102. Elementary Ge’ez I-II.
This is a two quarter sequence introducing the fundamental grammar and writing structure of Ge’ez (Classical Ethiopic).

GEEZ 10101. Elementary Ge’ez I. 100 Units.
This course introduces the fundamentals of Ge’ez (Classical Ethiopic) with an overview of grammar and the writing system, as well as exercises in reading early monumental and simple narrative texts.
Instructor(s): R. Hasselbach Terms Offered: Winter
Equivalent Course(s): LGLN 21101

GEEZ 10102. Elementary Ge’ez II. 100 Units.
This class provides an introduction to the grammar and script of Classical Ethiopic (Ge’ez).
Instructor(s): R. Hasselbach Terms Offered: Spring
Prerequisite(s): GEEZ 10101
Equivalent Course(s): LGLN 21102
GEEZ 10102. Elementary Ge’ez II. 100 Units.
This class provides an introduction to the grammar and script of Classical Ethiopic (Ge’ez).
Instructor(s): R. Hasselbach Terms Offered: Spring
Prerequisite(s): GEEZ 10101
Equivalent Course(s): LGLN 21102

NEAR EASTERN LANGUAGES & CIVILIZATIONS - 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.
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.
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.
Instructor(s): S. Creason Terms Offered: Spring
Prerequisite(s): HEBR 10102
Note(s): This class meets 5 times a week
Equivalent Course(s): JWSC 22200

HEBR 10102. Elementary Classical Hebrew II. 100 Units.
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.
Instructor(s): S. Creason Terms Offered: Spring
Prerequisite(s): HEBR 10102
Note(s): This class meets 5 times a week
Equivalent Course(s): 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.**
Instructor(s): A. Almog Terms Offered: Autumn
Equivalent Course(s): JWSC 25000

**HEBR 10502. Introductory Modern Hebrew II. 100 Units.**
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.**
Instructor(s): A. Almog Terms Offered: Spring
Prerequisite(s): HEBR 10502 or equivalent
Equivalent Course(s): JWSC 25200

**HEBR 10502. Introductory Modern Hebrew II. 100 Units.**
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.**
Instructor(s): A. Almog Terms Offered: Spring
Prerequisite(s): HEBR 10502 or equivalent
Equivalent Course(s): JWSC 25200

**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.**
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.**
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.
Instructor(s): D. Pardee Terms Offered: Spring
Prerequisite(s): HEBR 20105 or equivalent
Equivalent Course(s): JWSC 22500

HEBR 20105. Intermediate Classical Hebrew II. 100 Units.
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.
Instructor(s): D. Pardee Terms Offered: Spring
Prerequisite(s): HEBR 20105 or equivalent
Equivalent Course(s): JWSC 22500

HEBR 20301-20302. Tannaitic Hebrew Texts I-II.
This course consists of readings in the Mishnah and Tosefta, the main corpus of legal
and juridical texts assembled by the Palestinian academic masters during the second
and early third centuries. Goals are to introduce: (1) views and opinions of early
rabbinic scholars who flourished in the period immediately following that of the
writers of the Dead Sea Scrolls; (2) aspects of the material culture of the Palestinian
Jews during that same period; and (3) grammar and vocabulary of what is generally
called “early rabbinic Hebrew” and thereby to facilitate the ability to read and
understand unvocalized Hebrew texts.

HEBR 20301. Tannaitic Hebrew Texts I. 100 Units.
Instructor(s): N. Golb Terms Offered: Autumn
Prerequisite(s): Some basic knowledge of biblical and/or modern Hebrew, and
consent of instructor
Equivalent Course(s): JWSC 22201

HEBR 20302. Tannaitic Hebrew Texts II. 100 Units.
Instructor(s): N. Golb Terms Offered: Winter
Prerequisite(s): HEBR 20301 and consent of instructor
Equivalent Course(s): JWSC 22302

HEBR 20302. Tannaitic Hebrew Texts II. 100 Units.
Instructor(s): N. Golb Terms Offered: Winter
Prerequisite(s): HEBR 20301 and consent of instructor
Equivalent Course(s): JWSC 22302

HEBR 20501-20502-20503. Intermediate Modern Hebrew I-II-III.
The main objective of this course is to provide students with the skills necessary to
approach modern Hebrew prose, both fiction and nonfiction. In order to achieve
this task, students are provided with a systematic examination of the complete
verb structure. Many syntactic structures are introduced (e.g., simple clauses,
coordinate and compound sentences). At this level, students not only write and
speak extensively but are also required to analyze grammatically and contextually
all of material assigned.
HEBR 20501. Intermediate Modern Hebrew I. 100 Units.
Instructor(s): A. Almog Terms Offered: Autumn
Prerequisite(s): HEBR 10503 or equivalent
Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.
Equivalent Course(s): JWSC 25300

HEBR 20502. Intermediate Modern Hebrew II. 100 Units.
Instructor(s): A. Almog 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.
Instructor(s): A. Almog 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

KEAK 10101. Elementary Kazakh I. 100 Units.
Instructor(s): K. Arik Terms Offered: Autumn
Equivalent Course(s): LGLN 18700
NEAR EASTERN LANGUAGES & CIVILIZATIONS - NEAR EASTERN ART AND ARCHAEOLOGY COURSES

NEAA 10630. Islamic Art and Architecture, 1100 to 1500. 100 Units.
This course surveys the art and architecture of the Islamic world from 1100 to 1500. In that period, political fragmentation into multiple principalities challenged a deeply rooted ideology of unity of the Islamic world. The course of the various principalities competed not only in politics but also in the patronage of architectural projects and of arts (e.g., textiles, ceramics, woodworking, arts of the book). While focusing on the central Islamic lands, we consider regional traditions from Spain to India and the importance for the arts of contacts with China and the West.
Instructor(s): P. Berlekamp Terms Offered: Spring
Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): ARTH 16709

NEAA 10631. Islamic Art and Architecture, 1500–1900. 100 Units.
This course surveys the art and architecture of the Islamic world from 1500–1900. This was the period of the three great Islamic empires: the Ottomans, the Safavids, and the Mughals. Each of these multi-religious, multi-linguistic, multi-ethnic empires developed styles of art and architecture that expressed their own complex identities. Further, they expressed their complex relations with each other through art and architecture. The various ways in which contact with regions beyond the Islamic world throughout this period impacted the arts will also be considered.
Instructor(s): P. Berlekamp Terms Offered: Winter
Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): ARTH 16809

NEAA 17205. Islamic Gardens in Landscape and Image. 100 Units.
Garden imagery is ubiquitous in the art and architecture of the Islamic world from the eighth century to the eighteenth, and from Spain to India. The poetic trope whereby a visually pleasing object or site is compared to the garden of paradise is equally ubiquitous. But does this imply any historical consistency in the significance of garden imagery, of actual gardens, or of the poetic trope? In this class we explore this question by examining both garden imagery and actual gardens from many different times and places in the Islamic world. How do their visual forms and cultural significance shift according to specific historical circumstances?
Instructor(s): P. Berlekamp Terms Offered: Winter
Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 17000 through 18999 course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): ARTH 17205
NEAA 20001. Archaeology of the Ancient Near East I: Mesopotamia. 100 Units.
This course surveys the archaeology and art of the Mesopotamia.
Instructor(s): M. Gibson Terms Offered: Autumn
Note(s): This sequence does not meet the general education requirements in civilization studies.

NEAA 20005. Archaeology of the Ancient Near East V: Islamic Period. 100 Units.
This survey of the regions of the Middle East presents the urban systems of each region. The focus is a comparative stratigraphy of the archaeological evidence and the contribution of this material towards an understanding of Islamic history and ancient archaeological periods in the Near East.
Instructor(s): D. Whitcomb Terms Offered: Spring
Note(s): This sequence does not meet the general education requirements in civilization studies.

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 Pre-dynastic era through the Roman period.
Instructor(s): N. Moeller Terms Offered: Winter
Note(s): This sequence does not meet the general education requirements in civilization studies.

NEAA 20030. The Rise of the State in the 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, 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
Prerequisite(s): Any course in archaeology or permission of instructor
Equivalent Course(s): ANTH 26715

NEAA 20051. Method and Theory in Near Eastern Archaeology. 100 Units.
This course introduces the main issues in archaeological method and theory with emphasis on the principles and practice of Near Eastern archaeology. Topics include: (1) the history of archaeology, (2) trends in social theory and corresponding modes of archaeological interpretation, (3) the nature of archaeological evidence and issues of research design, (4) survey and excavation methods and associated recording techniques, (5) the analysis and interpretation of various kinds of excavated materials, and (6) the presentation and publication of archaeological results. This course is offered in alternate years.
Instructor(s): D. Schloen Terms Offered: Winter
Prerequisite(s): An introductory course in archaeology
The College

NEAA 20532. Problems in Islamic Archaeology: The Islamic City. 100 Units.
This course is intended to follow the Introduction to Islamic archaeology, a survey of the regions of the fertile crescent from the 9th to the 19th century. Beginning with P. Wheatley’s Places where Men Pray Together, the institution of the Islamic are examined in light of its beginnings and definitions. Emphasis is on archaeological remains from the Middle East.
Instructor(s): D. Whitcomb Terms Offered: Winter
Prerequisite(s): Consent Only

NEAA 20801. Art, Architecture, and Identity in the Ottoman Empire. 100 Units.
Though they did not compose a “multi-cultural society” in the modern sense, the ruling elite and subjects of the vast Ottoman Empire came from a wide variety of regional, ethnic, linguistic, and religious backgrounds. The dynamics of the Empire’s internal cultural diversity, as well as of its external relations with contemporary courts in Iran, Italy, and elsewhere, were continuously negotiated and renegotiated in its art and architecture. This course examines classical Ottoman architecture, arts of the book, ceramics, and textiles. Particular attention is paid to the urban transformation of Byzantine Constantinople into Ottoman Istanbul after 1453, and to the political, technical, and economic factors leading to the formation of a distinctively Ottoman visual idiom disseminated through multiple media in the sixteenth century.
Instructor(s): P. Berlekamp Terms Offered: Winter
Equivalent Course(s): ARTH 23400, ARTH 33400, NEAA 30801

NEAA 29700. Reading and Research Course: Near Eastern Art and Archaeology. 100 Units.
Students are required to submit the College Reading and Research Course Form.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of faculty adviser and counselor for undergraduate studies

NEAR EASTERN LANGUAGES & CIVILIZATIONS - NEAR EASTERN HISTORY AND CIVILIZATION 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): Staff Terms Offered: Spring
Equivalent Course(s): HIST 15801

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.
Terms Offered: Not offered in 2014-15; will be offered in 2015-16

NEHC 20002. Ancient Near Eastern History and Society II: Mesopotamia. 100 Units.
This course introduces the history of Mesopotamia. We begin with the origins of writing and cities in Sumer (ca. 3200 BC); then cover the great empires of Assyria, Babylon, and Persia; and end with the arrival of Alexander the Great in the late fourth century BC.
Instructor(s): Johnson, Ritner, Muhs Terms Offered: Not offered in 2014-15; will be offered in 2015-16

NEHC 20003. Ancient Near Eastern History and Society III: Anatolia and Levant. 100 Units.
This course surveys the political, social, and economic history of ancient Anatolia and the Levant (Syria-Palestine) from ca. 2300 BC until the conquest of the region by Alexander that inaugurated the Hellenistic period in the Near East.
Instructor(s): P. Goedegebuure Terms Offered: Not offered in 2014-15; will be offered in 2015-16

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 takes as its topic the literary tradition surrounding Gilgamesh, the legendary king of the Mesopotamian city-state of Uruk. The course will focus on the Babylonian Epic of Gilgamesh and its Sumerian forerunners, and their cultural and historical contexts. We will also read a number of Sumerian and Akkadian compositions that are thematically related to the Gilgamesh tradition, including Atrahasis, the Sumerian Flood story, and the Epics of Enmerkar and Lugalbanda, also of first dynasty of Uruk.
Instructor(s): C. Woods 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 and Literature II: Anatolian Literature. 100 Units.
Instructor(s): H. Haroutunian Terms Offered: Winter
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 and Literature III: Egypt. 100 Units.
Instructor(s): B. Muhs Terms Offered: Spring
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 and Literature II: Anatolian Literature. 100 Units.
Instructor(s): H. Haroutunian Terms Offered: Winter
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 and Literature III: Egypt. 100 Units.
Instructor(s): B. Muhs Terms Offered: Spring
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies

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.

NEHC 20011. Ancient Empires I: The Neo-Assyrian Empire. 100 Units.
Instructor(s): H. Haroutunian Terms Offered: Autumn
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: The Ottoman Empire. 100 Units.
Instructor(s): H. Karateke 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 25800, HIST 15603

NEHC 20013. Ancient Empires III: The Egyptian Empire of the New Kingdom. 100 Units.
Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Instructor(s): N. Moeller Terms Offered: Spring
Equivalent Course(s): CLCV 25900, HIST 15604

NEHC 20401-20402-20403. Jewish History and Society I-II-III.
Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. Students explore the ancient, medieval, and modern phases of Jewish culture(s) by means of documents and artifacts that illuminate the rhythms of daily life in changing economic, social, and political contexts. Texts in English.

NEHC 20401. Jewish History and Society I: The Archaeology of Israel - History, Society, Politics. 100 Units.
The course will offer a historical and critical perspective on 150 years of archaeology in Israel/Palestine, beginning with the first scientific endeavors of the 19th century and covering British Mandate and pre-state Jewish scholarship, as well as developments in the archaeology of Israel since 1948. I will devote particular attention to the mutual construction of archaeological interpretation and Israeli identity and to the contested role of archaeology in the public sphere both within Israeli society and in the Israeli-Palestinian conflict. The course will conclude with a discussion of the plausibility and possible content of an indigenous post-conflict archaeology in Israel and Palestine, based on 21st century paradigm shifts in archaeological discourse and field work.
Instructor(s): R. Greenberg Terms Offered: Spring
Equivalent Course(s): JWSC 20001, CRES 20001, HIST 22113, NEHC 30401, RLST 20604
NEHC 20402. Jewish History and Society II: Messianism and Modernity. 100 Units.
This course will consider the changing function of the notion of the messiah as it developed and changed in the modern era. It takes as its concrete starting point the Sabbatian Heresy of the 17th century and concludes with Derrida’s philosophical development of the concept of the messianic. The course’s aim is to use messianism as a focal point around which to consider the dynamic relationship between philosophy and Jewish civilization. It will examine the changing representations of the the Messiah within the history of Jewish civilization. Concurrently it will consider the after-effect of these representations on discourses of modernity and vice-versa, illustrating both how Enlightenment conceptions of progress helped to create the notion of “messianism” understood as an abstract idea, and how the modern/post-modern philosophical conception of the “messianic” as a force that interrupts time is dependent upon historical studies of the messianic dimension of traditional Judaism.
Instructor(s): S. Hammerschlag Terms Offered: Winter
Equivalent Course(s): JWSC 20002, HIST 22406, NEHC 30402, RLST 25801

NEHC 20403. Jewish History and Society III: Israel Society and Jewish Cultures - Religiosity, Nation, Migration. 100 Units.
The class will discuss the connections between Israeli history and Jewish history. We will explore the history of the state since its establishment, its intellectual elites, their cultural production, as well as the protests, demonstrations, and sit-ins organized by Israeli Jews in Israel during the years 1948-2012. The class will reflect on tensions between Israelis of different origins, Mizrahi, Ashkenazi and Ethiopian communities in particular, and will discuss whether the arrival of various communities of Jews to Israel signified a liberating exodus from an oppressive exile; we will therefore consider different periodizations of Israeli history in which the moment of arrival to Israel of various migrants/olim (like Holocaust survivors, Mizrahi Jews, and others) marked the beginning of a difficult journey, aimed at achieving social mobility and citizenship rights in the Jewish state. We will also look at conflicts based on religion, especially the encounters between Haredi, national-religious and secular Jews in Israel. Finally, we will explore Israel’s relations with its Palestinian citizens and the Palestinian subjects in the occupied West Bank. The class will consider instances of politicized violence in Israel, and reflect on the ways in which their analysis could inform our thinking about social identities, nationalism, and religiosity. We will try to read against, and beyond, national Zionist narratives; unpack many national silences regarding the social and economic tensions embodied in these events, and study their implications with respect to visions of pluralism, binationalism, integration, and nationalism in Israel.
Instructor(s): O. Bashkin Terms Offered: Autumn
Equivalent Course(s): JWSC 20003, HIST 22202, NEHC 30403, RLST 20605
NEHC 20402. Jewish History and Society II: Messianism and Modernity. 100 Units.
This course will consider the changing function of the notion of the messiah as it developed and changed in the modern era. It takes as its concrete starting point the Sabbatian Heresy of the 17th century and concludes with Derrida’s philosophical development of the concept of the messianic. The course’s aim is to use messianism as a focal point around which to consider the dynamic relationship between philosophy and Jewish civilization. It will examine the changing representations of the the Messiah within the history of Jewish civilization. Concurrently it will consider the after-effect of these representations on discourses of modernity and vice-versa, illustrating both how Enlightenment conceptions of progress helped to create the notion of “messianism” understood as an abstract idea, and how the modern/post-modern philosophical conception of the “messianic” as a force that interrupts time is dependent upon historical studies of the messianic dimension of traditional Judaism.
Instructor(s): S. Hammerschlag Terms Offered: Winter
Equivalent Course(s): JWSC 20002,HIST 22406,NEHC 30402,RLST 25801

NEHC 20403. Jewish History and Society III: Israel Society and Jewish Cultures - Religiosity, Nation, Migration. 100 Units.
The class will discuss the connections between Israeli history and Jewish history. We will explore the history of the state since its establishment, its intellectual elites, their cultural production, as well as the protests, demonstrations, and sit-ins organized by Israeli Jews in Israel during the years 1948-2012. The class will reflect on tensions between Israelis of different origins, Mizrahi, Ashkenazi and Ethiopian communities in particular, and will discuss whether the arrival of various communities of Jews to Israel signified a liberating exodus from an oppressive exile; we will therefore consider different periodizations of Israeli history in which the moment of arrival to Israel of various migrants/’olim (like Holocaust survivors, Mizrahi Jews, and others) marked the beginning of a difficult journey, aimed at achieving social mobility and citizenship rights in the Jewish state. We will also look at conflicts based on religion, especially the encounters between Haredi, national-religious and secular Jews in Israel. Finally, we will explore Israel’s relations with its Palestinian citizens and the Palestinian subjects in the occupied West Bank. The class will consider instances of politicized violence in Israel, and reflect on the ways in which their analysis could inform our thinking about social identities, nationalism, and religiosity. We will try to read against, and beyond, national Zionist narratives; unpack many national silences regarding the social and economic tensions embodied in these events, and study their implications with respect to visions of pluralism, binationalism, integration, and nationalism in Israel.
Instructor(s): O. Bashkin Terms Offered: Autumn
Equivalent Course(s): JWSC 20003,HIST 22202,NEHC 30403,RLST 20605
NEHC 20404-20405-20406. Jewish Thought and Literature I-II-III.
Taking these courses in sequence is not required. This sequence meets the
general education requirement in civilization studies. Students in this sequence
explore Jewish thought and literature from ancient times until the modern era
through a close reading of original sources. A wide variety of works is discussed,
including the Hebrew Bible (Old Testament) and texts representative of rabbinic
Judaism, medieval Jewish philosophy, and modern Jewish culture in its diverse
manifestations. Texts in English.

NEHC 20404. Jewish Thought and Literature I: Introduction to the Hebrew
Bible. 100 Units.
Instructor(s): J. Stackert Terms Offered: Autumn
Equivalent Course(s): NEHC 30404, JWSC 20004

NEHC 20405. Jewish Thought and Literature II: The Bible and Archaeology.
100 Units.
In this course we will look at how interpretation of evidence unearthed by
archaeologists contributes to a historical-critical reading of the Bible, and vice
versa. We will focus on the cultural background of the biblical narratives, from
the stories of Creation and Flood to the destruction of the Jerusalem temple
by the Romans in the year 70. No prior coursework in archaeology or biblical
studies is required, although it will be helpful for students to have taken JWSC
20004 (Introduction to the Hebrew Bible) in the Autumn Quarter.
Instructor(s): D. Schloen Terms Offered: Spring
Equivalent Course(s): JWSC 20005, NEHC 30405, RLST 20408

NEHC 20406. Jewish Thought and Literature III: Biblical Voices in Modern
Hebrew Literature. 100 Units.
The Hebrew Bible is the most important intertextual point of reference in
Modern Hebrew literature, a literary tradition that begins with the (sometimes
contested) claim to revive the ancient language of the Bible. In this course, we
will consider the Bible as a source of vocabulary, figurative language, voice
and narrative models in modern Hebrew and Jewish literature, considering the
stakes and the implications of such intertextual engagement. Among the topics
we will focus on: the concept of language-revival, the figure of the prophet-
poet, revisions and counter-versions of key Biblical stories (including the story
of creation, the binding of Isaac, and the stories of King David), the Song of
Songs in Modern Jewish poetry.
Instructor(s): N. Rokem Terms Offered: Spring

NEHC 20405-20406. Jewish Thought and Literature II-III.
NEHC 20405. Jewish Thought and Literature II: The Bible and Archaeology. 100 Units.
In this course we will look at how interpretation of evidence unearthed by archaeologists contributes to a historical-critical reading of the Bible, and vice versa. We will focus on the cultural background of the biblical narratives, from the stories of Creation and Flood to the destruction of the Jerusalem temple by the Romans in the year 70. No prior coursework in archaeology or biblical studies is required, although it will be helpful for students to have taken JWSC 20004 (Introduction to the Hebrew Bible) in the Autumn Quarter.
Instructor(s): D. Schloen Terms Offered: Spring
Equivalent Course(s): JWSC 20005, NEHC 30405, RLST 20408

NEHC 20406. Jewish Thought and Literature III: Biblical Voices in Modern Hebrew Literature. 100 Units.
The Hebrew Bible is the most important intertextual point of reference in Modern Hebrew literature, a literary tradition that begins with the (sometimes contested) claim to revive the ancient language of the Bible. In this course, we will consider the Bible as a source of vocabulary, figurative language, voice and narrative models in modern Hebrew and Jewish literature, considering the stakes and the implications of such intertextual engagement. Among the topics we will focus on: the concept of language-revival, the figure of the prophet-poet, revisions and counter-versions of key Biblical stories (including the story of creation, the binding of Isaac, and the stories of King David), the Song of Songs in Modern Jewish poetry.
Instructor(s): N. Rokem Terms Offered: Spring

NEHC 20406. Jewish Thought and Literature III: Biblical Voices in Modern Hebrew Literature. 100 Units.
The Hebrew Bible is the most important intertextual point of reference in Modern Hebrew literature, a literary tradition that begins with the (sometimes contested) claim to revive the ancient language of the Bible. In this course, we will consider the Bible as a source of vocabulary, figurative language, voice and narrative models in modern Hebrew and Jewish literature, considering the stakes and the implications of such intertextual engagement. Among the topics we will focus on: the concept of language-revival, the figure of the prophet-poet, revisions and counter-versions of key Biblical stories (including the story of creation, the binding of Isaac, and the stories of King David), the Song of Songs in Modern Jewish poetry.
Instructor(s): N. Rokem Terms Offered: Spring
NEHC 20411-20412-20413. Medieval Jewish History I-II-III.
This sequence does NOT meet the general education requirement in civilization studies. This three-quarter sequence deals with the history of the Jews over a wide geographical and historical range. First-quarter work is concerned with the rise of early rabbinic Judaism and development of the Jewish communities in Palestine and the Eastern and Western diasporas during the first several centuries CE. Topics include the legal status of the Jews in the Roman world, the rise of rabbinic Judaism, the rabbinic literature of Palestine in that context, the spread of rabbinic Judaism, the rise and decline of competing centers of Jewish hegemony, the introduction of Hebrew language and culture beyond the confines of their original home, and the impact of the birth of Islam on the political and cultural status of the Jews. An attempt is made to evaluate the main characteristics of Jewish belief and social concepts in the formative periods of Judaism as it developed beyond its original geographical boundaries. Second-quarter work is concerned with the Jews under Islam, both in Eastern and Western Caliphates. Third-quarter work is concerned with the Jews of Western Europe from the eleventh through the fifteenth centuries.

- **NEHC 20411. Medieval Jewish History I. 100 Units.**
  Instructor(s): N. Golb Terms Offered: Autumn
  Equivalent Course(s): JWSC 23000

- **NEHC 20412. Medieval Jewish History II. 100 Units.**
  Instructor(s): N. Golb Terms Offered: Winter
  Prerequisite(s): NEHC 20411
  Equivalent Course(s): JWSC 23100

- **NEHC 20413. Medieval Jewish History III. 100 Units.**
  Instructor(s): N. Golb Terms Offered: Spring
  Prerequisite(s): NEHC 20412
  Equivalent Course(s): HUMA 23200, JWSC 23200

**NEHC 20412-20413. Medieval Jewish History II-III.**
This three-quarter sequence deals with the history of the Jews over a wide geographical and historical range. First-quarter work is concerned with the rise of early rabbinic Judaism and development of the Jewish communities in Palestine and the Eastern and Western diasporas during the first several centuries CE. Topics include the legal status of the Jews in the Roman world, the rise of rabbinic Judaism, the rabbinic literature of Palestine in that context, the spread of rabbinic Judaism, the rise and decline of competing centers of Jewish hegemony, the introduction of Hebrew language and culture beyond the confines of their original home, and the impact of the birth of Islam on the political and cultural status of the Jews. An attempt is made to evaluate the main characteristics of Jewish belief and social concepts in the formative periods of Judaism as it developed beyond its original geographical boundaries. Second-quarter work is concerned with the Jews under Islam, both in Eastern and Western Caliphates. Third-quarter work is concerned with the Jews of Western Europe from the eleventh through the fifteenth centuries.
NEHC 20412. Medieval Jewish History II. 100 Units.
Instructor(s): N. Golb Terms Offered: Winter
Prerequisite(s): NEHC 20411
Equivalent Course(s): JWSC 23100

NEHC 20413. Medieval Jewish History III. 100 Units.
Instructor(s): N. Golb Terms Offered: Spring
Prerequisite(s): NEHC 20412
Equivalent Course(s): HUMA 23200, JWSC 23200

NEHC 20413. Medieval Jewish History III. 100 Units.
Instructor(s): N. Golb Terms Offered: Spring
Prerequisite(s): NEHC 20412
Equivalent Course(s): HUMA 23200, JWSC 23200

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: Not offered in 2014-15
Equivalent Course(s): 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: Not offered in 2024-15
Note(s): Not open to first-year students
Equivalent Course(s): 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: Not offered in 2014-15
Note(s): Not open to first-year students
Equivalent Course(s): HIST 15704

**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: Not offered in 2024-15
Note(s): Not open to first-year students
Equivalent Course(s): 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: Not offered in 2014-15
Note(s): Not open to first-year students
Equivalent Course(s): HIST 15704
NEHC 20491. Jews and Judaism in the Classical Era and Late Antiquity: From Temple to Text, from “Land” to “Torah” 100 Units.
This course will address the thousand-year evolution of post-Biblical Judaism from a Temple and Land orientation to the emergence of Rabbinic Judaism. The first section of the course will focus on the political and cultural effects of the Hellenistic and early Roman periods on Jews and Judaism, with a stress placed not only on the social and political developments in Judea but on the early stages and subsequent growth of Jewish diaspora communities as well. In this context special attention will be given to the variegated literary corpus produced by Jews both in Judea and the diaspora. The second section will analyze the changes in Jewish life and self-identity in the aftermath of the destruction of Jerusalem and the Second Temple in 70CE, and the gradual emergence of Rabbinic Judaism as an alternative expression of Jewish religious commitment. The Roman Empire’s embracing of Christianity on the one hand, and the growing assertiveness of a Babylonian Rabbinic community on the other, will also be closely examined.
Instructor(s): I. Gafni Terms Offered: Winter 2015
Equivalent Course(s): RLST 20911, HIJD 30911, JWSC 20911

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): C. Fleischer Terms Offered: Autumn
Prerequisite(s): Not open to first-year students
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 25704, HIST 35704, ISLM 30500, 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 25804, HIST 35804, 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): A. 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 25904, HIST 35904, ISLM 30700

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 25804, HIST 35804, 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): A. 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 25904, HIST 35904, ISLM 30700

NEHC 20573. The Burden of History: A 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: Winter
Equivalent Course(s): SOSL 27300, CMLT 23401, CMLT 33401, HIST 24005, HIST 34005, NEHC 30573, SOSL 37300
NEHC 20601-20602-20603. 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.

NEHC 20601. Islamic Thought and Literature I. 100 Units.
This course covers the period from ca. 600 to 950, concentrating on the career of the Prophet Muhammad; Qur’an and Hadith; the Caliphate; the development of Islamic legal, theological, philosophical, and mystical discourses; sectarian movements; and Arabic literature.
Instructor(s): T. Qutbuddin Terms Offered: Autumn
Equivalent Course(s): RLST 20401,SOSC 22000

NEHC 20602. Islamic Thought and Literature II. 100 Units.
This course covers the period from ca. 950 to 1700. We survey such works as literature, theology, philosophy, sufism, politics, and history that were written in Arabic, Persian, and Turkish. We also consider the art, architecture, and music of the Islamicate traditions. Through primary texts, secondary sources, and lectures, we 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): F. 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,SOSC 22100

NEHC 20603. Islamic Thought and Literature III. 100 Units.
This course covers the period from ca. 1700 to the present, exploring works of Arab intellectuals who interpreted various aspects of Islamic philosophy, political theory, and law in the modern age. We look at diverse interpretations concerning the role of religion in a modern society, at secularized and historicized approaches to religion, and at the critique of both religious establishments and nation-states as articulated by Arab intellectuals. Generally, we discuss secondary literature first and the primary sources later.
Instructor(s): O. Bashkin Terms Offered: Spring
Note(s): This course does not apply to the medieval studies major or minor. Equivalent Course(s): RLST 20403,SOSC 22200

NEHC 20602. Islamic Thought and Literature II. 100 Units.
This course covers the period from ca. 950 to 1700. We survey such works as literature, theology, philosophy, sufism, politics, and history that were written in Arabic, Persian, and Turkish. We also consider the art, architecture, and music of the Islamicate traditions. Through primary texts, secondary sources, and lectures, we 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): F. 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,SOSC 22100
NEHC 20603. Islamic Thought and Literature III. 100 Units.
This course covers the period from ca. 1700 to the present, exploring works of Arab intellectuals who interpreted various aspects of Islamic philosophy, political theory, and law in the modern age. We look at diverse interpretations concerning the role of religion in a modern society, at secularized and historicized approaches to religion, and at the critique of both religious establishments and nation-states as articulated by Arab intellectuals. Generally, we discuss secondary literature first and the primary sources later.
Instructor(s): O. Bashkin Terms Offered: Spring
Note(s): This course does not apply to the medieval studies major or minor.
Equivalent Course(s): RLST 20403, SOSC 22200

NEHC 20634. North Africa, Late Antiquity to Islam. 100 Units.
Examination of topics in continuity and change from the third through ninth centuries CE, including changes in Roman, Vandalic, Byzantine, and early Islamic Africa. Topics include the waning of paganism and the respective spread and waning of Christianity, the dynamics of the seventh-century Muslim conquest and Byzantine collapse. Transformation of late antique North Africa into a component of Islamic civilization. Topography and issues of the autochthonous populations will receive some analysis. Most of the required reading will be on reserve, for there is no standard textbook. Readings in translated primary sources as well as the latest modern scholarship. Final examination and ten-page course paper.
Instructor(s): W. Kaegi Terms Offered: Autumn
Equivalent Course(s): HIST 25701, HIST 35701, CRES 25701, CLCV 20200, CLAS 30200, NEHC 30634

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): K. Arik Terms Offered: Spring
Prerequisite(s): Knowledge of Arabic and/or Islamic studies helpful but not required
Equivalent Course(s): ANTH 25905, EEUR 23400, EEUR 33400, MUSI 23503, MUSI 33503
NEHC 20885. Returning the Gaze: The Balkans and Western Europe. 100 Units.
This course investigates the complex relationship between South East European self-representations and the imagined Western "gaze" for whose benefit the nations stage their quest for identity and their aspirations for recognition. We also think about differing models of masculinity, the figure of the gypsy as a metaphor for the national self in relation to the West, and the myths Balkans tell about themselves. We conclude by considering the role that the imperative to belong to Western Europe played in the Yugoslav wars of succession. Some possible texts/films are Ivo Andric, *Bosnian Chronicle*; Aleko Konstantinov, *Baj Ganyo*; Emir Kusturica, *Underground*; and Milcho Manchevski, *Before the Rain*.
Instructor(s): A. Ilieva Terms Offered: Autumn
Equivalent Course(s): SOSL 27200,CMLT 23201,CMLT 33201,NEHC 30885,SOSL 37200

NEHC 26106. The Medieval Persian Romance: Gorgani’s Vis and Ramin. 100 Units.
This class is an inquiry into the medieval romance genre through the close and comparative reading of one of its oldest extant representatives, Gorgâni’s *Vis & Râmin* (c. 1050). With roots that go back to Late Antiquity, this romance is a valuable interlocutor between the Greek novel and the Ovidian erotic tradition, Arabic love theory and poetics, and well-known European romances like *Tristan*, *Lancelot*, and *Cligès*: a sustained exploration of psychological turmoil and moral indecision, and a vivid dramatization of the many contradictions inherent in erotic theory, most starkly by the lovers’ faithful adultery. By reading *Vis & Râmin* alongside some of its generic neighbors (*Kallirrhoë*, *Leukippe*, *Tristan*, *Cligès*), as well as the love-theories of writers like Plato, Ovid, Avicenna, Jâhiz, Ibn Hazm, and Andreas Cappellanus, we will map out the various kinds of literary work the romance is called upon to do, and investigate the myriad and shifting conceptions of romantic love as performance, subjectivity, and moral practice. An optional section introducing selections from the original text in Persian will be available if there is sufficient student interest.
Instructor(s): C. Cross Terms Offered: Spring
Equivalent Course(s): RLLT 26106,FNDL 26106

NEHC 26514. Travel and Pilgrimage in the Roman Empire. 100 Units.
This course will take a trip around the Roman Empire, exploring the different motivations and contexts for travel in Antiquity. Through surviving literary texts we will survey varieties of travel, including military campaigns, scientific exploration, conquest, commerce and piracy, economic displacement, pilgrimage, and even tourism. Stops in different provinces of the Empire will provide geographical information as well as details about the practicalities of travel: vessels, caravans and other means, cost of travel, infrastructure at the traveler’s disposal, maritime and land routes, safe-conducts, guidebooks and language aids for the traveler. Along the way, the course will also provide an introduction to the diversity and uniformity of the Roman Empire.
Instructor(s): S. Torallas Tovar Terms Offered: Autumn
Equivalent Course(s): CLCV 26514,CLAS 36514,NEHC 36514
NEHC 26914. Death in the Classical World: Texts and Monuments. 100 Units.
This course will focus on the evolution of beliefs and rituals related to death in the Mediterranean cultures of the Greek world and the Roman Empire, including the Egyptians among others. The course will draw on literary and documentary sources as well as archaeology and remnants of material culture. The topics that will be covered include not only the practicalities of death (funerary rituals, legal aspects of death like wills and inheritance), but also beliefs and myths of the afterlife, magical rituals such as necromancy, the impact of Christianization on Roman understandings of death, and later Christian developments like the cult of the saints. Instructor(s): S. Torallas Tovar Terms Offered: Spring Equivalent Course(s): CLCV 26914, CLAS 36914, NEHC 36914

NEHC 28002. Islamic Art and Architecture of the Medieval Perso-Turkic Courts (11th–15th Centuries) 100 Units.
This course considers art and architecture patronized by the Seljuk, Mongol, and Timurid courts from Anatolia to Central Asia from the eleventh to the fifteenth centuries. While the princes of these courts were of Turkic and/or Mongol origin, they adopted many of the cultural and artistic expectations of Perso-Islamicate court life. Further, many objects and monuments patronized by these courts belong to artistic histories variously shared with non-Islamic powers from the Byzantine Empire to China. Questions of how modern scholars have approached and categorized the arts and architecture of these courts will receive particular attention. Each student will write a historiographic review essay with a research component. Instructor(s): P. Berlekamp Terms Offered: Winter Equivalent Course(s): ARTH 28002, ARTH 38002, NEHC 38002

NEHC 29700. Reading and Research Course. 100 Units.
Students are required to submit the College Reading and Research Course Form. Autumn, Winter, Spring.
Prerequisite(s): Consent of faculty adviser and counselor for undergraduate studies

NEHC 29800. BA Paper Seminar. 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 writing the BA paper. Instructor(s): A. El-Shamsy Terms Offered: Autumn
Prerequisite(s): Consent of instructor and counselor for undergraduate studies

NEHC 29999. BA Paper Preparation. 100 Units.
Students are required to submit the College Reading and Research Course Form. In consultation with a faculty research adviser and with consent of the counselor for undergraduate studies, students devote the equivalent of a one-quarter course to the preparation of the BA paper. Instructor(s): A. El-Shamsy Terms Offered: Winter
Prerequisite(s): Consent of instructor and counselor for undergraduate studies
NEAR EASTERN LANGUAGES & CIVILIZATIONS - 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.
Instructor(s): S. Ghahremani, H. Khafipour Terms Offered: Autumn
Note(s): The class meets for three hours a week with the instructor and for two hours a week with a native speaker who conducts grammatical drills and Persian conversation.

PERS 10102. Elementary Persian II. 100 Units.
Instructor(s): S. Ghahremani, H. Khafipour Terms Offered: Winter
Prerequisite(s): PERS 10101
Note(s): The class meets three hours a week with the instructor and two hours with a native informant who conducts grammatical drills and Persian conversation.

PERS 10103. Elementary Persian III. 100 Units.
Instructor(s): S. Ghahremani, H. Khafipour Terms Offered: Spring
Prerequisite(s): PERS 10102
Note(s): The class meets for three hours a week with the instructor and for two hours a week with a native speaker who conducts grammatical drills and Persian conversation.

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.
Instructor(s): S. Ghahremani Terms Offered: Autumn
Prerequisite(s): PERS 10103 or consent of instructor
Note(s): The class meets for three hours a week with the instructor; with enough interested students, the class meets for an additional two hours a week with a native speaker who conducts grammatical drills and Persian conversation.

PERS 20102. Intermediate Persian II. 100 Units.
Instructor(s): S. Ghahremani Terms Offered: Winter
Prerequisite(s): PERS 20101 or consent of the instructor
Note(s): The class meets for three hours a week with the instructor; with enough interested students, the class meets for an additional two hours a week with a native speaker who conducts grammatical drills and Persian conversation.

PERS 20103. Intermediate Persian III. 100 Units.
Instructor(s): S. Ghahremani Terms Offered: Spring
Prerequisite(s): PERS 20202 or consent of the instructor
Note(s): 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.

PERS 20320. Persian Poetry: Shahnameh of Ferdowsi. 100 Units.
Instructor(s): F. Lewis Terms Offered: Autumn
Prerequisite(s): At least two years of Persian
Equivalent Course(s): PERS 30320

PERS 20321. Persian Poetry: Shahnameh II. 100 Units.
Instructor(s): F. Lewis Terms Offered: Winter
Prerequisite(s): PERS 20320, at least two years of Persian
Equivalent Course(s): PERS 30321
NEAR EASTERN LANGUAGES & CIVILIZATIONS - 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.
Instructor(s): K. Arik Terms Offered: Autumn
Note(s): The class meets for five hours a week
Equivalent Course(s): LGLN 18711

TURK 10102. Elementary Turkish II. 100 Units.
Instructor(s): K. Arik Terms Offered: Winter
Prerequisite(s): TURK 10101
Note(s): This class meets for five hours a week
Equivalent Course(s): LGLN 18712

TURK 10103. Elementary Turkish III. 100 Units.
Instructor(s): K. Arik Terms Offered: Spring
Prerequisite(s): TURK 10102
Note(s): This class meets for five hours a week
Equivalent Course(s): LGLN 18713

TURK 10105-10106-10107. Introduction to Old Turkic I-II-III.
An introductory course in the written language of the Orkhon Inscriptions, dating back to the fifth-to-eighth-century Kök Türk 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.

TURK 10105. Introduction to Old Turkic I. 100 Units.
Instructor(s): K. Arik Terms Offered: Autumn
Prerequisite(s): One year of a Turkic language or the equivalent, and/or consent of the instructor
TURK 10106. Introduction to Old Turkic II. 100 Units.
Instructor(s): K. Arik Terms Offered: Winter
Prerequisite(s): TURK 10105

TURK 10107. Introduction to Old Turkic III. 100 Units.
Instructor(s): K. Arik Terms Offered: Spring
Prerequisite(s): TURK 10106

TURK 10106. Introduction to Old Turkic II. 100 Units.
Instructor(s): K. Arik Terms Offered: Winter
Prerequisite(s): TURK 10105

TURK 10107. Introduction to Old Turkic III. 100 Units.
Instructor(s): K. Arik Terms Offered: Spring
Prerequisite(s): TURK 10106

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.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): TURK 10103, or equivalent with intermediate level proficiency test.

TURK 20102. Intermediate Turkish II. 100 Units.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): TURK 20101

TURK 20103. Intermediate Turkish III. 100 Units.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): TURK 20102

TURK 20102. Intermediate Turkish II. 100 Units.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): TURK 20101

TURK 20103. Intermediate Turkish III. 100 Units.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): TURK 20102
NEAR EASTERN LANGUAGES & CIVILIZATIONS - UGARITIC COURSES

UGAR 20101-20102-20103. Ugaritic I-II-III.
This is the introductory sequence to Ugaritic, a language of the Northwest-Semitic group that is attested on tablets dating to the Late Bronze Age. This sequence is offered in alternate years.

UGAR 20101. Ugaritic I. 100 Units.
Instructor(s): D. Pardee Terms Offered: Autumn
Prerequisite(s): Second-year standing and one year of Classical Hebrew

UGAR 20102. Ugaritic II. 100 Units.
Instructor(s): D. Pardee Terms Offered: Winter
Prerequisite(s): UGAR 20101

UGAR 20103. Ugaritic III. 100 Units.
Instructor(s): D. Pardee Terms Offered: Spring
Prerequisite(s): UGAR 20102

NEAR EASTERN LANGUAGES & CIVILIZATIONS - UZBEK COURSES

UZBK 10101-10102-10103. Elementary Modern Literary Uzbek I-II-III.
This sequence enables students to reach an intermediate level of proficiency in speaking, reading, and writing modern literary Uzbek, the most widely spoken Turkic language after Turkish. Students learn both the recently implemented Latin script and the older Cyrillic script versions of the written language and view audio-video materials in Uzbek on a weekly basis. Subsequent semesters and Intermediate and Advanced Uzbek are offered based on interest.

UZBK 10101. Elementary Modern Literary Uzbek I. 100 Units.
Instructor(s): Staff Terms Offered: Autumn
Note(s): This class meets five days a week.

UZBK 10102. Elementary Modern Literary Uzbek II. 100 Units.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): UZBK 10101
Note(s): This class meets five days a week.

UZBK 10103. Elementary Modern Literary Uzbek III. 100 Units.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): UZBK 10102
Note(s): This class meets five days a week.

UZBK 10102. Elementary Modern Literary Uzbek II. 100 Units.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): UZBK 10101
Note(s): This class meets five days a week.
UZBK 10103. Elementary Modern Literary Uzbek III. 100 Units.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): UZBK 10102
Note(s): This class meets five days a week.
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 - Divisional Courses 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.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Open only to New Collegiate Division students with 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 P/F grading.
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.

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 at the end 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: German Idealism), 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**

<table>
<thead>
<tr>
<th>Two of the following:</th>
<th>200</th>
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<tbody>
<tr>
<td>PHIL 25000 History of Philosophy I: Ancient Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHIL 26000 History of Philosophy II: Medieval and Early Modern Philosophy</td>
<td></td>
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<tr>
<td>PHIL 27000 History of Philosophy III: German Idealism</td>
<td></td>
</tr>
<tr>
<td>PHIL 20100 Elementary Logic (or approved alternative course in logic)</td>
<td>100</td>
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</tbody>
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<table>
<thead>
<tr>
<th>One of the following:</th>
<th>300</th>
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<tbody>
<tr>
<td>One from field A and two from field B</td>
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<tr>
<td>Two from field A and one from field B</td>
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</tbody>
</table>

| 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
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 the three quarters of their fourth year; students must register for PHIL 29901 Senior Seminar I and PHIL 29902 Senior Seminar II in two of these three quarters.

**Summary of Requirements: Intensive Track**

<table>
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<tr>
<th>Two of the following:</th>
<th>200</th>
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<tbody>
<tr>
<td>PHIL 25000</td>
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<tr>
<td>History of Philosophy I: Ancient Philosophy</td>
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<td>History of Philosophy III: German Idealism</td>
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<tr>
<td>PHIL 20100</td>
<td>100</td>
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<tr>
<td>Elementary Logic (or approved alternative course in logic)</td>
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</table>

<table>
<thead>
<tr>
<th>One of the following:</th>
<th>300</th>
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<tbody>
<tr>
<td>One from field A and two from field B</td>
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<tr>
<td>Two from field A and one from field B</td>
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<tr>
<td>PHIL 29200</td>
<td>100</td>
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<tr>
<td>Junior Tutorial</td>
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<td>PHIL 29300</td>
<td>100</td>
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<tr>
<td>Senior Tutorial</td>
<td></td>
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<tr>
<td>PHIL 29601</td>
<td>100</td>
</tr>
<tr>
<td>Intensive Track Seminar</td>
<td></td>
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<tr>
<td>PHIL 29901 &amp; PHIL 29902</td>
<td>200</td>
</tr>
<tr>
<td>Senior Seminar I and Senior Seminar II</td>
<td></td>
</tr>
<tr>
<td>Two additional courses in philosophy *</td>
<td>200</td>
</tr>
</tbody>
</table>

| 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: German Idealism
- PHIL 20100 Elementary Logic (or approved alternative course in logic)

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

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 all three quarters, and though attendance during all three is required, participants will only register for two of the three quarters. Students should register for PHIL 29901 Senior Seminar I in Autumn (or Winter) Quarter and for PHIL 29902 Senior Seminar II in Winter (or Spring) 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 one will be counted toward the track's total-units requirement.

**GRADING**

All courses for all tracks must be taken for a quality grade.

**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

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 25000</td>
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</tr>
<tr>
<td>PHIL 27000</td>
<td>History of Philosophy III: German Idealism</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>PHIL 25000</td>
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<td>History of Philosophy II: Medieval and Early Modern Philosophy</td>
</tr>
<tr>
<td>PHIL 27000</td>
<td>History of Philosophy III: German Idealism</td>
</tr>
</tbody>
</table>

One from field A 100

One from field B 100

Three additional courses in philosophy 300

Total Units 600

**Philosophy Courses**

**PHIL 20100. Elementary Logic. 100 Units.**

Open to college and grad students. Course not for field credit. An introduction to the techniques of modern logic. These include the representation of arguments in symbolic notation, and the systematic manipulation of these representations in order to show the validity of arguments. Regular homework assignments, in class test and final examination. No prerequisites.

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

Note(s): Course not for field credit.

Equivalent Course(s): CHSS 33500, HIPS 20700, PHIL 30000
**PHIL 20117.** Tractarian Themes in the History of Philosophy. 100 Units.
The course will take up a number of themes that are central to Wittgenstein’s *Tractatus* as they arise in the history of philosophical thought about logic—themes that arise out of questions such as the following: What is the status of the basic law(s) of logic? Is it possible to draw a limit to logical thought? What is the status of the reflecting subject of logical inquiry? What is the relation between the logical and the psychological? What, if anything, is the relation between the following two inquiries into forms of unity: “What is the unity of the judgment (or the proposition)?” and “What is the unity of the judging subject?” What (if any) sort of distinction between form and matter is relevant to logic? How should one understand the formality of logic? How, and how deeply, does language matter to logic? Topics will include various aspects of Aristotle’s logical theory and metaphysics, Descartes’s Doctrine of the Creation of Eternal Truth, Kant on Pure General and Transcendental Logic, Frege on the nature of a proper Begriffsschrift and what it takes to understand what that is, and early Wittgenstein’s inheritance and treatment of all of the above. Secondary readings will be from Jan Lukasiewicz, John MacFarlane, Clinton Tolley, Sebastian Roedl, Matt Boyle, John McDowell, Elizabeth Anscombe, Cora Diamond, Peter Geach, Matthias Haase, Thomas Ricketts, and Peter Sullivan. (III)
Instructor(s): J. Conant, I. Kimhi Terms Offered: Winter
Equivalent Course(s): PHIL 30117

**PHIL 20212.** Ethics with Anscombe. 100 Units.
Elizabeth Anscombe has deeply influenced moral philosophy ever since the publication of her book *Intention* and the article “Modern Moral Philosophy.” The rise of contemporary Virtue Ethics is only one indication of this influence, and the important themes addressed in those writings are only some among a great many topics raised and absorbingly discussed in Anscombe’s work on ethics and matters moral. This course is intended to track and discuss the most central issues she brings to our attention in her uniquely original and searching way. It is to cover both questions in the area of “meta-ethics” and the discussion of basic moral standards, including such topics as: teleological and psychological foundations; kinds and sources of practical necessity; the importance of truth; practical reasoning; morally relevant action descriptions; intention and consequence; “linguistically created” institutions; knowledge and certainty in moral matters; upbringing versus conscience; sex and marriage; war and murder; man’s spiritual nature.
Instructor(s): A. Mueller Terms Offered: Spring
Equivalent Course(s): PHIL 30212

**PHIL 21300.** Tutorial. 100 Units.
Instructor(s): Staff Terms Offered: Winter, Spring
PHIL 21600. Introduction to Political Philosophy. 100 Units.
In this class we will investigate what it is for a society to be just. In what sense are the members of a just society equal? What freedoms does a just society protect? Must a just society be a democracy? What economic arrangements are compatible with justice? In the second portion of the class we will consider one pressing injustice in our society in light of our previous philosophical conclusions. Possible candidates include, but are not limited to, racial inequality, economic inequality, and gender hierarchy. Here our goal will be to combine our philosophical theories with empirical evidence in order to identify, diagnose, and effectively respond to actual injustice. (A)
Instructor(s): B. Laurence Terms Offered: Winter
Equivalent Course(s): GNSE 21601,LLSO 22612,PLSC 22600

PHIL 21610. Medical Ethics: Who Decides and on What Basis? 100 Units.
Decisions about medical treatment take place in the context of changing health care systems, changing ideas about rights and obligations, and among doctors and patients who have diverse religious and cultural backgrounds. By means of historical, philosophical, and medical readings, this course examines such issues as paternalism, autonomy, the commodification of the body, and the enhancement of mental and/or physical characteristics. (A)
Instructor(s): D. Brudney, Staff Terms Offered: Winter 2015
Prerequisite(s): Third- or fourth-year standing
Note(s): This course does not meet requirements for the biological science major.
Equivalent Course(s): BPRO 22610,BIOS 29313,HIPS 21911

PHIL 21700. Human Rights I: 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): B. Laurence Terms Offered: Spring 2015
Equivalent Course(s): HMRT 20100,HMRT 30100,PHIL 31600,HIST 29301,HIST 39301,INRE 31600,LAWS 41200,MAPH 40000,LLSO 25100

PHIL 22000. Introduction to the 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): K. Davey Terms Offered: Winter
Equivalent Course(s): HIST 25109,HIST 35109,PHIL 32000
PHIL 22820. Philosophy and Public Education. 100 Units.
This course will critically survey the various ways in which philosophy curricula are
developed and used in different educational contexts and for different age groups.
Considerable attention will be devoted to the growing movement in the U.S. for
public educational programs in precollegiate philosophy.
Instructor(s): R. Schultz Terms Offered: Winter
Equivalent Course(s): PLSC 22825

PHIL 23000. Introduction to Metaphysics and Epistemology. 100 Units.
In this course we will explore some of the central questions in epistemology and
metaphysics. In epistemology, these questions will include: What is knowledge?
What facts or states justify a belief? How can the threat of skepticism be adequately
answered? How do we know what we (seem to) know about mathematics and
morality? In metaphysics, these questions will include: What is time? What is
the best account of personal identity across time? Do we have free will? We will
also discuss how the construction of a theory of knowledge ought to relate to
the construction of a metaphysical theory—roughly speaking, what comes first,
epistemology or metaphysics? (B)
Instructor(s): B. Callard Terms Offered: Autumn

PHIL 23005. Metaphysics and Ethics of Death. 100 Units.
What is death, and what is its significance for our lives and how we lead them? In
this course we will tack back and forth between the metaphysics of death (What
is nonexistence? Are death and pre-birth metaphysically symmetrical?) and the
ethical questions raised by death (Is death a misfortune—something we should fear
or lament? Should we be glad not to be immortal? How should we understand the
ethics of abortion and capital punishment?) Our exploration of these issues will
take us through the work of many figures in the Western philosophical tradition
(Plato, Augustine, Descartes, Schopenhauer, Nietzsche, Heidegger), but we will be
concentrating on the recent and dramatic flowering of work on the subject.
Instructor(s): B. Callard Terms Offered: Spring
Equivalent Course(s): PHIL 33005
PHIL 23011. Faith and Reason. 100 Units.
Recently, a number of best-selling books by professional philosophers like Daniel Dennett (Breaking the Spell), scientists like Richard Dawkins (The God Delusion), and popular writers like Sam Harris (The End of Faith) have argued that modern science shows that religious faith is fundamentally irrational. This argument has not gone unanswered (for example, by Francis Collins in The Language of God and by Pope Benedict XVI in his Regensburg lecture). This course will examine the relationship between religious faith and reason. We will discuss four positions: (1) reason and faith are in conflict, and it is best to abandon science in favor of faith (religious fundamentalism); (2) reason and faith are in conflict, and it is best to abandon faith in favor of science (scientific atheism); (3) reason and faith do not make cognitive contact, and one can freely choose faith without conflict with reason (“non-overlapping magisteria,” fideism); (4) reason and faith do make cognitive contact but are mutually supporting, not in conflict (harmonious compatibilism). We will focus on contemporary debates but also consider their historical roots (for example, Aquinas, Leibniz, Voltaire, Hume, William James). Among the topics to be discussed will be the nature of reason and faith, arguments for and against the existence of God, the problem of evil, evolution and intelligent design, cosmology and the origin of the universe, the rationality of belief in miracles and the supernatural, and evolutionary and neuroscientific explanations of religious belief and religious experience. (B)
Instructor(s): M. Kremer Terms Offered: Autumn
Equivalent Course(s): RLST 23011

PHIL 23020. Agency and Self-Knowledge. 100 Units.
(B)
Instructor(s): D. Finkelstein Terms Offered: Winter

PHIL 23408. Introduction to Being and Time. 100 Units.
The aim of this course is to introduce one of the most important and discussed works pertaining to the continental field of philosophy of the 20th century: Heidegger’s Being and Time. The course is structured by two main movements. On the one hand we introduce the main and fundamental concepts developed by Heidegger in his work through analytic sessions devoted to the most important sections of Sein und Zeit. On the other hand, we follow the way Sein und Zeit was received and discussed in the field of French contemporary continental philosophy, especially through Derrida’s and Levinas’s interpretations and discussions of Sein und Zeit. The double structure of our itinerary obeys a philosophical necessity which takes the form of a leading question: Is it possible to think beyond the primacy of the horizon of Being—drawn by Heidegger in Sein und Zeit—anything like an "Otherwise than Being"? And if so, we will have to elucidate why and in what sense such an alternative horizon of sense does not entail the abandonment of the Heideggerian Question of Being, but leads, on the contrary, to the full explanation of the background without which the Question of Being raised by Sein und Zeit becomes unintelligible.
Instructor(s): R. Moati Terms Offered: Winter
Equivalent Course(s): FNDL 23408, PHIL 33408
PHIL 24025. Reference and Description. 100 Units.
The question how thought and speech refers, and in particular what role
descriptions play in a comprehensive philosophical analysis of referring
expressions, has played an outstanding role in 20th century philosophy and remains
influential until today. In this class we will trace the discussion about the relation
between reference and description from Fregean beginnings to the most recent
two-dimensionalist attempts to overcome Kripke's seminal arguments against
descriptive analyses of referring expressions. Throughout, we will try to reach
a better understanding of why questions about reference and description are of
foundational importance for a range of topics that are central to philosophical
theorizing, including the analysis of propositional attitudes such as belief and
knowledge, the nature of possibility and necessity, the question of whether there is
a level of mental experience that is epistemically transparent, the relation between
thought and language, the role of the principle of compositionality in semantics, and
the intersection between semantics and pragmatics. (B)
Instructor(s): M. Willer Terms Offered: Autumn
Equivalent Course(s): PHIL 34025

PHIL 24097. On the Origins of Morality and Religion: Nietzsche's and Freud's
Genealogical Methods. 100 Units.
Are our moral and religious values eternal and unchanging or were they shaped
by contingent historical events in the distant past? If the latter is the case, did these
events leave traces in our psychology in a manner which is not immediately obvious
and accessible to us, but which could nevertheless become accessible? What would
be the implications of such historical and psychological influences for our moral
and religious values: Might we need to reassess, and perhaps radically alter, all or
some of our moral and religious beliefs? In this course we will discuss Friedrich
Nietzsche's and Sigmund Freud's original answers to these questions. In the first
part of the course, we will examine Nietzsche's project of criticizing morality and
religion, especially via a close reading of his Genealogy of Morals. We will discuss
such themes as his genealogical account of Christian morality, the development
and moralization of our conscience through religion, and will to power and the
nature of truth. We will also consider broader explanatory and normative issues,
such the scope and ambitions of Nietzsche's critique of morality and its meta-ethical
implications. In the second part of the course, we will read most of Freud's cultural
texts, such as Totem and Taboo, The Future of an Illusion, Civilization and Its Discontents,
and Moses and Monotheism, and discuss his genealogical accounts of morality
and religion and their complex relations to human psychology. Throughout our
discussion, we will be concerned with Freud's notion of the unconscious and models
of the psyche, as well as with the transition from individual to group psychology.
Finally, we will also critically assess the status and plausibility of Nietzsche's and
Freud's respective accounts: Are these two philosophers telling us factual historical
stories, mere psychological stories, or a combination of both? In order to answer
these questions, we will read works by leading philosophers and psychoanalysts, as
well as passages from Scripture.
Instructor(s): N. Ben Moshe Terms Offered: Spring
PHIL 24208. Cicero on Friendship and Aging. 100 Units.
Two of Cicero's most enduring works are De Amicitia (On Friendship) and De Senectute (On Old Age). We will read the entirety of both works in Latin and study their relationship to Cicero's thought and life. Other readings in translation will include related works of Cicero and quite a few of his letters to Atticus and other friends. The first hour of each course meeting will be devoted to translation, the rest to discussion, in order to give opportunities for auditors who are reading in translation. The requirements include a midterm, a final exam, and a paper. Anyone from anywhere in the University may register if you meet the prerequisite.
Instructor(s): M. Nussbaum Terms Offered: Winter
Prerequisite(s): This is a Latin course that presupposes five quarters of Latin or the equivalent preparation. Others interested in taking it may register for an Independent Study and have different requirements, more writing and no Latin, but they will take a final exam (different).
Equivalent Course(s): PHIL 34208,FNDL 24208,LAWS 52403,LATN 28614,CLAS 38614,RETH 38614

PHIL 24301. Science and Aesthetics in the Eighteenth to the Twenty-First Centuries. 100 Units.
One can distinguish four ways in which science and aesthetics are related during the last three centuries. First, science has been the subject of artistic effort in painting and photography and in poetry and novels (e.g., in Goethe’s poetry or in H. G. Wells’s Island of Doctor Moreau). Second, science has been used to explain aesthetic effects (e.g., Helmholtz’s work on the way painters achieve visual effects or musicians achieve tonal effects). Third, aesthetic means have been used to convey scientific conceptions (e.g., through illustrations in scientific volumes or through aesthetically affective and effective writing). Finally philosophers have stepped back to consider the relationship between scientific knowing and aesthetic comprehension (e.g., Kant and Bas van Fraassen). In this course, we will consider these four modes of relationship. The first part of the quarter will be devoted to Kant, reading carefully his third critique; then we will turn to Goethe and Helmholtz, both feeling the impact of Kant, and to Wells, a student of T. H. Huxley. We then consider more contemporary modes expressive of the relationship, especially the role of illustrations in science and the work of contemporary philosophers like Fraassen.
Instructor(s): R. Richards Terms Offered: Winter
Equivalent Course(s): HIST 25506,HIST 35506,HIPS 25506,CHSS 35506,PHIL 34301

PHIL 24602. The Analytic Tradition. 100 Units.
In this course we will read and consider some seminal texts in the analytic tradition of philosophical thought.
Instructor(s): J. Conant Terms Offered: Autumn
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. (A)
Instructor(s): A. Davidson Terms Offered: Autumn
Note(s): One prior philosophy course is strongly recommended.
Equivalent Course(s): CMLT 25001, FNDL 22001, GNSE 23100, HIPS 24300

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): A. Callard Terms Offered: Autumn
Prerequisite(s): Completion of the general education requirement in humanities
Equivalent Course(s): CLCV 22700

PHIL 25115. Topics in the Philosophy of Religion: The Challenge of Suffering from Job to Primo Levi. 100 Units.
This course will focus on authors from the Jewish tradition, although some attention will be given to Catholic and Protestant perspectives, as found, for example, in liberation theology and in certain forms of religious existentialism. We will look at the various ways in which contemporary philosophers of Judaism have dealt with suffering, evil and God, especially after the experience of the Shoah. We will examine the often repeated claim that Judaism has approached the philosophical and religious challenges of suffering more through an ethics of suffering than on the basis of a metaphysics of suffering. After an introductory discussion of Maimonides on the Book of Job, readings for the course may come from authors such as E. Lévinas, J.B. Soloveitchik, Y. Leibowitz, H. Jonas, A. Lichtenstein, D.W. Halivni, D. Shatz, and E. Berkovits. The course will culminate in a philosophical analysis of some of the most important writings of Primo Levi.
Instructor(s): A. Davidson Terms Offered: Winter
Equivalent Course(s): DVPR 35115, HIJD 35115, ITAL 25115, ITAL 35115, PHIL 35115, RLST 25115

PHIL 25706. Phaedo. 100 Units.
This class will be a close reading of Plato’s *Phaedo*, which is a dialogue about what it means to die, and what kinds of things escape death. In addition to interesting ourselves in the—dramatic and philosophical—structure of the dialogue as a whole, we will carefully examine each of Socrates’ arguments for the immortality of the soul. We will also read some contemporary philosophical literature both on the *Phaedo* itself and on the problem of the afterlife. (IV)
Instructor(s): A. Callard Terms Offered: Winter
Equivalent Course(s): FNDL 25706, PHIL 35706
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 this period, including Anselm, Aquinas, Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, and Hume.
Instructor(s): B. Callard Terms Offered: Winter
Prerequisite(s): Completion of the general education requirement in humanities required; PHIL 25000 recommended
Equivalent Course(s): HIPS 26000

PHIL 27000. History of Philosophy III: German Idealism. 100 Units.
This course attempts to provide a broad survey of German philosophy from the time of Kant into the 19th century. This course is an introduction to German Idealism, through readings of Kant’s first and second Critiques, Fichte’s Vocation of the Scholar, and Hegel’s Phenomenology of Spirit. We will focus especially on the concept of “recognition” and examine why for Kant and Fichte the social recognition—the recognition of the Other as a free agent—becomes intelligible thanks to practical reason. Once this background is clarified, we will then discuss Hegel's famous “Master-Slave Dialectic” and try to explain the meaning of the so-called “struggle for recognition” in the economy of the Phenomenology of Spirit.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): Completion of the general education requirement in humanities

PHIL 28010. Introduction to the Philosophy of Language. 100 Units.
An introduction to philosophical thought about the nature of language. The questions we will address include: What is meaning? What is truth? How does language relate to thought? How do languages relate to each other? What is metaphor? What is fiction? The focus will be on classic work in the analytic tradition (Frege, Russell, Wittgenstein, Carnap, Tarski, Quine, Austin, Grice, Davidson, Donnellan, Putnam, Searle, Kaplan, Kripke) but we will also read, and relate to this modern work, some current work in the philosophical literature and some seminal discussions of language in the writings of Plato and Aristotle. (II)
Instructor(s): B. Callard Terms Offered: Autumn
Equivalent Course(s): PHIL 38010

PHIL 29100. Reading Course: Philosophy. 100 Units.
Instructor(s): Staff Terms Offered: 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

PHIL 29200. Junior Tutorial. 100 Units.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Open only to intensive-track 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.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Open only to intensive-track majors
Note(s): Junior and senior sections meet together. No more than two tutorials may be used to meet program requirements.

PHIL 29425. Logic for Philosophy. 100 Units.
Key contemporary debates in the philosophical literature often rely on formal tools and techniques that go beyond the material taught in an introductory logic class. A robust understanding of these debates—and, accordingly, the ability to meaningfully engage with a good deal of contemporary philosophy—requires a basic grasp of extensions of standard logic such as modal logic, multi-valued logic, and supervaluations, as well as an appreciation of the key philosophical virtues and vices of these extensions. The goal of this course is to provide students with the required logic literacy. While some basic metalogical results will come into view as the quarter proceeds, the course will primarily focus on the scope (and, perhaps, the limits) of logic as an important tool for philosophical theorizing. (B)
Instructor(s): M. Willer Terms Offered: Winter
Equivalent Course(s): PHIL 39425

PHIL 29601. Intensive Track Seminar. 100 Units.
Topic: Language and Skepticism. In this course we will examine attempts to solve the problem of philosophical skepticism through reflection on the nature of linguistic meaning. We will focus on three such attempts: early 20th-century logical empiricism, mid-20th-century ordinary-language philosophy, and the contemporary movement of epistemological contextualism. In each case, we will ask whether the claims advanced about the nature of language can be sustained, and whether they really do have the power to defeat the skeptical challenge.
Instructor(s): J. Bridges Terms Offered: Autumn
Prerequisite(s): Open only to third-year students who have been admitted to the intensive track program.

PHIL 29700. Reading Course: Philosophy. 100 Units.
Instructor(s): Staff Terms Offered: Autumn

PHIL 29901. Senior Seminar I. 100 Units.
Students writing senior essays register once for PHIL 29901, in either the Autumn or Winter Quarter, and once for PHIL 29902, in either the Winter or Spring Quarter. (Students may not register for both PHIL 29901 and 29902 in the same quarter.) The senior seminar meets all three quarters, and students writing essays are required to attend throughout.
Instructor(s): Kevin Davey, Staff Terms Offered: Autumn, Winter
Prerequisite(s): Consent of director of undergraduate studies
Note(s): Required of fourth-year students who are writing a senior essay.
PHIL 29902. Senior Seminar II. 100 Units.
Students writing senior essays register once for PHIL 29901, in either the Autumn or Winter Quarter, and once for PHIL 29902, in either the Winter or Spring Quarter. (Students may not register for both PHIL 29901 and 29902 in the same quarter.) The senior seminar meets all three quarters, and students writing essays are required to attend throughout.
Instructor(s): Staff Terms Offered: Winter, Spring
Prerequisite(s): Consent of director of undergraduate studies
Note(s): Required of fourth-year students who are writing a senior essay.
Physical Sciences

There are many different ways of obtaining knowledge. Knowledge in physics and chemistry is essentially linked to experimental work in the lab. Through the continual process of analyzing experiment in terms of theory and of testing theory through the discovery of new phenomena, some of the most far-reaching, universal, and magnificent discoveries about the nature of the world have been made. Observational sciences, such as astronomy or geology, create knowledge and discover truth in a related, but different, fashion. In these sciences the goal is to learn about majestic themes such as the nature of the Earth, the solar system, or indeed the universe itself. Such knowledge is gained not primarily in the lab using equipment and samples that are interchangeable, but rather through observations on a single sample that is too big, too old, too distant, and too unique to duplicate: namely, the Earth and the cosmos themselves. Field trips or telescopic observations allow one to observe what happened. The data collected are then interpreted in light of other observations. But one can never redo the entire experiment again and recreate the planets and the galaxies. Mathematics provides a third, nonempirical, form of knowing along with a crucial tool for formulating and analyzing the discoveries of the other sciences. All of these disciplines strive for a knowledge that is of a different nature than that found in humanistic or social scientific discourse.

One aspect of the general education courses in the physical sciences is to introduce the student to these different ways of knowing and these different visions of truth.

The physical sciences sequences (along with the first half of the natural sciences sequence) provide a way for students in the humanities and social sciences to meet the general education requirement in the physical sciences. There are several sequences in the physical sciences, each of which introduces a different discipline and different aspects of scientific knowledge.

General Education Sequences

Any of the two-course sequences PHSC 11100-PHSC 11200 Foundations of Modern Physics I-II, PHSC 11100-PHSC 11300 Foundations of Modern Physics I; Everyday Physics, and PHSC 11900-12000 Stellar Astronomy and Astrophysics; The Origin of the Universe and How We Know satisfies the general education requirement. In addition, any two-quarter sequence assembled from PHSC 10900 Ice-Age Earth, PHSC 11000 Environmental History of the Earth, PHSC 13400 Global Warming: Understanding the Forecast, PHSC 13500 Chemistry and the Atmosphere, or PHSC 13600 Natural Hazards will satisfy the requirement. The general education requirement in the physical sciences must be completed in the first two years. The listings below identify several possible combinations.

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 science, biological science, or mathematical science. NOTE: To receive general education credit for calculus, two quarters must be taken; this will
count as two quarters towards meeting the general education requirement in the sciences.

**PHSC 10900-11000. SCIENCE AND THE EARTH.** Open only to first- and second-year students and first-year transfer students. Taking these courses in sequence is not required. This sequence not offered in 2014-15.

**PHSC 10900. Ice-Age Earth. 100 Units.**
We examine the cause and effects of Earth’s great ice ages, and use the knowledge so gained as a means to inform ourselves about the stability of Earth’s climate system and its relationship to the life of humankind. The ice age also serves as the starting point for the exploration of Earth’s history through deep time undertaken in PHSC 11000. The lab exercises deal with topographic maps that depict glacial landforms in various national parks such as Yosemite National Park in California and Glacier National Park in Montana. We also explore the glacial landforms in the Chicago vicinity through topographic maps and a day-long field trip. A day-long weekend field trip to ice-age sites is required. If a weekend date is not possible, the field trip will be run on the Wednesday prior to Thanksgiving recess. Students who register for this class must arrange to attend the field trip at one of the offered dates. (L) Instructor(s): D. Rowley Terms Offered: Not Offered 2014-15
Prerequisite(s): MATH 10500, or placement in MATH 13100 or higher

**PHSC 11000. Environmental History of the Earth. 100 Units.**
Topics emphasize how geologic history has determined the physical and biological environments we experience on Earth today. In other words, we learn how the long-term processes of Earth history have shaped the surface and interior of the Earth, and have determined the diversity of life on the planet as seen both in the present day and in the fossil record. (L) Instructor(s): M. Webster; S. Kidwell Terms Offered: Spring
Prerequisite(s): MATH 10500, or placement in MATH 13100 or higher

**PHSC 10900-13400. PAST AND FUTURE CLIMATE OF EARTH.** Open only to first- and second-year students and first-year transfer students. Taking these courses in sequence is not required. This sequence is recommended for students wishing to focus on global climate change. PHSC 10900 introduces the geological evidence for climate change in the past (i.e., the ice age); and PHSC 13400 examines the mechanisms of this climate change and introduces forecasts of future climate change associated with industrial and agricultural activity. This sequence not offered in 2014-15.
PHSC 10900. Ice-Age Earth. 100 Units.
We examine the cause and effects of Earth's great ice ages, and use the knowledge so gained as a means to inform ourselves about the stability of Earth's climate system and its relationship to the life of humankind. The ice age also serves as the starting point for the exploration of Earth's history through deep time undertaken in PHSC 11000. The lab exercises deal with topographic maps that depict glacial landforms in various national parks such as Yosemite National Park in California and Glacier National Park in Montana. We also explore the glacial landforms in the Chicago vicinity through topographic maps and a day-long field trip. A day-long weekend field trip to ice-age sites is required. If a weekend date is not possible, the field trip will be run on the Wednesday prior to Thanksgiving recess. Students who register for this class must arrange to attend the field trip at one of the offered dates. (L) Instructor(s): D. Rowley Terms Offered: Not Offered 2014-15 Prerequisite(s): MATH 10500, or placement in MATH 13100 or higher

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. (L) Instructor(s): D. Archer, D. MacAyeal Terms Offered: Autumn, Spring Prerequisite(s): MATH 10500, or placement in MATH 13100 or higher, or consent of instructor required; some knowledge of chemistry or physics helpful. Equivalent Course(s): ENST 12300, GEOS 13400

PHSC 11100-11200 FOUNDATIONS OF MODERN PHYSICS I-II. Open only to first- and second-year students and first-year transfer students.

PHSC 11100. Foundations of Modern Physics I. 100 Units.
This algebra-based course presents an introduction to Newton's laws of mechanics, including a study of planetary motion. The course also discusses wave motion as applied to sound and light. It concludes with an introduction to the special theory of relativity, in which the Newtonian concepts of space and time are reconsidered. (L) Terms Offered: Autumn Prerequisite(s): MATH 10500, or placement in MATH 13100 or higher. Note(s): Must be taken in sequence.
PHSC 11200. Foundations of Modern Physics II. 100 Units.
With the advent of quantum mechanics, physicists found a successful alternative
to Newton's laws for explaining atomic phenomena. In doing so, a completely new
philosophy concerning the laws of physics had to be adopted. In this course, we
explore the basic tenets of quantum mechanics, and consider the quantization of
energy, the indeterminacy of physical events, and other concepts unique to the
quantum view of nature. (L)
Terms Offered: Winter
Prerequisite(s): PHSC 11100
Note(s): Must be taken in sequence.

PHSC 11100-11300 FOUNDATIONS OF MODERN PHYSICS I; EVERYDAY
PHYSICS. Must be taken in sequence. This sequence not offered in 2014-15.
PHSC 11100. Foundations of Modern Physics I. 100 Units.
This algebra-based course presents an introduction to Newton's laws of mechanics,
including a study of planetary motion. The course also discusses wave motion as
applied to sound and light. It concludes with an introduction to the special theory of
relativity, in which the Newtonian concepts of space and time are reconsidered. (L)
Terms Offered: Autumn
Prerequisite(s): MATH 10500, or placement in MATH 13100 or higher.
Note(s): Must be taken in sequence.
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)
Prerequisite(s): PHSC 11100 or consent of instructor
Note(s): Must be taken in sequence

PHSC 11400-11500. LIFE IN THE UNIVERSE. PHSC 11400 and 11500 are one-
quarter courses that must be taken in sequence. This sequence treats our current
understanding of the role that the laws of physics play in the development,
existence, and persistence of life in the universe. The main goal of this sequence
is for students to learn about these laws within the overarching context of this
theme. The subject matter includes all the major branches of physics and certain
aspects of cosmology, stellar evolution, and planetary science. There will also be
brief discussions on the roles of chemical and biological evolution. This sequence not offered in 2014-15.

**PHSC 11400. Development of Life on Earth. 100 Units.**

Starting with the big bang theory of the early universe, students study how the laws of physics guided the evolution of the universe through the processes most likely to have produced life on earth as it exists today. Physics topics include the fundamental interactions and the early universe; nuclear, atomic, and molecular structure; Newton’s laws and the formation of stars, galaxies, and planetary systems; thermonuclear fusion in stars; the physical origin of the chemical elements; the laws of electricity and magnetism and electromagnetic radiation; the laws of thermodynamics; atmospheric physics; and physical processes on primordial earth. (L)

Instructor(s): D. Reid Terms Offered: Not offered in 2014-15
Prerequisite(s): MATH 10500, or placement into MATH 13100 or higher.

**PHSC 11500. Extraterrestrial Life. 100 Units.**

Building upon the topics in PHSC 11400, this course goes on to consider what the laws of physics has to say about life elsewhere in the universe. We begin with an analysis of the prospects for life on other bodies in the solar system, especially Mars. This is followed by a treatment of the physics behind the search for extraterrestrial intelligence and the feasibility of human interstellar and intergalactic spaceflight. We conclude with a critical examination of speculative ideas in the popular media such as the suggestion that the universe itself is a living organism. Physics topics include extended applications of topics from PHSC 11400, optics and electromagnetic communication, rocket propulsion and advanced propulsion systems, theories of special and general relativity, quantum physics, complexity, and emergence. (L)

Instructor(s): S. Wakely Terms Offered: Not offered in 2014-15
Prerequisite(s): PHSC 11400

**PHSC 11900-12000 or PHSC 11900-12000-12800. INTRODUCTION TO ASTROPHYSICS.** Must be taken in sequence. PHSC 11900 will be taught in Autumn and Winter Quarters, and 12000 will be taught in Winter and Spring Quarters. The sequence 11900-12000-12800 will be offered to students in the Paris study abroad program in Spring Quarter.

**PHSC 11900-12000. Stellar Astronomy and Astrophysics; The Origin of the Universe and How We Know.**

Must be taken in sequence. PHSC will be taught in Autumn and Winter Quarters, and PHSC 12000 will be taught in Winter and Spring Quarters.
PHSC 11900. Stellar Astronomy and Astrophysics. 100 Units.
This course explores the observational and theoretical bases for our present understanding of the structures and evolution of stars. After a brief introduction to descriptive astronomy and a survey and interpretation of the relevant observations, we develop the theoretical principles governing the physical properties and dynamics of stars. Subsequently, we apply such observational and theoretical methods to studies of the formation of stars and their planetary systems, the life and death of stars, and the formation of the chemical elements. This course also will be offered to students in the Paris study abroad program in Spring Quarter.
Terms Offered: Autumn, Winter
Prerequisite(s): MATH 10500 or placement in MATH 13100 or higher.

PHSC 12000. The Origin of the Universe and How We Know. 100 Units.
The universe is made of galaxies, which are made of aggregates of stars. Stellar aggregates allow us to map the positions of the galaxies in the universe. Studies of galaxy motions and of supernovae allow us to explore the nature of space to the edge of the visible universe. Our description of space allows us to build falsifiable models of cosmology, the origin of all that exists. The course consists of exploring how we know what we know about cosmology and why our perceptions have gradually changed over 2000 years. The fundamental theories and observations on which our knowledge rests are explored in detail. This course also is offered to students in the Paris study abroad program in Spring Quarter.
Instructor(s): E. Kolb, Winter; S. Dodelson, Spring. L: P.Privitera, Winter; J. Carlstrom, Spring
Terms Offered: Winter, Spring
Prerequisite(s): PHSC 11900 or consent of instructor

PHSC 12000. The Origin of the Universe and How We Know. 100 Units.
The universe is made of galaxies, which are made of aggregates of stars. Stellar aggregates allow us to map the positions of the galaxies in the universe. Studies of galaxy motions and of supernovae allow us to explore the nature of space to the edge of the visible universe. Our description of space allows us to build falsifiable models of cosmology, the origin of all that exists. The course consists of exploring how we know what we know about cosmology and why our perceptions have gradually changed over 2000 years. The fundamental theories and observations on which our knowledge rests are explored in detail. This course also is offered to students in the Paris study abroad program in Spring Quarter.
Instructor(s): E. Kolb, Winter; S. Dodelson, Spring. L: P. Privitera, Winter; J. Carlstrom, Spring
Terms Offered: Winter, Spring
Prerequisite(s): PHSC 11900 or consent of instructor
PHSC 12800. European Astronomy and Astrophysics. 100 Units.

Modern astronomy was born in Europe in the sixteenth and seventeenth centuries, led by Nicolaus Copernicus of Poland, who simplified the description of the solar system by moving the Sun to the center of the Universe. The Italian, Galileo Galilei, first pointed a telescope at the sky in 1609 and discovered the moons of Jupiter, sunspots, the stellar composition of the Milky Way, and craters on the Moon. Tycho Brahe of Denmark studied planetary motions in great detail, allowing Johannes Kepler of Germany to define the principles of the orbits of the planets by 1615. Isaac Newton of England discovered the laws of gravity and of motion, and built the reflecting telescope later in the seventeenth century. By 1774, French astronomer Charles Messier began the explosion of our current knowledge of the Universe when he catalogued what are now known to be other galaxies. Building upon this history, this course also explores recent developments in European astronomical and astrophysical technology that allows a modern exploration of the deepest regions of the Universe using a wide range of telescopes.

Instructor(s): R. Kron Terms Offered: Spring
Prerequisite(s): PHSC 12000 or consent of instructor, and enrollment in the Paris study abroad program
Note(s): This course is offered only in Paris in Spring Quarter.

PHSC 11902-12000 The Secret Lives of Stars; The Origin of the Universe and How We Know. Open only to first- and second-year students and first-year transfer students. Enrollment limited. Taking these courses in sequence is not required.

PHSC 11902. The Secret Lives of Stars. 100 Units.

This course will explore the mystery that is hidden inside the heart of stars, which we have only recently begun to understand. For example, it will examine the physical processes that make stars the only objects in the Universe that can synthesize heavy elements, like all the atoms in your body. It will explain why some stars have winds, and why some stars retire to an old age of relaxation and cooling down while some of them blow up in the most spectacular manner. In order to do this, we will take as our starting point the diagram made in the early 20th century by Hertzsprung and Russell, which plotted the color of stars as a function of their brightness, and, through lectures and discussions, follow the subsequent developments in physics that helped us to unlock the secrets encoded therein.

Instructor(s): F. Catteneo Terms Offered: Summer
Note(s): This course fulfills the general education requirement in physical sciences for non-majors. In order to complete the general education requirement in physical sciences, PHSC 11902 must be paired with PHSC 12000. This course may not be combined with PHSC 11900.
PHSC 12000. The Origin of the Universe and How We Know. 100 Units.
The universe is made of galaxies, which are made of aggregates of stars. Stellar aggregates allow us to map the positions of the galaxies in the universe. Studies of galaxy motions and of supernovae allow us to explore the nature of space to the edge of the visible universe. Our description of space allows us to build falsifiable models of cosmology, the origin of all that exists. The course consists of exploring how we know what we know about cosmology and why our perceptions have gradually changed over 2000 years. The fundamental theories and observations on which our knowledge rests are explored in detail. This course also is offered to students in the Paris study abroad program in Spring Quarter.
Instructor(s): E. Kolb, Winter; S. Dodelson, Spring. L: P. Privitera, Winter; J. Carlstrom, Spring Terms Offered: Winter, Spring
Prerequisite(s): PHSC 11900 or consent of instructor

PHSC 13400-13500. THE SCIENCE OF GLOBAL ENVIRONMENTAL CHANGE. Open only to first- and second-year students and first-year transfer students. Enrollment limited. Taking these courses in sequence is not required.

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. (L)
Instructor(s): D. Archer, D. MacAyeal Terms Offered: Autumn, Spring
Prerequisite(s): MATH 10500, or placement in MATH 13100 or higher, or consent of instructor required; some knowledge of chemistry or physics helpful.
Equivalent Course(s): ENST 12300, GEOS 13400

PHSC 13500. Chemistry and the Atmosphere. 100 Units.
This course focuses on aspects of chemistry as they apply to the Earth’s atmosphere. The first half considers atmospheric structure and fundamental chemical principles, while the second half presents examples of chemical systems that operate in the atmosphere. Topics include the chemical composition of the atmosphere, the structure of atoms and molecules, the nature of chemical reactions, the interaction of solar radiation with atmospheric gases, the properties of the water molecule, formation of an ozone layer, and the chemistry of urban air pollution.
Instructor(s): J. Frederick Terms Offered: Autumn
Prerequisite(s): MATH 10500, or placement in MATH 13100 or higher, or consent of instructor
Equivalent Course(s): ENST 12100

PHSC 13400-13600. ENVIRONMENT AND SOCIETY. Open only to first- and second-year students and first-year transfer students. Enrollment limited. Taking these courses in sequence is not required.
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. (L)
Instructor(s): D. Archer, D. MacAyeal Terms Offered: Autumn, Spring
Prerequisite(s): MATH 10500, or placement in MATH 13100 or higher, or consent of
instructor required; some knowledge of chemistry or physics helpful.
Equivalent Course(s): ENST 12300, GEOS 13400

PHSC 13600. Natural Hazards. 100 Units.
This course presents the current understanding of high-impact weather and
gеologic 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
Prerequisite(s): MATH 10500, or placement in MATH 13100 or higher, or consent of
instructor

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PHSC 13500-11000. THE EARTH’S CHEMICAL AND PHYSICAL
ENVIRONMENTS. Open only to first- and second-year students and first-year
transfer students. Taking these courses in sequence is not required. This sequence
considers fundamental principles that determine the chemical composition of the
Earth’s atmosphere (Autumn) and then proceeds to examine the evolution of the
surface and interiors of the Earth over geologic history (Spring).

PHSC 13500. Chemistry and the Atmosphere. 100 Units.
This course focuses on aspects of chemistry as they apply to the Earth’s
atmosphere. The first half considers atmospheric structure and fundamental
chemical principles, while the second half presents examples of chemical systems
that operate in the atmosphere. Topics include the chemical composition of the
atmosphere, the structure of atoms and molecules, the nature of chemical reactions,
the interaction of solar radiation with atmospheric gases, the properties of the water
molecule, formation of an ozone layer, and the chemistry of urban air pollution.
Instructor(s): J. Frederick Terms Offered: Autumn
Prerequisite(s): MATH 10500, or placement in MATH 13100 or higher, or consent of
instructor
Equivalent Course(s): ENST 12100
PHSC 11000. **Environmental History of the Earth. 100 Units.**
Topics emphasize how geologic history has determined the physical and biological environments we experience on Earth today. In other words, we learn how the long-term processes of Earth history have shaped the surface and interior of the Earth, and have determined the diversity of life on the planet as seen both in the present day and in the fossil record. (L)
Instructor(s): M. Webster; S. Kidwell Terms Offered: Spring
Prerequisite(s): MATH 10500, or placement in MATH 13100 or higher

**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 18100. **The Milky Way. 100 Units.**
In this course, students study what is known about our galaxy, the Milky Way. We discuss its size, shape, composition, location among its neighbors, motion, how it evolves, and where we are located within it, with an emphasis on how we know what we claim to know. L.
Instructor(s): R. Kron 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 18100

PHSC 18200. **The Origin and Evolution of the Universe. 100 Units.**
This course discusses how the laws of nature allow us to understand the origin, evolution, and large-scale structure of the universe. After a review of the history of cosmology, we see how discoveries in the twentieth century (i.e., the expansion of the universe and the cosmic background radiation) form the basis of the hot Big Bang model. Within the context of the Big Bang, we learn how our universe evolved from the primeval fireball.
Instructor(s): N. Gnedin Terms Offered: Winter
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): D. Harper Terms Offered: TBD
Prerequisite(s): Any two-course 10000-level general education sequence in chemistry, geophysical sciences, physical sciences, or physics.
Equivalent Course(s): ASTR 18300
The College

Physics

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 physics, experimental physics, or astronomy and astrophysics, 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 intending to pursue graduate work in astrophysics should consider the program leading to a BA in physics with a specialization in astrophysics, which is described later.

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 fifteen 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. Students majoring in physics usually start their program with the honors sequence PHYS 14100-PHYS 14200-PHYS 14300; however, the PHYS 13100-PHYS 13200-PHYS 13300 sequence is an equally acceptable pathway to the degree.

Mathematics

The mathematics requirement is a calculus sequence (MATH 15100-MATH 15200-MATH 15300 or MATH 16100-MATH 16200-MATH 16300) followed by PHYS 22100. As an alternative to PHYS 22100, students taking an Analysis sequence (MATH 20300-MATH 20400-MATH 20500 or MATH 20700-MATH 20800-MATH 20900) may substitute MATH 20500 or MATH 20900 for PHYS 22100, though they will subsequently need to acquire certain math tools, as needed, on their own. However, students interested in pursuing further study in physics and mathematics should consider taking both PHYS 22100 and an Analysis sequence.
For students starting their program with the PHYS 13100-PHYS 13200-PHYS 13300 sequence, the MATH 15300/MATH 16300 requirement is replaced by MATH 22000. This course in mathematical methods introduces tools typically used in the PHYS 14100-PHYS 14200-PHYS 14300 sequence, and ensures that a student taking PHYS 13100-PHYS 13200-PHYS 13300 will possess the mathematical background needed for subsequent physics course work.

Note that entering students placing out of MATH 15100-MATH 15200 have the option of taking MATH 15300 and MATH 20000-MATH 20100 in their first year. This will satisfy the mathematics requirements for the major (with MATH 20100 substituting for PHYS 22100).

Finally, entering students placing into MATH 13100 should consult the undergraduate program chair to plan a program of study.

### SUMMARY OF REQUIREMENTS

#### GENERAL EDUCATION

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 13100-13200</td>
<td>Mechanics; Electricity and Magnetism</td>
</tr>
<tr>
<td>PHYS 14100-14200</td>
<td>Honors Mechanics; Honors Electricity and Magnetism *</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 15100-15200</td>
<td>Calculus I-II *</td>
</tr>
<tr>
<td>MATH 16100-16200</td>
<td>Honors Calculus I-II</td>
</tr>
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Total Units: 400

#### MAJOR

<table>
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<th>Sequence</th>
<th>Description</th>
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<tbody>
<tr>
<td>PHYS 13300</td>
<td>Waves, Optics, and Heat</td>
</tr>
<tr>
<td>PHYS 14300</td>
<td>Honors Waves, Optics, and Heat *</td>
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</table>

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>MATH 15300</td>
<td>Calculus III *</td>
</tr>
<tr>
<td>MATH 16300</td>
<td>Honors Calculus III</td>
</tr>
<tr>
<td>MATH 22000</td>
<td>Introduction to Mathematical Methods in Physics</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 22100</td>
<td>Mathematical Methods in Physics</td>
</tr>
<tr>
<td>MATH 20500</td>
<td>Analysis in Rn III</td>
</tr>
<tr>
<td>MATH 20900</td>
<td>Honors Analysis in Rn III</td>
</tr>
<tr>
<td>PHYS 15400</td>
<td>Modern Physics</td>
</tr>
<tr>
<td>PHYS 18500</td>
<td>Intermediate Mechanics</td>
</tr>
<tr>
<td>PHYS 23400-23500</td>
<td>Quantum Mechanics I-II</td>
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Total Units: 400
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>PHYS 21101-21102-21103</td>
<td>Experimental Physics I-II-III</td>
<td>200</td>
</tr>
<tr>
<td>PHYS 22500-22700</td>
<td>Intermediate Electricity and Magnetism I-II</td>
<td>200</td>
</tr>
<tr>
<td>PHYS 19700</td>
<td>Statistical and Thermal Physics</td>
<td>100</td>
</tr>
<tr>
<td>3 Electives</td>
<td></td>
<td>300</td>
</tr>
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</table>

**Total Units**: 1500

*Credit may be granted by examination.*

**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 24300, PHYS 29100-29200-29300, and PHYS 29700)

**Courses in Mathematics and Statistics (no more than two to be used as program electives):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>MATH 20400</td>
<td>Analysis in Rn II</td>
</tr>
<tr>
<td>or MATH 20800</td>
<td>Honors Analysis in Rn II</td>
</tr>
<tr>
<td>MATH 20500</td>
<td>Analysis in Rn III</td>
</tr>
<tr>
<td>or MATH 20900</td>
<td>Honors Analysis in Rn III</td>
</tr>
</tbody>
</table>

*Note: neither MATH 20500 nor MATH 20900 can be counted toward electives if substituted for PHYS 22100*

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>MATH 27000</td>
<td>Basic Complex Variables</td>
</tr>
<tr>
<td>MATH 27200</td>
<td>Basic Functional Analysis</td>
</tr>
<tr>
<td>MATH 27300</td>
<td>Basic Theory of Ordinary Differential Equations</td>
</tr>
<tr>
<td>MATH 27400</td>
<td>Introduction to Differentiable Manifolds and Integration on Manifolds</td>
</tr>
<tr>
<td>MATH 27500</td>
<td>Basic Theory of Partial Differential Equations</td>
</tr>
<tr>
<td>STAT 23400</td>
<td>Statistical Models and Methods</td>
</tr>
<tr>
<td>or STAT 24400</td>
<td>Statistical Theory and Methods I</td>
</tr>
<tr>
<td>STAT 24500</td>
<td>Statistical Theory and Methods II</td>
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**Other courses in the physical sciences:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ASTR 24100</td>
<td>The Physics of Stars and Stellar Systems †</td>
</tr>
<tr>
<td>ASTR 24200</td>
<td>The Physics of Galaxies and the Universe †</td>
</tr>
<tr>
<td>CHEM 26300</td>
<td>Chemical Kinetics and Dynamics</td>
</tr>
<tr>
<td>CHEM 26800</td>
<td>Computational Chemistry and Biology</td>
</tr>
<tr>
<td>CMSC 28510</td>
<td>Introduction to Scientific Computing</td>
</tr>
<tr>
<td>GEOS 21200</td>
<td>Physics of the Earth</td>
</tr>
<tr>
<td>GEOS 23200</td>
<td>Climate Dynamics of the Earth and Other Planets</td>
</tr>
</tbody>
</table>

**Courses in the biological sciences**
BIOS 29326  Introduction to Medical Physics and Medical Imaging
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

The sample programs below illustrate different paths for fulfilling requirements for the physics major. Electives are indicated by an asterisk (*).

In the following example, an Analysis sequence partially satisfies the physics elective requirements, while preserving the option of a second major in math. (If Analysis replaces PHYS 22100, then an additional elective must be taken.) The optional PHYS 29100-PHYS 29200-PHYS 29300 sequence allows for completion of a bachelor’s thesis.

First Year

<table>
<thead>
<tr>
<th>Autumn Quarter</th>
<th>Units</th>
<th>Winter Quarter</th>
<th>Units</th>
<th>Spring Quarter</th>
<th>Units</th>
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<tbody>
<tr>
<td>PHYS 14100</td>
<td>100</td>
<td>PHYS 14200</td>
<td>100</td>
<td>PHYS 14300</td>
<td>100</td>
</tr>
<tr>
<td>MATH 16100</td>
<td>100</td>
<td>MATH 16200</td>
<td>100</td>
<td>MATH 16300</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>200</td>
<td></td>
<td>200</td>
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</table>

Second Year

<table>
<thead>
<tr>
<th>Autumn Quarter</th>
<th>Units</th>
<th>Winter Quarter</th>
<th>Units</th>
<th>Spring Quarter</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>PHYS 15400</td>
<td>100</td>
<td>PHYS 18500</td>
<td>100</td>
<td>PHYS 23400</td>
<td>100</td>
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<td>PHYS 22100</td>
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<td>MATH 20300</td>
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<tr>
<td></td>
<td>200</td>
<td></td>
<td>200</td>
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Third Year

<table>
<thead>
<tr>
<th>Autumn Quarter</th>
<th>Units</th>
<th>Winter Quarter</th>
<th>Units</th>
<th>Spring Quarter</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 21101</td>
<td>100</td>
<td>PHYS 21102</td>
<td>100</td>
<td>PHYS 21103</td>
<td>100</td>
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<tr>
<td>PHYS 23500</td>
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<td>PHYS 22500</td>
<td>100</td>
<td>PHYS 22700</td>
<td>100</td>
</tr>
<tr>
<td>MATH 20500†</td>
<td>200</td>
<td></td>
<td>200</td>
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<td>200</td>
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</table>

Fourth Year

<table>
<thead>
<tr>
<th>Autumn Quarter</th>
<th>Units</th>
<th>Winter Quarter</th>
<th>Units</th>
<th>Spring Quarter</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>PHYS 19700</td>
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<td>PHYS 29200</td>
<td>100</td>
<td>PHYS 29300</td>
<td>100</td>
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<tr>
<td>PHYS 29100</td>
<td>100</td>
<td></td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>200</td>
<td></td>
<td>200</td>
<td></td>
<td>100</td>
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</tbody>
</table>

Total Units: 2200

The next example shows a PHYS 13100-PHYS 13200-PHYS 13300 pathway. Here, the required MATH 22000 course replaces the third quarter of calculus.

First Year

<table>
<thead>
<tr>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 13100</td>
<td>PHYS 13300</td>
<td>13200</td>
</tr>
<tr>
<td>MATH 15100</td>
<td>MATH 22000</td>
<td>15200</td>
</tr>
</tbody>
</table>
The required laboratory sequence PHYS 21101-PHYS 21102-PHYS 21103 is a year-long study of Experimental Physics. (The first course, PHYS 21101, carries no credit, and is graded P/F.) It is recommended, but not required, that Experimental Physics be taken in the third year, concurrent with PHYS 23500.

Progress through the physics program can be accelerated by "doubling up" on some of the required courses. For example, PHYS 23500 and PHYS 19700 may be taken concurrently in the third year, and PHYS 22500/PHYS 22700 may be concurrent with PHYS 18500/PHYS 23400 in the second year. This provides more options in the third and fourth year for electives (as well as research or graduate course work). Note that it is possible to complete all program requirements in three years.

The specialization in astrophysics might be pursued by taking ASTR 24100, ASTR 24200, and ASTR 28200 or ASTR 30500 in either the third or fourth year.

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 co-requisite for both is a first-year calculus sequence: MATH 15100-MATH 15200-MATH 15300 or MATH 16100-MATH 16200-MATH 16300 (or completion of MATH 13100-MATH 13200-MATH 13300). 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.

First-year students are assigned to either PHYS 13100 or PHYS 14100 based on Advanced Placement test scores. In addition, physics placement may be adjusted 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. Third- and fourth-year students are assigned to either PHYS 13100 or PHYS 14100 based on their GPA in previous mathematics and chemistry courses taken in the College. For entry into PHYS 14100, this GPA must be above 3.0.

Another introductory sequence, PHYS 12100-PHYS 12200-PHYS 12300, is a calculus-based introduction intended for students outside the physical sciences. The prerequisite is completion of a year-long calculus sequence and second-year standing. 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.

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 the Physics C Advanced Placement examinations prior to matriculation in the College may receive credit for some or all of PHYS 12100-PHYS 12200-PHYS 12300. 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 series. 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 (nonresearch) 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-PHYS 13200-PHYS 13300/PHYS 14100-PHYS 14200-PHYS 14300, PHYS 15400, PHYS 18500, and PHYS 23400 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

There are two routes to receiving a BA with honors. Both require a minimum GPA of 3.0 in the courses listed under Major in the preceding Summary of Requirements section. In the first route, the student must pass an approved sequence of three graduate courses, with a grade of B or higher in each. The recommended 30000-level sequence typically is PHYS 34100-PHYS 34200 and PHYS 35200; however, if approval is obtained from the program chair, this sequence may be replaced by
another sequence of graduate courses. The second route to receiving a BA with honors is to register for PHYS 29100-PHYS 29200-PHYS 29300 and earn a grade of B or higher based on a bachelor’s thesis describing an approved research project completed during the year.

**Degree Program in Physics with Specialization in Astrophysics**

The program leading to a BA in physics with a specialization in astrophysics is a variant of the BA in physics. The degree is in physics, with the designation "with specialization in astrophysics" included on the final transcript. Candidates are required to complete all requirements for the BA degree in physics, plus a two-quarter sequence in astrophysics (ASTR 24100 and ASTR 24200), plus either a third course in astrophysics (ASTR 28200 or ASTR 30500) or a senior thesis project in physics (PHYS 29100-PHYS 29200-PHYS 29300) on a topic in astrophysics. If the latter option is chosen, the thesis topic must be approved by the program chair. (This thesis may simultaneously fulfill part of the requirements for honors in physics.) A grade of at least C- must be obtained in each course.

**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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 13300</td>
<td>Waves, Optics, and Heat</td>
<td>100</td>
</tr>
<tr>
<td>PHYS 14300</td>
<td>Honors Waves, Optics, and Heat</td>
<td></td>
</tr>
<tr>
<td>MATH 15300</td>
<td>Calculus III</td>
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<tr>
<td>MATH 16300</td>
<td>Honors Calculus III</td>
<td></td>
</tr>
<tr>
<td>MATH 22000</td>
<td>Introduction to Mathematical Methods in Physics</td>
<td></td>
</tr>
<tr>
<td>PHYS 15400</td>
<td>Modern Physics</td>
<td>100</td>
</tr>
<tr>
<td>PHYS 18500</td>
<td>Intermediate Mechanics</td>
<td>100</td>
</tr>
<tr>
<td>PHYS 22100</td>
<td>Mathematical Methods in Physics</td>
<td>100</td>
</tr>
<tr>
<td>PHYS 23400</td>
<td>Quantum Mechanics I</td>
<td>100</td>
</tr>
<tr>
<td>PHYS 19700</td>
<td>Statistical and Thermal Physics</td>
<td></td>
</tr>
<tr>
<td>PHYS 22500</td>
<td>Intermediate Electricity and Magnetism I</td>
<td></td>
</tr>
<tr>
<td>PHYS 23500</td>
<td>Quantum Mechanics II</td>
<td></td>
</tr>
</tbody>
</table>

Two electives, at least one of which is:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 19700</td>
<td>Statistical and Thermal Physics</td>
</tr>
<tr>
<td>PHYS 22500</td>
<td>Intermediate Electricity and Magnetism I</td>
</tr>
<tr>
<td>PHYS 23500</td>
<td>Quantum Mechanics II</td>
</tr>
</tbody>
</table>

The second elective may be any course that is required by the major or can be used as an elective for the major

The mathematics requirement for the minor is identical to the requirement for the major; please consult the description of the major for more information, particularly regarding MATH 22000 and PHYS 22100. Note that MATH 22000 and PHYS...
Programs of Study

22100 may be replaced by equivalent courses, as approved by the undergraduate program chair. Note also that the PHYS 13300/PHYS 14300, PHYS 22100, and MATH 15300/MATH 16300/MATH 22000 requirements will be waived for those who must take these courses to satisfy the requirements of a major or another minor. Consequently, the number of additional courses needed for the minor will vary between five and eight.

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. Topics include classical mechanics, fluids, electricity and magnetism, wave motion, optics, and modern physics. Where appropriate, attention will be drawn to interdisciplinary applications, such as in biology. Calculus is used as needed. The first two courses meet the general education requirement in physical sciences. (L)

PHYS 12100. General Physics I. 100 Units.
Terms Offered: Autumn
Prerequisite(s): MATH 13100-13200-13300 or 15100-15200-15300 or 16100-16200-16300, and second-year standing.

PHYS 12200. General Physics II. 100 Units.
Terms Offered: Winter
Prerequisite(s): PHYS 12100

PHYS 12300. General Physics III. 100 Units.
Terms Offered: Spring
Prerequisite(s): PHYS 12200

PHYS 12200. General Physics II. 100 Units.
Terms Offered: Winter
Prerequisite(s): PHYS 12100

PHYS 12300. General Physics III. 100 Units.
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 is used extensively. The first two courses meet the general education requirement in physical sciences. (L)

PHYS 13100. 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)
Terms Offered: Autumn
Prerequisite(s): MATH 13100-13200-13300 or 15100-15200-15300 or 16100-16200-16300. (MATH 15100-15200-15300 or 16100-16200-16300 may be taken concurrently.)

PHYS 13200. 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)
Terms Offered: Winter
Prerequisite(s): PHYS 13100 or 14100

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)
Terms Offered: Spring
Prerequisite(s): PHYS 13200 or 14200

PHYS 13200. 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)
Terms Offered: Winter
Prerequisite(s): PHYS 13100 or 14100

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)
Terms Offered: Spring
Prerequisite(s): PHYS 13200 or 14200

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)
Terms Offered: Autumn
Prerequisite(s): MATH 13100-13200-13300 or 15100-15200-15300 or 16100-16200-16300. (MATH 15100-15200-15300 or 16100-16200-16300 may be taken concurrently.)

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)
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)
Terms Offered: Spring
Prerequisite(s): PHYS 14200

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)
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)
Terms Offered: Spring
Prerequisite(s): PHYS 14200

PHYS 15400. Modern Physics. 100 Units.
This course is an introduction to quantum physics. Topics include Einstein's quantum theory of light, the wave nature of particles, atomic structure, the Schrödinger equation, quantum mechanics in one and three dimensions, barrier penetration and tunneling, and the hydrogen atom. Applications to nuclear and solid-state physics are presented. (L)
Terms Offered: Autumn
Prerequisite(s): PHYS 14300, or PHYS 13300 and MATH 22000
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.
Terms Offered: Winter
Prerequisite(s): PHYS 13100 or 14100, and PHYS 22100 or MATH 20300

PHYS 19700. 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.
Terms Offered: Autumn
Prerequisite(s): PHYS 23400, and PHYS 22100 or MATH 20500

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. P/F grading in Autumn. (L)
Note(s): Open only to students who are majoring in Physics.

    PHYS 21101. Experimental Physics I. 000 Units.
    Terms Offered: Autumn
    Prerequisite(s): PHYS 23400

    PHYS 21102. Experimental Physics II. 100 Units.
    Terms Offered: Winter
    Prerequisite(s): PHYS 21101

    PHYS 21103. Experimental Physics III. 100 Units.
    Terms Offered: Spring
    Prerequisite(s): PHYS 21101

PHYS 21102. Experimental Physics II. 100 Units.
Terms Offered: Winter
Prerequisite(s): PHYS 21101

PHYS 21103. Experimental Physics III. 100 Units.
Terms Offered: Spring
Prerequisite(s): PHYS 21101

PHYS 22100. Mathematical Methods in Physics. 100 Units.
Topics include linear algebra and tensor analysis, ordinary and partial differential equations, calculus of variations, special functions, series solutions of differential equations, and integral transforms.
Terms Offered: Autumn
Prerequisite(s): PHYS 14300, or PHYS 13300 and MATH 22000
PHYS 22500-22700. Intermediate Electricity and Magnetism I-II.
Topics include electrostatics, magnetostatics, electromagnetic induction, electric and magnetic fields in matter, plane electromagnetic waves, reflection and refraction of electromagnetic waves, and electromagnetic radiation.

**PHYS 22500. Intermediate Electricity and Magnetism I. 100 Units.**
Terms Offered: Winter
Prerequisite(s): PHYS 13200 or 14200, and PHYS 22100 or MATH 20300

**PHYS 22700. Intermediate Electricity and Magnetism II. 100 Units.**
Terms Offered: Spring
Prerequisite(s): PHYS 22500

**PHYS 22600. Electronics. 100 Units.**
The goal of this hands-on experimental course is to develop confidence, understanding, and design ability in modern electronics. This 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)
Terms Offered: Spring
Prerequisite(s): PHYS 12200 or 13200 or 14200

**PHYS 22700. Intermediate Electricity and Magnetism II. 100 Units.**
Terms Offered: Spring
Prerequisite(s): PHYS 22500

**PHYS 23400-23500. Quantum Mechanics I-II.**
Quantum Mechanics I-II

**PHYS 23400. 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: Spring
Prerequisite(s): PHYS 15400, and PHYS 22100 or MATH 20400

**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 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.
Terms Offered: Winter
Prerequisite(s): PHYS 23500 and 19700

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.
Terms Offered: Spring
Prerequisite(s): PHYS 23500

PHYS 23800. Modern Atomic Physics. 100 Units.
This course is an introduction to modern atomic physics. Topics to be covered include atomic structure, fundamental symmetries in atoms, interactions of atoms with radiation, laser spectroscopy, trapping and cooling, Bose-Einstein condensates, and quantum information.
Terms Offered: Autumn
Prerequisite(s): PHYS 23500

PHYS 24300. Advanced Quantum Mechanics. 100 Units.
This course will include topics not normally covered in PHYS 23400-23500. Topics may include the following: symmetry in quantum mechanics; quantum mechanics and electromagnetism; adiabatic approximation and Berry phase; path integral formulation; scattering.
Terms Offered: Winter
Prerequisite(s): A grade of B or higher in PHYS 23500 or permission of the instructor
Note(s): This course cannot be used as an elective for the major. PHYS 24300-44300-44400 can be used as a graduate course sequence for Honors.

PHYS 24600. Topics in Solid State Physics. 100 Units.
Recent developments in condensed matter physics will be covered. Topics include superconductivity, magnetism, quantum Hall effect, mesoscopic and nanoscale systems, and topological materials.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): Phys 23600
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, techniques for manipulating large data sets, and computer simulations of complex systems. Additional topics may include an introduction to graphical programming, with applications to data acquisition and device control. (L)
Terms Offered: Autumn
Prerequisite(s): PHYS 13300 or 14300 required; knowledge of computer programming not required

PHYS 26400. Spacetime and Black Holes. 100 Units.
This course introduces general relativity. After a review of special relativity and four-dimensional spacetime, the basic tools of physics in a curved spacetime are introduced. The Schwarzschild solution describing both black holes and the exteriors of stars and planets is presented, and the behavior of objects in a Schwarzschild spacetime is extensively studied. The course concludes by introducing the dynamical equations relating energy and momentum to spacetime curvature (Einstein’s equations).
Terms Offered: Autumn
Prerequisite(s): PHYS 18500, and PHYS 22100 or MATH 20400 or consent of instructor

PHYS 29100-29200-29300. Bachelor’s Thesis.
This yearlong 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 (e.g., astrophysics) 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 the required undergraduate physics courses 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, the faculty adviser, post-docs, and graduate students are, of course, available for consultation.

PHYS 29100. Bachelor’s Thesis. 100 Units.
Terms Offered: Autumn
Prerequisite(s): Open to students who are majoring in Physics with fourth-year standing and consent of instructor.
Note(s): 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 29200. Bachelor’s Thesis. 100 Units.
Terms Offered: Winter
Prerequisite(s): PHYS 29100
Note(s): 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 29300. Bachelor’s Thesis. 100 Units.
Terms Offered: Spring
Prerequisite(s): PHYS 29200
Note(s): 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 29200. Bachelor’s Thesis. 100 Units.
Terms Offered: Winter
Prerequisite(s): PHYS 29100
Note(s): 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 29300. Bachelor’s Thesis. 100 Units.
Terms Offered: Spring
Prerequisite(s): PHYS 29200
Note(s): 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 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, Winter, Spring, Summer
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

PROGRAM OF STUDY

Political science is the study of governments, public policies, political processes and behavior, and ideas about 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

NOTE: Several requirements for the major have been modified over the past year and are in effect for the graduating Class of 2016. Students who matriculated prior to Autumn 2012 should consult the College Catalog archives (http://catalog.uchicago.edu/thecollege/archives) for the requirements that pertain to them.

Course Requirements

The department requires twelve political science courses. Students who write a thesis must take ten courses, plus two required courses: PLSC 29800 BA Colloquium and PLSC 29900 BA Thesis Supervision. Students not writing a thesis must take twelve courses and write a Long Paper. The BA Thesis and Long Paper paths are explained below.

Subfield Distribution Requirement

To gain a broad understanding of political science, the department 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. (This is a new requirement for the graduating Class of 2016 and replaces an older distributional requirement.)

Research Methods Requirement

To prepare students to evaluate the materials in their classes and to write research papers, students are required to take the department’s research methods course, which will be offered every quarter:
PLSC 22913 The Practice of Social Science Research
(This is a new requirement for the graduating Class of 2016.)

The department strongly recommends, but does not require, a course in statistics. Relevant statistics and mathematics courses will be approved as petition courses counting toward the major.

Writing Requirement: Two Options

Students who are majoring in political science must write at least one substantial paper. There are two paths to meeting this requirement: the Long Paper Path or the BA Thesis Path.

**The Long Paper Path.** Students who do not wish to write a BA thesis must submit a form (http://political-science.uchicago.edu/undergraduate/Long%20Paper%20Form.pdf) to the departmental office signed by an instructor who verifies that their paper meets the following guidelines:

1. The paper must be twenty pages or longer, double spaced (that is, approximately 5,000 words or longer).
2. The paper must receive a grade of B or better; a grade of B- or below does not meet the requirement.

Additional Information about the Long Paper:

1. The paper can be written for either a professor in political science, a professor in another department whose courses are accepted for political science credit, or for an advanced graduate student who teaches courses in the political science department.
2. The paper may be written for a variety of courses:
   - It may be written as a class paper for any course used to meet the major’s requirements, whether it is a political science course or an approved course from another department such as history or sociology.
   - It may be an extended version of a shorter paper written for such a course. If a shorter paper is required for the course, students may ask the instructor for permission to write a twenty-page paper instead.
   - It may be written for a course that did not require any papers. Students may ask the instructor for permission to write a twenty-page paper, either as an extra assignment or as an ungraded assignment.
   - It may be written as a special, non-class assignment 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 (http://political-science.uchicago.edu/undergraduate/Long%20Paper%20Form.pdf) to verify the
successful completion of this requirement from the departmental 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/undergraduate/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. NOTE: Students 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.

*The BA Thesis Path.* 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 writing and research process. 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.

**Summary of Requirements: The Long Paper Path**

| 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 |

* Up to four of these courses may be “petition courses,” taken outside the department. The process for approving these courses is described below. PLSC 29800 BA Colloquium and PLSC 29900 BA Thesis Supervision may not be used to meet this requirement.

**Summary of Requirements: The BA Thesis Path**

| 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 |
| Six additional Political Science courses | 600 |
| PLSC 29800 BA Colloquium | 100 |
Independent Study

It is possible for students with extensive course work in political science to pursue more specialized topics that are not covered by regular courses. They 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 prior consent of the program chair and the instructor, as well as submit the College Reading and Research Course Form that is available from their College adviser. 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. NOTE: Only one PLSC 29700 Independent Study course may count toward requirements for the major.

Third Year

During the Winter Quarter of their third year, students considering a major in political science will have the opportunity to attend a meeting organized by the program chair that will introduce the political science program, provide information about requirements, and answer questions. The time and place of this general meeting will be announced via email. To receive this announcement 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 political-science.uchicago.edu/undergrad-listhost.shtml.

The 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. NOTE: Registration for PLSC 29800 BA Colloquium is limited to the Spring Quarter of the third year, but attendance is required in both quarters. Students who plan to study abroad during Spring Quarter of the third year and/or Autumn Quarter of the fourth year must contact the program chair in advance to make arrangements to meet the BA Colloquium requirement.

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 12 required courses.
NOTE: Students are required to submit the College Course Reading and Research Form, which is available from the College advisers. The final grade for the course will be based on the grade given the BA thesis by the faculty adviser.

NOTE: Thesis advisers can be chosen from different departments. Although most BA theses are supervised by Political Science professors, the faculty adviser need not be a member of the department. Depending on the student’s topic, the adviser may be chosen from another department, such as History, Sociology, Anthropology, Classics, or Philosophy. To qualify for honors, however, the final paper must meet the Political Science department’s criteria.

Double Majors

Students who plan to double major may complete the political science requirements by either the BA Thesis Path or the Long Paper Path. Students who write the BA thesis must attend the political science BA Colloquium even if the other major requires attendance at its colloquium.

A request to use a single BA thesis for two majors requires the approval of both program chairs on a form available from the student’s College adviser. 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 College advisers or at college.uchicago.edu/policies-regulations/forms-and-petitions. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student’s year of graduation. To be considered for honors in political science, however, the thesis must be evaluated by the faculty adviser and preceptor using the criteria specified in the Honors section below. Students can meet the writing requirement in the Long Paper Path with a paper written for another department, but they must also meet the requirement that they complete twelve courses in political science.

Pass/Fail Courses

Courses that meet requirements for the major are normally taken for quality grades. However, students may take up to two courses on a P/F basis if they receive prior consent from the instructor.

Honors

Students who have done exceptionally well in their course work and who write an outstanding BA thesis are recommended for honors. 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.
Courses Taken in Other Departments at the University ("Petition Courses")

Courses taken in other departments that count toward the political science major are termed "petition courses." Students may count up to four petition courses toward the political science course requirement.

Students may choose from the list of pre-approved courses at the end of this section without submitting any forms. (Those courses still count as "petition courses.") For updates to this list, visit the departmental office or the department's website at political-science.uchicago.edu. The department also maintains a list of courses that students routinely ask about that have been denied for petition credit.

Besides the pre-approved courses, other courses in the University may be approved as "petition courses" on a case-by-case basis. Such courses must have political science content and must deploy methodology relevant to the study of political science. Students must submit the General Petition (https://college.uchicago.edu/sites/college.uchicago.edu/files/attachments/general_petition.pdf) form to the chair of the undergraduate major, presenting a clear, complete statement of the student's request and the reasons for the request. That is normally a one-paragraph statement about the course's content. The petition must include the name of the course instructor, the course title, and the course number. If possible, the course syllabus should be attached to the petition. Students may submit petitions soon after completing a course, but, because not all petitions are approved, it is preferable to obtain prior consent. The department will not consider petitions submitted after the second week of the quarter in which the student intends to graduate. For more information, visit college.uchicago.edu/policies-regulations/forms-and-petitions.

Students who have completed multiple pre-approved courses may count only four of them toward the department's course requirement. They may, however, choose which approved courses to count for purposes of calculating their GPA within the major.

Students who have spent one full academic year outside the University of Chicago will be allowed to count five "petition courses," instead of four, toward the major's requirement.

Courses Taken at Other Universities by Students Who Transfer to the University of Chicago

Students transferring from other institutions who wish to apply credit to their political science major for course work taken at another institution should petition the program chair shortly after matriculation. The General Petition (https://college.uchicago.edu/sites/college.uchicago.edu/files/attachments/general_petition.pdf) form should include a complete description of the course and professor; and, if possible, a course syllabus should be attached to the petition. If the petition is approved, up to four courses outside the department may be counted toward a political science major. The department will not consider petitions submitted after the second week of the quarter in which the student intends to graduate.
The chair of the undergraduate major can approve courses from other institutions only if they have also been approved to count toward a University of Chicago degree. That University-level approval is handled by the Office of the Dean of Students in the College.

NOTE: A one-semester course at another institution that grants at least three semester hours equals one course in the major at the University of Chicago. A two-semester course at another institution equals three courses in the major here.

Courses Taken at Other Universities by Students Enrolled at the University of Chicago

Students registered at the University of Chicago who wish to receive credit for courses taken at other institutions must receive approval. Students may submit the General Petition (https://college.uchicago.edu/sites/college.uchicago.edu/files/attachments/general_petition.pdf) form soon after completing a course, but, because not all petitions are approved, it is preferable to obtain prior consent. The department will not consider petitions submitted after the second week of the quarter in which the student intends to graduate. Credit will be granted only for courses that meet departmental standards, whether they are taken at institutions within the United States or abroad.

University students who wish to receive credit for courses taken abroad should petition the program chair within one quarter of their return. 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. The department can approve courses only if they have also been approved by the Dean of Students Office. For more information, visit college.uchicago.edu/newstudents/examination-credit-and-transfer-credit.

Courses Outside Political Science That Will Be Approved

Students may draw on the following courses to count toward political science courses required for the program. Some courses may not be offered every year, and other courses will be considered on a case-by-case basis. For updates, visit political-science.uchicago.edu or the departmental office. Please note that students may choose from this pre-approved list without submitting a petition; any of these courses will automatically count as one of the four courses outside the Department of Political Science that may be used for the major.

ANTH 21254 Intensive Study of a Culture: Pirates (C)
ANTH 21264 Intensive Study of a Culture: Political Struggles of Highland Asia (C)
ANTH 21316 Modern Readings in Anthropology: Militarization (C)
ANTH 21318 Language, Politics, and Identity (C)
ANTH 22000 The Anthropology of Development (C)
ANTH 22205 Slavery and Unfree Labor (C)
ANTH 22715 Weber, Bakhtin, Benjamin (A)
ANTH 25235 NGOs and Humanitarian Subjects (C)
ANTH 29715 The Politics of Ethnicity in Burma (C)
BPRO 22400 The Ugly American Comes Home (B)
BPRO 28100 What Is Enlightenment? (A)
BPRO 29000 Energy and Energy Policy (B)
EALC 22501 Political and Intellectual History of China, A.D. 100-700 (C)
EALC 22630 Democratization of South Korea in Literature and Visual Drama (C)
EALC 25001 Change, Conflict, and Resistance in Twentieth-Century China (C)
EALC 27605 Hiroshima, Nagasaki, and Beyond (C)
ECON 20710 Game Theory: A Formal Approach (A)
ECON 20740 Analysis of Collective Decision-Making (A)
ECON 22300 Business Ethics in Historical Perspective (B)
ECON 26010 Public Finance (B)
ECON 28600 Economic Analysis of Law (B)
ECON 28700 The Economics of Crime (B)
EEUR 24500 Cult of Personality: Hitler, Stalin, and Mao (C)
ENST 21800 Economics and Environmental Policy (B)
ENST 23100 Environmental Law (B)
ENST 24101 U.S. Environmental Politics (B)
ENST 24102 Environmental Politics (B)
ENST 24400 Is Development Sustainable? (B)
ENST 24700 Environmental Policy (B)
ENST 24701 U.S. Environmental Policy (B)
ENST 24900 Global Environmental Politics (C)
FNDL 21603 Machiavelli and Machiavellism (A)
FNDL 22301 The Ethics of Albert Camus (A)
FNDL 22704 Plato's Republic (A)
FNDL 24401 American Originals: Franklin and Lincoln (A)
GEOG 25300 Seminar: Problems in the Human Geography of the Middle East (C)
HIJD 41801 Religion, Culture and Politics (A)
HIJD 47705 Jewish Political Theology (A)
HIST 12100 War in the Middle Ages (D)
HIST 13801 Post Soviet Union, 1945 to 1953 (C)
HIST 17202 Globalization (C)
HIST 17702 War in American Society: Violence, Power and the State (B)
HIST 18000 War in Modern American Society (B)
HIST 18500 Politics of Film in Twentieth-Century American History (B)
HIST 18600 U.S. Labor History (B)
HIST 21500 John Locke in Historical Context (A)
HIST 22706 Slavery and Freedom in the Atlantic World (C)
HIST 22800 Machiavelli and Renaissance Italy (A)
HIST 23004 Montesquieu and the Enlightenment (A)
HIST 23301 Europe, 1660-1830 (C)
HIST 23303 Europe, 1930-Present (C)
HIST 23401 Genocide Euro Jews, 1933-1945 (C)
HIST 23702 Soviet History Survey (C)
HIST 24607 Chinese Social History, Eighteenth to the Twenty-First Century (C)
HIST 24702 Globalization and Asia (C)
HIST 25300 American Revolution, 1763 to 1789 (B)
HIST 25306 History of Modern Economic Thought (A)
HIST 25600 Contemporary Central Asia (C)
HIST 25902 History of Israeli-Arab Conflict (C)
HIST 26311 Great Migrations (B)
HIST 26405 US Imperialism in Latin America (C)
HIST 26601 Postcolonial Theory (A)
HIST 26802 Colonial Rule in South Asia (C)
HIST 27010 Politics of Reproduction in Historical Perspective (B)
HIST 27108 The Politics of Mass Incarceration, 1945-Present (B)
HIST 27301 Introduction to Black Chicago, 1895-2005 (B)
HIST 27400 Race and Racism in American History (B)
HIST 27705 Introduction to Black Chicago, 1893 to 2008 (B)
HIST 27900 Asian Wars of the 20th Century (C)
HIST 27901 Asia American History (B)
HIST 28102 Business History in the Late 20th Century (B)
HIST 28400 Modern American Legal History (B)
HIST 28402 US and the World Since 1945 (B)
HIST 28404 Politics of Reproduction in Historical Perspective (B)
HIST 28604 Law and Social Movements in Modern America (B)
HIST 28625 The CIA and American Democracy (B)
HIST 29410 Cultural Globalization: History and Theory (D)
HIST 29500 Law and Social Theory (A)
HIST 29507 Overcoming Torture: Past and Present (C)
HIST 29600 Chicago and the South Side (B)
HMRT 20100 Human Rights I: Philosophical Foundations of Human Rights (A)
HMRT 20200 Human Rights II: History and Theory (A)
HMRT 20300 Human Rights III: Contemporary Issues in Human Rights (A)
HMRT 20500 Human Rights and International Relations (D)
HMRT 21200 Armed Conflict and Politics of Humanitarian Action (D)
HMRT 22230 State Collapse and State Reconstruction (D)
HMRT 23630 Secularism and Religious Freedom in America and South Asia (C)
HMRT 24701 Human Rights: Alien and Citizen (D)
HMRT 26101 Accountability for International Human Rights Abuses (D)
HMRT 26300 Practices of Othering and the Logic of Human Rights Violations (D)
HMRT 26400 What Is a Human? The New Sciences, the Nature/Culture Divide and Human Rights (A)
HMRT 26500 Human Rights in Russia and Eurasia (C)
HMRT 27400 Sex Trafficking and Human Rights: Migration, Coercion, Choice, and Justice (A)
HMRT 27500 Human Rights in Africa: A History of Twentieth Century Articulations (D)
HMRT 28602 Health Care and the Limits of State Action (D)
HMRT 29500 Reason & Passion: The Strange Alchemy of Life and Law (D)
HUMA 23801 The Thought of Hannah Arendt (A)
INST 23101 Contemporary Global Issues I (D)
INST 23102 Contemporary Global Issues II (D)
INST 23310 Do POWs Have Rights? The Geneva Conventions from 1864 to Today (D)
INST 27301 The Politics of Global Governance (D) NOTE: INST 27301 may be used as a “regular” political science course in the major; it will not be counted as a petitioned course.
INST 27405 Seminar on Nuclear Proliferation (D) NOTE: INST 27405 may be used as a “regular” political science course in the major; it will not be counted as a petitioned course.
INST 27501 Local Bodies, Global Capital (D)
INST 27605 War, Sovereignty and the Subject of International Politics (D)
INST 28201 Chinese Foreign Policy (D)
INST 28250 The Global Condition (D)
INST 28303 Introduction to European Issues (D)
INST 28400 Lectures on International Organizations (D)
INST 28530 Critical Theories of the Hyper-Modern (D)
INST 28801 Propaganda States of the Twentieth Century (C)
INST 29302 U.S. Intervention in Latin America (D)
INST 29315 American Globalization: 1607 to Present (D)
INST 29500 Transnationalism (D)
ITAL 23000 Machiavelli and Machiavellism (A)
LACS 21122 Imperialism and Culture in US-Latin American Relations (C)
LACS 21705 Seminar: Human Rights in Latin America (C)
LACS 29601 The Age of Revolution in the Americas (C)
LLSO 22400 Rhetorical Theories of Legal Reasoning (A)
LLSO 24200 Legal Reasoning (A)
LLSO 24300 American Law and the Rhetoric of Race (B)
LLSO 24711 Lincoln: Slavery, War, and the Constitution (A)
LLSO 26502 The American Revolution: Culture and Politics (A)
LLSO 27401 American Originals: Franklin and Lincoln (A)
LLSO 28203 Writing Speeches. Reagan and Obama (B)
MATH 19510 Mathematics Methods for Social Sciences I (A)
MATH 19520 Mathematical Methods for Social Sciences (A)
MATH 19610 Mathematics Methods for Social Sciences II (A)
MATH 19620 Linear Algebra (A)
MATH 20300 Analysis in Rn I (A)
MATH 20400 Analysis in Rn II (A)
MATH 20500 Analysis in Rn III (A)
NEHC 20505 Jews Under Islamic Rule (C)
NEHC 20511 Islam and the State (A)
PBPL 20000 Economics for Public Policy (B)
PBPL 22100 Politics and Policy (B)
PBPL 22300 Problems of Public Policy Implementation (B)
PBPL 24751 The Business of Non-Profits: The Evolving Social Sector (B)
PBPL 25300 Social Welfare in the United States (B)
PBPL 25405 Child Poverty and Chicago Schools (B)
PBPL 25630 Poverty, Work, and Family Policy (B)
PBPL 25800 Public Choice (B)
PBPL 26200 Field Research Project in Public Policy I (B)
PBPL 26300 Field Research Project in Public Policy II (B)
PBPL 26400 Quantitative Methods in Public Policy (A)
PBPL 26709 Public Policy: The Great Books and Articles (B)
PBPL 26920 Identity, Advocacy and Public Policy in Chicago (B)
PBPL 27501 Regulating Speech (B)
PBPL 27705 Human Rights and World Politics (C)
PBPL 28501 Process and Policy in State and City Government (B)
PBPL 29304 Urban Neighborhoods, Urban Schools (B)
PHIL 20703 The Social Contract Theorists (A)
PHIL 21000 Introduction to Ethics (A)
PHIL 21423 Introduction to Marx (A)
PHIL 21580 Libertarianism (A)
PHIL 21600 Introduction to Political Philosophy (A)
PHIL 21605 Justice (A)
PHIL 24410 Human Rights and Human Nature: Philosophical Approaches (A)
PHIL 24790 Self-Transformation and Political Resistance: Michel Foucault, Pierre Hadot, Primo Levi, Martin Luther King, Jr (A)
PHIL 24800 Foucault and The History of Sexuality (A)
PHIL 27504 Plato’s Republic (A)
PPHA 32501 Red State, Blue State: Opinion, Elections, and Representation (B)
PSYC 23850 Groups: Attachment, Conflict, and Resolution (B)
PSYC 23900 Political Psychology (B)
PSYC 25101 The Psychology of Decision Making (B)
SALC 20700 Critics of Colonialism (A)
SALC 20702 Colonizations III (A)
SOCI 20001 Sociological Methods (A)
SOCI 20005 Sociological Theory (A)
SOCI 20101 Organizational Analysis (B)
SOCI 20102 Social Change (A)
SOCI 20103 Social Stratification (A)
SOCI 20111 Survey Analysis I (A)
SOCI 20116 Global-Local Politics (B)
SOCI 20120 Urban Policy Analysis (B)
SOCI 20138 Politics/Participation/Organization (B)
SOCI 20146 Culture and Politics (B)
SOCI 20169 Global Society and Global Culture: Paradigms of Social and Cultural Analysis (C)
SOCI 20171 Law, Organizations, and Markets (B)
SOCI 20173 Inequality in American Society (B)
SOCI 20178 Management and Organizations (B)
SOCI 20184 Political Culture, Social Capital, and the Arts (B)
SOCI 20193 Religious Politics in the Neo-Liberal Epoch (C)
SOCI 20209 Culture and Social Networks (B)
SOCI 21800 Social and Political Movements (B)
SOCI 22700 Urban Structure and Process (B)
SOCI 23100 Revolutions and Rebellions in Twentieth-Century China (C)
SOCI 23600 Political Sociology (B)
SOCI 25500 Survey Research Overview (A)
SOCI 26900 Globalization: Empirical/Theoretical Elements (C)
SOCI 27900 Global-Local Politics (B)
SOCI 28050 Understanding Social Change in China (C)
SOCI 28056 Collective Violence and Social Orders (C)
SOSC 20600 Qualitative Methods in the Social Sciences (A)
STAT 22000 Statistical Methods and Applications (A)
STAT 23400 Statistical Models and Methods (A)

Courses Outside Political Science That Will Not Be Approved
Many students ask about the following courses. Petitions will be denied to use courses on this list for political science credit.
ECON 19800 Introduction to Microeconomics
ECON 19900 Introduction to Macroeconomics
ECON 20000 The Elements of Economic Analysis I
ECON 20100 The Elements of Economic Analysis II
ECON 22200 Topics in American Economic History
ECON 26600 Economics of Urban Policies
Any introductory civilization studies courses.
AP 5 Statistics.

POLITICAL SCIENCE COURSES
PLSC 20693. Psychology of Power: Hobbes, Spinoza, and Nietzsche. 100 Units.
This seminar will examine the development of the concept of power as a psychological principle in Hobbes, Spinoza, and Nietzsche. The moderns give unprecedented significance to the notion of power, especially making it a central term of analysis for moral psychology and political philosophy. What is power? In what sense do human beings desire power, and is this desire good or bad? Does an inclination to power come from the passions or reason? What is the importance of scientific or theological meanings of power for the psychological-political concept? We will consider the relation between the modern notion of power and classical liberal understandings of natural right, liberty and equality, the sovereign state, and war and peace. What is achieved, theoretically and politically, by explaining human phenomena through a concept of power, and what is sacrificed?
Instructor(s): Brian Bitar Terms Offered: Not offered in 2014-15
Equivalent Course(s): SCTH 20693,FNDL 20601
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. (B)
Instructor(s): J. Brehm Terms Offered: Spring
Equivalent Course(s): LLSO 26802

PLSC 22600. Introduction to Political Philosophy. 100 Units.
In this class we will investigate what it is for a society to be just. In what sense are the members of a just society equal? What freedoms does a just society protect? Must a just society be a democracy? What economic arrangements are compatible with justice? In the second portion of the class we will consider one pressing injustice in our society in light of our previous philosophical conclusions. Possible candidates include, but are not limited to, racial inequality, economic inequality, and gender hierarchy. Here our goal will be to combine our philosophical theories with empirical evidence in order to identify, diagnose, and effectively respond to actual injustice. (A)
Instructor(s): B. Laurence Terms Offered: Winter
Equivalent Course(s): PHIL 21600, GNSE 21601, LLSO 22612

PLSC 22825. Philosophy and Public Education. 100 Units.
This course will critically survey the various ways in which philosophy curricula are developed and used in different educational contexts and for different age groups. Considerable attention will be devoted to the growing movement in the U.S. for public educational programs in precollegiate philosophy.
Instructor(s): R. Schultz Terms Offered: Winter
Equivalent Course(s): PHIL 22820

PLSC 22913. The Practice of Social Science Research. 100 Units.
This course 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. (A)
Instructor(s): Staff Terms Offered: Autumn, Winter, Spring
**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). (B)

**Instructor(s): M. Dawson**

**Terms Offered: Winter**

**Equivalent Course(s):** LLSO 27101

**PLSC 23415. Emergence of Capitalism in Early Modern Europe. 100 Units.**
This course investigates the emergence of capitalism in Europe and the world as a whole between the early sixteenth and the late eighteenth centuries. We discuss the political and cultural as well as the economic, sources of capitalism, and explore Marxist, neoclassical, and cultural approaches. (C)

**Instructor(s): W. Sewell**

**Terms Offered: Spring**

**Equivalent Course(s):** HIST 23300, HIST 33300, LLSO 27101

**PLSC 23910. Rulership Ancient and Modern: Xenophon’s Education of Cyrus and Machiavelli’s Prince. 100 Units.**
A reading of two of the classic treatments of political rulership: Xenophon’s *The Education of Cyrus* and Machiavelli’s *Princ*. We will consider the qualities needed to acquire, maintain, and increase political power, the relations between rulers and ruled, the relations between political and military leadership and more broadly between politics and war, the roles of morality and religion in politics, differences between legitimate and tyrannical rule, and differences between modern and ancient views of rulership. (A)

**Instructor(s): N. Tarcov**

**Terms Offered: Autumn**

**Equivalent Course(s):** PLSC 33910, FNDL 23910

**PLSC 24810. Politics of the U.S. Congress. 100 Units.**
This course examines Congress from the perspective of the 535 senators and representatives who constitute it. It examines congressional elections, legislators’ relationships with their constituents, lawmakers’ dealings in and with committees, and representatives’ give-and-take with congressional leadership, the executive, and pressure groups. (B)

**Instructor(s): M. Hansen**

**Terms Offered: Autumn**
PLSC 25001. Race and Nation in Latin America. 100 Units.
The invention of the nation was a particularly difficult task in Latin America. This project developed amidst brutal processes of colonization, nascent independence struggles and economies largely based on slave labor. As such, elites in this region had the monumental task of inventing a homogeneous national culture and identity in the face of ethno-racial divisions, a reality of increasingly entangled and racially mixed households, and perhaps most importantly, in the context of the rise of scientific racism. While the U.S. shares many aspects of this history with Latin America and the Caribbean, there are some important differences in the racial trajectories of these regions. The primary objective of this undergraduate course is to analyze the relationship between race, national identity in Latin America and the Caribbean. (C)
Instructor(s): T. Paschel Terms Offered: Winter

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. (A)
Instructor(s): S. Muthu Terms Offered: Winter
Equivalent Course(s): LLSO 25610

PLSC 25810. Democracy in Indonesia. 100 Units.
Indonesia is both the largest new democracy and the largest majority-Muslim country in the world. This course considers how Indonesia has managed to establish a surprisingly stable democratic regime since the late 1990s after more than forty years of dictatorship. What allowed democracy to take root in Indonesia despite the enormous challenges of a devastating economic crisis, violent outbreaks of ethnic and religious conflict, widespread movements for territorial separation, longstanding disagreements over the proper role for Islam in politics, and an apparent lack of local democratic experience? What were the tradeoffs involved, and how have they affected the quality of democracy in Indonesia today? Beyond surveying the important case of Indonesia itself, this course will also consider how Indonesia’s surprising experience might change the way we think about democratization more generally. (C)
Instructor(s): D. Slater Terms Offered: Winter
Equivalent Course(s): PLSC 35810
PLSC 26800. Insurgency, Terrorism, and Civil War. 100 Units.
This course provides an introduction to asymmetric and irregular warfare. From Colombia to Afghanistan, non-state armed organizations are crucially important actors. We will study how they organize themselves, extract resources, deploy violence, attract recruits, and both fight and negotiate with states. We will also examine government counterinsurgency and counterterrorism policies, peacebuilding after conflict, and international involvement in internal wars. Case materials will be drawn from a variety of conflicts and cover a number of distinct topics. This course has a heavy reading load, and both attendance and substantial participation in weekly discussion sections are required. (D)
Instructor(s): P. Staniland Terms Offered: Winter  
Equivalent Course(s): LLSO 26804

PLSC 27216. Machiavelli’s Political Thought. 100 Units.
This course is devoted to the political writings of Niccolò Machiavelli. Readings include The Prince, Discourses on Livy’s History of Rome, selections from the Florentine Histories, and Machiavelli’s proposal for reforming Florence’s republic, “Discourses on Florentine Affairs.” Topics include the relationship between the person and the polity; the compatibility of moral and political virtue; the utility of class conflict; the advantages of mixed institutions; the principles of self-government, deliberation, and participation; the meaning of liberty; and the question of military conquest. (A)
Instructor(s): J. McCormick Terms Offered: Autumn
Prerequisite(s): Prior consent of instructor.
Equivalent Course(s): LLSO 28200,PLSC 52316,FNDL 28102

PLSC 27315. Machiavelli: Texts and Interpretations. 100 Units.
This course assumes intimate familiarity on the part of students with Machiavelli’s main political writings, The Prince and the Discourses. We devote most of the course to major interpretations of the Florentine’s political thought, including: Baron, Berlin, Chabod, de Grazia, Gramsci, Hulliung, Kahn, Lefort, Mansfield, Najemy, Pitkin, Pocock, Ridolfi, Skinner, Strauss, Vivanti, and Wolin. (A)
Instructor(s): J. McCormick Terms Offered: Winter
Prerequisite(s): Prior consent of instructor
Equivalent Course(s): PLSC 52415

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. (B)
Instructor(s): J. Padgett Terms Offered: Winter
Equivalent Course(s): PLSC 37500
PLSC 28100. Russian Politics. 100 Units.
One of the major world powers, Russia commands a nuclear arsenal and vast energy reserves. This course will help us to understand Russia’s political development which is inextricable from the country’s history and economy. After reviewing some milestones in Soviet history, we shall focus on the developments since the fall of the ‘evil empire.’ Political institutions, economy, foreign policy, and social change will all receive some attention. (C)
Instructor(s): S. Markus Terms Offered: Spring

PLSC 28500. Zionism and Palestine. 100 Units.
This course has three broad aims, the first of which is to explore the various strands of early Zionist thinking in Europe during the late 19th and early 20th century. The second aim is to analyze how the European Zionists who came to Palestine created the Jewish state in the first half of the 20th century. The third aim is to examine some key developments in Israel’s history since it gained its independence in 1948. While the main focus will be on Zionism and the state of Israel, considerable attention will be paid to the plight of the Palestinians and the development of Palestinian nationalism over the past century. (D)
Instructor(s): J. Mearsheimer Terms Offered: Spring
Prerequisite(s): Consent of instructor. Enrollment limited.

PLSC 28701. Introduction to Political Theory. 100 Units.
Instructor(s): S. Muthu Terms Offered: Spring

PLSC 28710. Democracy and the Politics of Wealth Redistribution. 100 Units.
How do political institutions affect the redistribution of wealth among members of a society? In most democracies, the distribution of wealth among citizens is unequal but the right to vote is universal. Why then have so many newly democratic states transitioned under conditions of high inequality yet failed to redistribute? This course explores this puzzle by analyzing the mechanisms through which individual and group preferences can be translated into pro-poor policies, and the role elites play in influencing a government’s capacity or incentives to redistribute wealth. Topics include economic inequality and the demand for redistribution, the difference in redistribution between democracy and dictatorship, the role of globalization in policymaking, and the effects of redistribution on political stability and change. (C)
Instructor(s): M. Albertus Terms Offered: Autumn
Equivalent Course(s): LLSO 28710

PLSC 28800. Introduction to Constitutional Law. 100 Units.
This course is an introduction to the constitutional doctrines and political role of the U.S. Supreme Court, focusing on its evolving constitutional priorities and its response to basic governmental and political problems, including maintenance of the federal system, promotion of economic welfare, and protection of individual and minority rights. (B)
Instructor(s): G. Rosenberg Terms Offered: Winter
Equivalent Course(s): LLSO 23900, PLSC 48800
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. (B)
Instructor(s): W. Howell Terms Offered: Winter

PLSC 28900. Strategy. 100 Units.
This course covers American national security policy in the post–cold war world, especially the principal issues of military strategy that are likely to face the United States in the next decade. This course is structured in five parts: (1) examining the key changes in strategic environment since 1990, (2) looking at the effects of multipolarity on American grand strategy and basic national goals, (3) focusing on nuclear strategy, (4) examining conventional strategy, and (5) discussing the future of war and peace in the Pacific Rim. (D)
Instructor(s): R. Pape Terms Offered: Spring
Equivalent Course(s): PLSC 39900

PLSC 28901. Introduction to Comparative Politics. 100 Units.
What factors prolong the lives of dictatorships? When do autocrats choose to relinquish power? Why does democratization sometimes produce violence and/or social inequality? What are the long-term consequences of colonial rule for democratic development? This course will use pairwise comparisons of countries from four different world regions and apply the comparative method to address some of the most enduring puzzles and paradoxes of democratization. Rather than covering an exhaustive set of topics that make up the entire field of comparative politics, we will focus on some of the most pressing challenges to democratic development today. In addition to course readings, we will also include the screening of several films that underscore and dramatize the key themes discussed in the class. (C)
Instructor(s): M. Nalepa Terms Offered: Winter

PLSC 29000. Introduction to International Relations. 100 Units.
This course introduces main themes in international relations that include the problems of war and peace, conflict and cooperation. We begin by considering some basic theoretical tools used to study international politics. We then focus on several prominent security issues in modern international relations, such as the cold war and post–cold war world, nuclear weapons, nationalism, and terrorism. We also deal with economic aspects of international relations, such as globalization, world trade, environmental pollution, and European unification. (D)
Instructor(s): J. Mearsheimer Terms Offered: Winter
Equivalent Course(s): PLSC 39800
PLSC 29200. Civil Rights/Civil Liberties. 100 Units.
This course examines selected civil rights and civil liberties decisions of U.S. courts with particular emphasis on the broader political context. Areas covered include speech, race, and gender. (B)
Instructor(s): G. Rosenberg Terms Offered: Spring
Prerequisite(s): PLSC 28800 or equivalent and consent of instructor.
Equivalent Course(s): LLSO 24000

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. (C)
Instructor(s): B. Lessing Terms Offered: Spring
Equivalent Course(s): LLSO 27307

PLSC 29700. Independent Study. 100 Units.
This course is a reading and research course for independent study not related to the BA thesis or BA research.
Terms Offered: Summer, Autumn, Winter, Spring
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 course is a reading and research course for independent study related to BA research and BA thesis preparation.
Terms Offered: Summer, Autumn, Winter, Spring
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.
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 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 (http://catalog.uchicago.edu/thecollege/archives) for the requirements that pertain to them.

NOTE: When planning your course schedule, please consult the Time Schedules (http://timeschedules.uchicago.edu) and the Courses section (http://psychology.uchicago.edu/academics/undergrad/collegecourses20122013.shtml) of the Psychology Department Undergraduate Program website for any changes in the course offerings.
Statistics/Methodology Sequence

Psychology majors are required to complete PSYC 20100 Psychological Statistics and PSYC 20200 Psychological Research Methods by the end of their third year. However, 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 (Psy Rech Meth) and the statistical methods (Psych Stats) used in psychological science and are typically taught in Autumn and Winter Quarters.

Students may take STAT 22000 Statistical Methods and Applications or a more advanced statistics course instead of PSYC 20100.

Breadth Requirement

Students are required to take four of the following five courses, each of which will be offered every year:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 20300</td>
<td>Biological Psychology</td>
<td>100</td>
</tr>
<tr>
<td>PSYC 20400</td>
<td>Cognitive Psychology</td>
<td>100</td>
</tr>
<tr>
<td>PSYC 20500</td>
<td>Developmental Psychology</td>
<td>100</td>
</tr>
<tr>
<td>PSYC 20600</td>
<td>Social Psychology</td>
<td>100</td>
</tr>
<tr>
<td>PSYC 20700</td>
<td>Sensation and Perception</td>
<td>100</td>
</tr>
</tbody>
</table>

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 psychology 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 Undergraduate Reading in 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. 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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 13100-13200</td>
<td>Elementary Functions and Calculus I-II (or higher)†</td>
<td>200</td>
</tr>
</tbody>
</table>

**Total Units** 200

**MAJOR**

One of the following: 200

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 20100 &amp; PSYC 20200</td>
<td>Psychological Statistics and Psychological Research Methods *</td>
<td>200</td>
</tr>
<tr>
<td>STAT 22000 &amp; PSYC 20200</td>
<td>Statistical Methods and Applications and Psychological Research Methods (or above) *</td>
<td>200</td>
</tr>
</tbody>
</table>

Four of the following: 400

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 20300</td>
<td>Biological Psychology</td>
<td>200</td>
</tr>
<tr>
<td>PSYC 20400</td>
<td>Cognitive Psychology</td>
<td>200</td>
</tr>
<tr>
<td>PSYC 20500</td>
<td>Developmental Psychology</td>
<td>200</td>
</tr>
<tr>
<td>PSYC 20600</td>
<td>Social Psychology</td>
<td>200</td>
</tr>
<tr>
<td>PSYC 20700</td>
<td>Sensation and Perception</td>
<td>200</td>
</tr>
</tbody>
</table>

Six electives + 600

**Total Units** 1200

† Credit may be granted by examination.

* Credit for PSYC 20100 or STAT 22000 may be granted by examination.

+ Courses without a psychology 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:

1. 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.

2. Students should arrange to write an honors paper with a faculty sponsor 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.

3. Students are required to take an PSYC 29800 Honors Seminar 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.

4. 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.

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 a third-year student who is 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 20000. Fundamentals of Psychology. 100 Units.**
This course introduces basic concepts and research in the study of behavior. Principal topics are sensation, perception, cognition, learning, motivation, and personality theories.
Instructor(s): J. Cacioppo Terms Offered: Autumn
PSYC 20100. Psychological Statistics. 100 Units.
Psychological research typically involves the use of quantitative (statistical) methods. This course introduces the methods of quantitative inquiry that are most commonly used in psychology and related social sciences. PSYC 20100 and 20200 form a two-quarter sequence that is intended to be an integrated introduction to psychological research methods. PSYC 20100 introduces explanatory data analysis, models in quantitative psychology, concept of probability, elementary statistical methods for estimation and hypothesis testing, and sampling theory. PSYC 20200 builds on the foundation of PSYC 20100 and considers the logic of psychological inquiry and the analysis and criticism of psychological research. It is recommended that students complete MATH 13100 and MATH 13200 (or higher) before taking this course.
Instructor(s): W. Goldstein Terms Offered: Autumn

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): A. Henly Terms Offered: Winter

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: Winter
Equivalent Course(s): CHDV 20209

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): 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): 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): S. Beilock Terms Offered: Spring

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): A. Woodward Terms Offered: Spring
Equivalent Course(s): CHDV 25900

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): W. Goldstein Terms Offered: Winter
Prerequisite(s): PSYC 20000 recommended.
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): S. Shevell Terms Offered: Autumn

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): Staff Terms Offered: Autumn
Note(s): For CHD majors or intended majors.
Equivalent Course(s): CHDV 20000
PSYC 21510. Neuroscience of Communication. 100 Units.
We will read and discuss communication and how various kinds of communication are mediated by neural systems. The course will cover theories, methods, and empirical findings in communication neuroscience. Topics will include speech and language, emotional information, face perception, gesture, and music.
Instructor(s): H. Nusbaum Terms Offered: Spring

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: Autumn
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.

PSYC 21950. Language, Culture, and Thought. 100 Units.
Survey of research on the interrelation of language, culture, and thought from the evolutionary, developmental, historical, and culture-comparative perspectives with special emphasis on the mediating methodological implications for the social sciences.
Instructor(s): J. Lucy Terms Offered: Spring
Note(s): Not offered 2014-15
Equivalent Course(s): CHDV 21901, ANTH 27605, ANTH 37605, CHDV 31901, PSYC 31900, LING 27700, LING 37700

PSYC 22750. Developmental Psychopathology. 100 Units.
This advanced course focuses on the development of mental disorders that have their onset in infancy, childhood, or adolescence from the perspective of developmental psychopathology. Developmental psychopathology is a field that lies at the interface of clinical and developmental psychology within which the aim is to identify the earliest deviations from normative developmental processes that likely lead to the development of psychopathology. By incorporating the study of basic biological and psychological processes into the study of psychopathology, the identification of earliest markers, and ultimately causal factors, may be achieved.
Instructor(s): K. Keenan Terms Offered: Spring
Note(s): This course does not meet requirements for the biological sciences major.
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): Third- or fourth-year standing. Instructor consent required.
Equivalent Course(s): CHDV 21000, AMER 33000, ANTH 24320, ANTH 35110, CHDV 31000, GNSE 21001, GNSE 31000, PSYC 33000

PSYC 23200. 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): CHDV 23900, LING 21600

PSYC 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-numbered years), J. Mateo (odd-numbered years)
Terms Offered: Winter
Prerequisite(s): Completion of the general education requirement in the biological sciences.
Equivalent Course(s): BIOS 23249, CHDV 23249, HDCP 41650

PSYC 23301. The Empathic Brain. 100 Units.
This course is designed to introduce undergraduate students to current research and theories of empathy and associated behavior. The focus of this course will be on interpersonal sensitivity, how people perceive and experience and respond to the internal states (e.g., cognitive, affective, motivational) of another, and predict the subsequent events that will result. The study of empathy serves as the basis for integrating a variety of data and theories from evolutionary biology, social psychology, cognitive and affective neuroscience, developmental psychology, clinical neuropsychology and psychiatry.
Instructor(s): J. Decety Terms Offered: Autumn
PSYC 24000. Systems Neuroscience. 100 Units.
This course introduces 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): M. Hale, D. Freedman Terms Offered: Spring
Prerequisite(s): BIOS 24204 or consent of instructor.
Note(s): This course meets one of the requirements of the neuroscience specialization.

PSYC 24050. Understanding Wisdom. 100 Units.
Thinking about the nature of wisdom goes back to Aristotle and has changed in many ways over the history of thought. However, in modern times the term "wisdom" has appeared less in popular discourse except as a synonym for being "smart" or "clever." This course examines the basic question of how wisdom has been defined and how the definition has changed. We examine whether wisdom really exists or whether it is simply a creation of mythology or fiction or wishful thinking. Further, the course considers whether and how wisdom can be studied scientifically, that is, how it can be measured and experimentally manipulated. Readings are drawn from philosophy, classics, history, behavioral economics, neuroscience, and psychology. In addition to considering the theoretical concept of wisdom and how it can be studied scientifically, the course explores how concepts of wisdom can be applied in business, education, medicine, and the law. We conclude by discussing the notion of how practical wisdom can be applied in daily life to increase human flourishing.
Instructor(s): H. Nusbaum, B. Keysar, B. Hoeckner, A. Henly Terms Offered: Autumn
Prerequisite(s): Third- or fourth-year standing
Equivalent Course(s): BPRO 24000, HUMA 24005, PSYC 34050

PSYC 24567. Neuroscience and the Media: How to Separate the Wheat from the Chaff. 100 Units.
Neuroscience is not only expanding as a field but also increasingly discussed beyond the academic sphere, particularly in the popular media. How should we make sense of the many growing discourses about neuroscience findings in society? How should we evaluate their effects? We will critically examine in what ways are we witnessing insights that are entirely novel, findings that are revolutionary, or applications that are empowering or threatening to human beings and how they are discussed and often distorted in the media.
Instructor(s): J. Decety Terms Offered: Autumn
PSYC 24670. How to Read Minds: The Development of Theory of Mind. 100 Units.
Learning to read and reason about other people’s minds is crucial for children to navigate their inherently social world. In this course, we will ask questions about what it means to have a theory of mind, what aspects of mind reading are most central to children's social and cognitive development, and how these abilities might develop. We will discuss both foundational articles and current findings utilizing a variety of methodologies and spanning from infancy through school age.
Instructor(s): L. Garvin Terms Offered: Winter
Prerequisite(s): PSYC 20500, PSYC 20400, or PSYC 20600

PSYC 24680. The Musical Mind. 100 Units.
This course aims to provide undergraduate students with a broad, yet comprehensive survey of music’s impact in cognitive, developmental, and social psychology. Lectures, assignments, and course readings will focus on both theoretical and empirical accounts of how music—used as a natural lens—can provide us with insights about basic psychological processes. We will also frequently compare music to other forms of communication (i.e., language), in order to discuss whether the mechanisms used to perceive and understand music are domain-specific or domain-general. Specific issues that will be addressed throughout the course include: Why can music so easily elicit emotional responses from listeners? Does music have its own grammar? How does learning a musical system affect our cognitive, social, and neural development? No previous knowledge of music theory is assumed. Given that a majority of the readings are from empirical journals, however, previous course work in statistics and research methods is suggested.
Instructor(s): S. Hedger Terms Offered: Spring
Prerequisite(s): Previous coursework in statistics is suggested

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
Note(s): It is highly recommended to take this course before taking PSYC 25700 The Psychology of Negotiation.
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: Spring
Prerequisite(s): An introductory course in Psychology or Human Development and an introductory Methods/Statistics course
Equivalent Course(s): PBPL 25120, CHDV 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): It is highly recommended to take PSYC 25101 The Psychology of Decision Making before taking 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

PSYC 26219. Critical Approaches to Child Mental Health. 100 Units.
This course is designed to examine the field of child mental health from an interdisciplinary perspective, integrating anthropological, sociological and psychological insights to look at some of the significant questions and controversies present in considerations of children’s health today. Students will also spend significant time on developing individual research papers. We will begin in the first two weeks with an overview of the field of child psychopathology and the diagnostic systems most commonly used in the practice of child psychiatry. We will then spend the next three weeks looking at two of the most common and controversial diagnoses applied to children in the United States: Autism-spectrum disorders and Attention Deficit/Hyperactivity Disorder. In examining these categories we will consider the cultural and historical contexts that have lead to the emergence of these diagnoses and the variety of experiences of those identified as being afflicted with these disorders. The highly public controversy over giving children psychiatric medication and the implications of exporting Western psychiatric knowledge about children to other cultural contexts will also be considered. In the second half of the class we will move away from examinations of psychiatric nosology to think more broadly about the ways in which concepts of the normative treatment and behavior of children vary across time and place, looking particularly at the effects of aggression on children.
Instructor(s): C. El Ouwardani Terms Offered: Autumn
Equivalent Course(s): CHDV 26233

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): Ming Xiang Terms Offered: Autumn
Equivalent Course(s): LING 27010
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 a similar course.

PSYC 29200. Undergraduate Reading in Psychology. 100 Units.
Terms Offered: Autumn, Winter, Spring
Note(s): Students are required to submit the College Reading and Research Course Form. Available for either quality grades or for P/F grading.

PSYC 29350. Language and Thought. 100 Units.
Does language shape our thoughts? Do people who speak different languages think differently? What would the human mind be like without language? These innocent-seeming questions have generated fierce debate among linguists, philosophers, and psychologists for over a century. New data allow us to reexamine these questions, and discover how the uniquely-human capacity for language changes our brains, minds, and world.
Instructor(s): D. Casasanto Terms Offered: Spring

PSYC 29700. Undergraduate Research in Psychology. 100 Units.
Terms Offered: Autumn, Winter, Spring
Note(s): Students are required to submit the College Reading and Research Course Form. Available for either quality grades or for P/F grading.

PSYC 29800. Honors Seminar. 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): S. Levine 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.
PUBLIC POLICY STUDIES

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 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 techniques and methods, train them in policy research, and give them a thorough grounding in one or more specific policy areas.

The program also encourages students to undertake an internship experience either during the academic year or during the summer. PBPL 29600 Internship: Public Policy offers academic course credit for students completing an approved, policy-oriented internship.

Students should contact the program administrator with questions about meeting requirements for the public policy studies degree.

PROGRAM REQUIREMENTS

The suggested sequence described below is typical, but many other variations are possible. There is flexibility within the program regarding when required courses can be taken.

First Year

During their first or second year, students should take two quarters of calculus plus PBPL 26400 Quantitative Methods in Public Policy Quantitative Methods in Public Policy. Other quantitative courses may be substituted for PBPL 26400 with the permission of the program director.

Second Year

Many students take the following required three-quarter sequence in their second year. Taking the courses in the same year is not required, however, and the courses may be taken in any order.

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PBPL 22100</td>
<td>Politics and Policy</td>
<td>100</td>
</tr>
<tr>
<td>PBPL 22200</td>
<td>Public Policy Analysis</td>
<td>100</td>
</tr>
<tr>
<td>PBPL 22300</td>
<td>Problems of Public Policy Implementation</td>
<td>100</td>
</tr>
</tbody>
</table>
Students are required to take either PBPL 20000 Economics for Public Policy or ECON 20000 The Elements of Economic Analysis I; completion of one of these two courses is a prerequisite for the sequence course PBPL 22200 Public Policy Analysis. PBPL 20000 Economics for Public Policy assumes no prior economics training, whereas ECON 20000 The Elements of Economic Analysis I requires ECON 19800 Introduction to Microeconomics or other prior training in microeconomics.

Third Year

Students typically complete the courses that follow in their third year.

**At least one course in statistics**

Students are required to take STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods.

**Courses in an area of specialization**

Students should identify their area of specialization and submit a proposal for their program of study to the program administrator by the end of Winter Quarter in their third year. Students are required to complete three substantive policy courses that make up a specialization in a public policy field. Students may meet the specialization requirement in one of two ways: (1) by taking three courses that thematically connect (e.g., courses in urban politics, urban economics, and urban society would count as an urban specialization; or courses in international relations, international finance, and history of the European Union might be an international specialty); or (2) by taking three courses beyond the introductory course in one discipline other than public policy (e.g., economics, political science, sociology, statistics). Courses that satisfy the area of specialization requirement do not have to be listed or cross-listed as public policy courses; however, these courses should involve a substantial policy component. Please see the Public Policy Studies website for examples of some specialization courses: pbpl.uchicago.edu/page/areas-specialization.

**Research Practicum**

Students must fulfill a two-quarter research program. One of the quarters must be drawn from a “Methods” class, and the other quarter must be drawn from a “Windows” class, where the terminology reflects the idea that such a class represents a window from the ivory tower into the “real world.” Most students will fulfill this requirement through the two-quarter “practicum” sequence PBPL 26200-26300 Field Research Project in Public Policy I-II. Each sequence is designed to teach research methods (e.g., focus groups, community surveys, GIS mapping) in a hands-on way. Many of the practicums in the past have involved collective work on a real-world policy problem; see, for example, some final reports at cppt.uchicago.edu.

Sometimes PBPL 26200 Field Research Project in Public Policy I will be offered in a stand-alone manner, as a one-quarter Methods class, and PBPL 26300 Field Research Project in Public Policy II also will be offered in a stand-alone fashion, as a one-quarter Windows class. Alternatives to one or both quarters of PBPL 26200-26300 Field Research Project in Public Policy I-II can be drawn from the Methods and Windows classes listed below. Students may petition the program director for
permission to fulfill either their Methods or Windows requirement (or both) with courses that are not listed.

The Methods classes include:

PBPL 26200 Field Research Project in Public Policy I
PBPL 26500 Quantitative Policy Analysis Using Microsoft Excel
PBPL 26605 Regression, Factor Analysis, and Other Methods in Public Policy Research
PBPL 27040 Public Finance and Public Policy
GEOG 28200 Introduction to GIS
SOCI 20001 Sociological Methods
SOCI 20111 Survey Analysis I
PPHA 34600 Program Evaluation
PPHA 34810 Mixed Methods Approaches to Policy Research
SSAD 30200 Social Intervention: Research and Evaluation

The Windows classes include:

PBPL 26300 Field Research Project in Public Policy II
PBPL 24751 The Business of Non-Profits: The Evolving Social Sector
PBPL 26801 Race Policy
SOCI 20140 Qualitative Field Methods

The research practicum is generally taken by students in their third year. Students who plan to study abroad in Winter or Spring Quarter of their third year may opt to complete the research practicum in their second or fourth year. One of the goals of the practicum requirement is to prepare students to write excellent BA papers, so generally it is best if the practicum can be taken before the fourth year.

Fourth Year

Students must write a BA paper in their fourth year. The required seminar course, PBPL 29800 Senior Seminar, offered in the Autumn Quarter, is designed to assist students in developing and writing their BA papers. The instructor of PBPL 29800 Senior Seminar, the public policy preceptor, serves as a reader for the BA papers. Students are encouraged to choose a faculty adviser as a second reader for the project. Outstanding BA papers can earn an honors designation. In early April, fourth-year students present their BA papers at a Public Policy undergraduate research symposium.

The PBPL 29800 Senior Seminar informs students about sources, methods of research, and treatment of evidence. Students work throughout Winter and Spring Quarters with the preceptors (and possibly faculty advisers) in revising their BA papers. In addition to the PBPL 29800 Senior Seminar requirement, students may take one or two quarters of PBPL 29900 BA Paper Preparation: Public Policy for general elective credit. PBPL 29900 BA Paper Preparation: Public Policy, typically coordinated by a preceptor or faculty adviser, is designed to ensure that students will have sufficient time to write a quality BA paper.
Public Policy Studies may accept a BA paper that also is being used to satisfy the requirements of a second major. Approval from both program chairs is required to submit one BA paper to two majors. A consent form, to be signed by both chairs, is available from the College advising office. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student’s year of graduation.

Courses

Many courses in related disciplines (e.g., Anthropology; Economics; History; Law, Letters, and Society; Political Science; Sociology; Biological Sciences) count toward the major when used as “specialization” courses.

**SUMMARY OF REQUIREMENTS**

**GENERAL EDUCATION**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 13100-13200</td>
<td>200</td>
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</table>

**MAJOR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>PBPL 26400</td>
<td>100</td>
</tr>
<tr>
<td>PBPL 22100 &amp; PBPL 22200 &amp; PBPL 22300</td>
<td>300</td>
</tr>
<tr>
<td>ECON 20000 or PBPL 20000</td>
<td>100</td>
</tr>
<tr>
<td>STAT 22000 or STAT 23400</td>
<td>100</td>
</tr>
<tr>
<td>Three courses in an area of specialization</td>
<td>300</td>
</tr>
<tr>
<td>PBPL 26200-26300</td>
<td>200</td>
</tr>
<tr>
<td>PBPL 29800</td>
<td>100</td>
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</tbody>
</table>

**Total Units**

<table>
<thead>
<tr>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>1200</td>
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</tbody>
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* Credit may be granted by examination.

+ PBPL 26400 Quantitative Methods in Public Policy may be replaced with a different quantitative course as previously described.

It is recommended that students take an additional course in statistics.

**GRADING**

All courses counting toward the public policy major must be taken for quality grades unless students have prior approval for P/F grading from the undergraduate program chair.

**HONORS**

Fourth-year students are eligible for honors if their overall GPA is 3.4 or higher. Those students are recommended for honors if their BA papers are of substantial
quality. For additional information about qualifying for honors, visit the Public Policy Studies website (pbpl.uchicago.edu).

PUBLIC POLICY STUDIES - COLLEGE 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): S. Shaikh, Staff Terms Offered: Autumn, Spring
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 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
Equivalent Course(s): ENST 21800, 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.
Instructor(s): C. Berry Terms Offered: Autumn
Note(s): Public Policy 22100-22200-22300 may be taken in and out of sequence.
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 or out of sequence. 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 to arrange an alternative.
Equivalent Course(s):

PBPL 22300. Problems of Public Policy Implementation. 100 Units.
Once a governmental policy or program is established, there is the challenge of getting it carried out in ways intended by the policy makers. We explore how obstacles emerge because of problems of hierarchy, competing goals, and cultures of different groups. We then discuss how they may be overcome by groups, as well as by creators and by those responsible for implementing programs. We also look at varying responses of target populations.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): One prior 20000-level social sciences course
Note(s): PBPL 22100-22200-22300 may be taken in or out of sequence.

PBPL 23000. Organizational Analysis. 100 Units.
This course is a systematic introduction to theoretical and empirical work on organizations broadly conceived (e.g., public and private economic organizations, governmental organizations, prisons, professional and voluntary associations, health-care organizations). Topics include intraorganizational questions about organizational goals and effectiveness, communication, authority, and decision making. Using recent developments in market, political economy, and neoinstitutional theories, we explore organizational change and interorganizational relationships for their implications in understanding social change in modern societies.
Instructor(s): E. Laumann Terms Offered: Autumn
Equivalent Course(s): SOCI 20101, SOCI 30101
PBPL 23100. Environmental Law. 100 Units.
This lecture/discussion course examines the development of laws and legal institutions that address environmental problems and advance environmental policies. Topics include the common law background to traditional environmental regulation, the explosive growth and impact of federal environmental laws in the second half of the twentieth century, regulations and the urban environment, and the evolution of local and national legal structures in response to environmental challenges.
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 Terms Offered: Winter
Prerequisite(s): ECON 20100 required; ECON 21000 or STAT 23400 strongly recommended
Note(s): This course is offered only in even numbered years.
Equivalent Course(s): ECON 28700

PBPL 23600. Political Sociology. 100 Units.
Political sociology explores how social processes shape outcomes within formal political institutions as well as the politics that occurs outside of recognized governing arrangements in the family, civic associations, social networks, and social movements, all of which may feed back into electoral, legislative, or administrative politics. The course will address how sociological analysis illuminates processes of political interaction and mobilization, the sources of political conflict and participation, the adoption and implementation of public policy, and the organization of political regimes whether level, national, or transnational.
Instructor(s): E. Clemens Terms Offered: Autumn
Prerequisite(s): Completion of the general education requirement in social sciences
Equivalent Course(s): SOCI 20106, ENST 23500, SOCI 30106

PBPL 24500. Economics of Urban Policies. 100 Units.
This course covers tools needed to analyze urban economics and address urban policy problems. Topics include a basic model of residential location and rents; income, amenities, and neighborhoods; homelessness and urban poverty; decisions on housing purchase versus rental (e.g., housing taxation, housing finance, landlord monitoring); models of commuting mode choice and congestion and transportation pricing and policy; urban growth; and Third World cities.
Instructor(s): G. Tolley, K. Ierulli Terms Offered: Spring
Prerequisite(s): ECON 20100
Equivalent Course(s): ECON 26600, GEOG 26600, GEOG 36600, LLSO 26202
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 24751. The Business of Non-Profits: 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.
Instructor(s): C. Velasquez Terms Offered: Autumn, Winter, Spring
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 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 20120, SOCI 30120, SOCI 20120/30120

PBPL 24901. Trade, Development, and Poverty in Mexico. 100 Units.
Taking the past twenty years as its primary focus, this course examines the impact of economic globalization across Mexico with particular emphasis on the border region and the rural South. We explore the impact of NAFTA and the shift to neoliberal policies in Mexico. In particular, we examine the human dimension of these broad changes as related to social development, immigration, indigenous populations, and poverty. While primarily critical, the primary objective of the course is to engage in an interdisciplinary exploration of the question: Is trade liberalization an effective development strategy for poor Mexicans?
Instructor(s): C. Broughton Terms Offered: Winter
Note(s): This course is offered in alternate years.
Equivalent Course(s): CRES 24901, LACS 24901
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: Spring
Prerequisite(s): An introductory course in Psychology or Human Development and an introductory Methods/Statistics course
Equivalent Course(s): CHDV 25120, PSYC 25120

PBPL 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
Equivalent Course(s): CRES 25405
PBPL 25620. Topics in Latin American Economies. 100 Units.
This course examines current issues in the economies of Latin America. Topics include sources of economic growth, commercial policy, regional economic integration, inflation and stabilization, fiscal deficits, the choice of an exchange rate regime, and debt problems.
Instructor(s): A. Menendez Terms Offered: Spring
Prerequisite(s): ECON 20300
Equivalent Course(s): ECON 25620, PPHA 37500

PBPL 25630. Poverty, Work, and Family Policy. 100 Units.
This course examines contemporary policy questions of concern to families, especially low-income working families. The course will consider demographic, labor market, and policy trends affecting family economic well-being and child outcomes; conceptual frameworks and policy debates concerning the responsibility of government, corporate, and informal sectors to address family needs; and specific policy and program responses directed at (1) improving employment and economic outcomes and (2) reconciling the competing demands of employment and parenting. Throughout the course, we will consider the ideological, conceptual, and empirical bases for the issues we study. Although our primary focus will be on issues affecting low-income families in the United States, relevant comparisons will be made throughout the course—cross-nationally, across race/ethnicity, and across income.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): Third- or fourth-year standing; second-year students require instructor consent.

PBPL 26200-26300. Field Research Project in Public Policy I-II.
These courses are designed to expose students to real-world policy-making questions and field-based research methodologies. The courses PBPL 26200 and PBPL 26300 can be offered as a two-quarter practicum project, or can be offered in one-quarter, standalone versions. Though the projects differ considerably among students and quarters, typically practicum students work together on designing the research project, gathering information, analyzing data, and presenting findings. Past practicums have connected with a variety of clients including the Chicago Cultural Alliance, the City’s Department of Family and Support Services, the Logan Center for the Arts, and the Woodlawn Public Safety Alliance. Both PBPL 26200 and PBPL 26300 generally are offered twice during an academic year. A standalone version of PBPL 26200 meets a student’s “Methods” requirement, while a standalone version of PBPL 26300 meets the “Windows” requirement.

PBPL 26200. Field Research Project in Public Policy I. 100 Units.
Instructor(s): Section 1: E. Carter, Autumn; Section 2: C. Broughton, Winter
Terms Offered: Various
Prerequisite(s): Open only to public policy studies majors. Third year standing recommended.
PBPL 26300. Field Research Project in Public Policy II. 100 Units.
Instructor(s): Section 1: E. Carter, Winter; Section 2: C. Broughton, Spring Terms
Offered: Various
Prerequisite(s): PBPL 26200; open only to public policy studies majors. Third year standing recommended.

PBPL 26400. Quantitative Methods in Public Policy. 100 Units.
This course involves a problem-by-problem investigation of how to apply the right statistics to contemporary public policy issues (in contrast to the method-by-method approach traditionally used to teach statistics). Quantitative public policy involves the use of four core methodologies: analysis of cross-tabulations, ordinary least squares regression, logistic regression, and analysis of variance. This course prepares students to understand scholarly articles using these four methods. We use a case analysis approach teaching specific decision algorithms in the application of the four methods. We also conduct analyses in SPSS using General Social Survey data and write up the results.
Instructor(s): W. Carter Terms Offered: Autumn

PBPL 26500. Quantitative Policy Analysis Using Microsoft Excel. 100 Units.
This course will explore MS Excel’s capabilities for conducting policy analysis through analysis of administrative and survey data. It will focus on research design for policy organizations and associated quantitative methods, including database applications, cross tabulation, linear and logistic regression, and modeling. For example, can we build a model that assesses the impact on gang violence that may result from different school closings and associated changes in school catchment area boundaries? Can we predict the number of physicians needed as the Affordable Care Act increases insured low income residents?
Instructor(s): E. Carter Terms Offered: Winter

PBPL 26505. The Case Study as a Public Policy Research Method. 100 Units.
This course presents contemporary approaches to completing such a project: deciding what flavor of case to select, selecting the specific cases to be investigated, planning and conducting the research, and writing up the findings. We explore the methodology’s strengths and weaknesses by constructing a case study regarding the public policy roles of the Chicago Tribune. The primary case study methodologies (i.e., literature review, content analysis, key informant interviews, social observation) are used to explore quantitative and qualitative approaches to building this case. We also read published case studies to develop a list of “best practices” for the method.
Instructor(s): W. Carter Terms Offered: Spring
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): ENST 26530,ECON 26530,PPHA 32510

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): ENST 26531,ECON 26540,PPHA 32520
PBPL 26605. Regression, Factor Analysis, and Other Methods in Public Policy Research. 100 Units.
The goal of this class is to equip undergraduates to publish quantitative research papers and to prepare quantitative BA papers. Public policy analysts use logistic and linear regression to build models that help them understand, and thus change, the world. In preparation for building these models, factor analysis is a tool to identify underlying patterns in the data and reduce its complexity. Cluster analysis permits segmenting the policy audience, as a guide to better targeting of interventions. In this course students select a dataset of interest to them and analyze it using these four methods, preparing the "findings" sections suitable for publication and/or BA papers. They also prepare a PowerPoint presentation suitable for either a policy or academic audience. Guest speakers from the University who have published articles using these methods discuss the practical issues in undertaking quantitative research. This class is designed to extend and build on Quantitative Methods in Public Policy (PBPL 26400).
Instructor(s): W. Carter Terms Offered: Winter
Note(s): Experience in using basic statistical methods is desirable but not required.

PBPL 26700. Economics of Education. 100 Units.
This course examines the economic role of education in society. The course begins by reviewing models that present different rationales for why families and individuals value or demand education. The course then discusses the implications of these competing models with special focus on the role of government in the funding and provision of education. The second half of the class takes as given that governments fund education and examines the mechanisms that governments use to purchase education for citizens. The class reviews both the theoretical models and empirical evidence related to each subtopic covered in the class.
Instructor(s): D. Neal Terms Offered: Spring
Prerequisite(s): ECON 21000
Equivalent Course(s): ECON 26700

PBPL 26709. Public Policy: The Great Books and Articles. 100 Units.
This course examines the great books and articles from the public policy literature. Our approach is to focus in-depth on digestible parts of each "great book," rather than reading and superficially discussing the complete tome. The public policy canon consists of the books that define our field and that differentiate it from purely academic disciplines on the one hand and from journalism on the other hand. We focus on applying public policy perspectives, as found in these seminal sources, to contemporary policy issues of interest to the class. Class members who have selected a BA topic are encouraged to apply the theoretical lenses found in the great books to strengthen the literature review/theory section of their BA paper as the product of the quarter’s work. Those with less defined programs of study write papers comparing, and critically assessing, the approaches from their preferred subset of the readings.
Instructor(s): W. Carter Terms Offered: Winter
PBPL 26801. Race Policy. 100 Units.
Relations among groups seeing themselves as fundamentally different generates private and public policies to channel association. Public policies intended to maintain and strengthen traditional racial relationships have included forced relocation, apartheid, extermination, walls, institutionalization, incarceration, segregation, ethnic cleansing, and legislated discrimination. Public policies intended to upset such traditions have included forced busing, affirmative action, the reservation of opportunities and political positions for specific castes/religions/ethnicities, and the legislated illegality of discrimination in housing and employment. Most recently in the United States, through distraction, hopelessness, indifference, neglect, the absence of good ideas, and/or the inability of advocates to compete effectively in the policy landscape, public policy has little to say about race. Even an African American president has declined to offer policy initiatives in this area. This course will examine public policy attempts to address issues of race, explore why so many seem to contain the seeds of their own failure, and formulate potential race policies that could jump start the contemporary policy conversation in this area. The course will include a research component exploring the current status of race policy in Chicago and Hyde Park.
Instructor(s): W. Carter Terms Offered: Spring
Equivalent Course(s): CRES 26801

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

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 27501. Regulating Speech. 100 Units.
This course concerns private and public policy with respect to speech and expression. Varieties of speech considered include blasphemy, obscenity, and advertising. Policies considered include prohibition; taxation; licensing; and time, place, and manner controls. The intellectual framework employed for the evaluation of various policies is primarily economic and legal, though other disciplines also are drawn upon.
Instructor(s): J. Leitzel Terms Offered: Spring
Note(s): This course is offered in alternate years.

PBPL 27750-27751. Practicum in Environment, Agriculture, and Food Policy I-II.
This course sequence is designed to acquaint students to real-world policy-making questions. Students will work together, along with an organizational partner, on designing and conducting a research project. Course work will involve academic literature reviews, various forms of data collection, research design, statistical analysis, and presentation of a final report. Previous projects have included certification of green restaurants in Chicago, mapping of campus green roofs in Chicago, transportation research for a Chicago museum exhibit, and design of incentive programs for storm water management in Chicago. Students in the course will also handle all aspects of running the Environment, Agriculture, and Food Working Group (eaf.uchicago.edu), including communication and outreach through website content and social media. Completion of the two-quarter sequence satisfies the undergraduate public policy studies practicum requirement.

PBPL 27750. Practicum in Environment, Agriculture, and Food Policy I. 100 Units.
Instructor(s): S. Shaikh Terms Offered: Autumn
Prerequisite(s): Open only to Public Policy majors and Environmental Studies majors and minors
Equivalent Course(s): ENST 27750

PBPL 27751. Practicum in Environment, Agriculture, and Food Policy II. 100 Units.
Instructor(s): S. Shaikh Terms Offered: Winter
Prerequisite(s): Open only to Public Policy majors and Environmental Studies majors and minors
Equivalent Course(s): ENST 27751
PBPL 27821. Urban Schools and Communities. 100 Units.
This course explores the intersection of urban schools and community, with a focus on the evolution of urban communities, families, and the organization of schools. It emphasizes historical, anthropological, and sociological perspectives as we explore questions about the purpose and history of public schools, and factors that influence the character of school structure and organization in urban contexts, such as poverty, segregation, student mobility, etc. The topics covered provide essential intellectual perspectives on the history, work, and complexities of urban schools with a particular focus on the communities that surround them.
Instructor(s): S. Stoelinga Terms Offered: Autumn
Equivalent Course(s): CHDV 27821, SOCI 20226

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 Terms Offered: Autumn, Winter, Spring

PBPL 28605. Economic Analysis of Law. 100 Units.
This course examines the structure of law from an economic basis. Topics include property rights, contracts, torts, the Coase theorem, and criminal law.
Instructor(s): J. Leitzel Terms Offered: Autumn
Prerequisite(s): ECON 20100
Equivalent Course(s): ECON 28600

PBPL 28702. Electoral Politics. 100 Units.
This course involves the scientific study of elections in advanced democracies with a primary focus on the modern United States. We will address empirical and theoretical questions about voters, candidates, parties, and the electoral system as a whole. For example, who runs for political office? How do they choose their policy platforms? How do citizens form their vote choices? Who turns out to vote and why? Who is informed and why? Does it matter that many citizens abstain from politics and are uninformed? What roles do race, ethnicity, and prejudice play in elections? What role does the media play? What laws and policies could improve political participation and political representation? We will address these questions through the applications of game theory, microeconomic theory, and most importantly quantitative/statistical analysis.
Instructor(s): A. Fowler Terms Offered: Autumn
Prerequisite(s): Basic familiarity with American politics and statistics is required.
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: Spring

PBPL 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 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: Autumn
Prerequisite(s): Third- or fourth-year standing. For ECON 26800: ECON 26500 and consent of instructor.
Equivalent Course(s): BPRO 29000, CHSS 37502, ECON 26800, ENST 29000, PPHA 39201, PSMS 39000

PBPL 29304. Urban Neighborhoods and Urban Schools: Community Economic Opportunity and the Schools. 100 Units.
This course explores the interplay between schools and neighborhoods and how this plays out in shaping life chances.
Instructor(s): M. Keels Terms Offered: Winter
Note(s): Not offered 2014-15
Equivalent Course(s): CHDV 20304, SOCI 30314

PBPL 29411. Mediation, Moderation, and Spillover Effects. 100 Units.
This course is designed for graduate students and advanced undergraduate students from social sciences, statistics, health studies, public policy, and social services administration who will be or are currently involved in quantitative research. The course is focused on methodological issues with regard to mediation of intervention effects, moderated intervention effects, cumulative effects of treatment sequences, and spillover effects in a variety of settings. Research questions about why an intervention works, for whom, under what conditions, in what sequence, and whether one individual’s treatment could affect other individuals’ outcomes are often key to the advancement of scientific knowledge yet pose major analytic challenges. (M)
Instructor(s): G. Hong Terms Offered: Autumn
Note(s): Not offered 2013-14
Equivalent Course(s): PSYC 32411, STAT 33211, CCTS 32411, CHDV 32411
PBPL 29600. Internship: Public Policy. 100 Units.
Students write a paper about their experience working for a government agency or nonprofit organization.
Instructor(s): Staff Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of program chair
Note(s): Open only to students who are majoring in public policy. Students are required to submit the College Reading and Research Course Form. Must be taken for P/F grading. Students must make arrangements with the program chair before beginning the internship.

PBPL 29700. Reading and Research: Public Policy. 100 Units.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Open only to students who are majoring in public policy
Note(s): Students are required to submit the College Reading and Research Course Form.

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: Autumn
Prerequisite(s): Registration by instructor consent only
Note(s): Please email Sabina Shaikh at sabina@uchicago.edu.
Equivalent Course(s): ENST 29701

PBPL 29800. Senior Seminar. 100 Units.
PBPL 29800, the Senior Seminar, is offered in Autumn Quarter and is designed to assist students in developing and writing the required BA paper. Students register for PBPL 29800 in Autumn Quarter and continue to work throughout Winter and Spring Quarters with a BA Seminar instructor/preceptor (and possibly faculty advisers) in revising their BA papers. The Autumn Quarter class informs students about sources, methods of research, and treatment of evidence. The instructor/preceptor of the Senior Seminar serves as a reader for the BA papers. Students may choose a faculty adviser as a second reader—though second readers are not required. Outstanding BA papers can earn an honors designation. As part of the BA process, students write a policy memo that distills their BA research and, in early April, present their BA papers at the yearly Public Policy undergraduate research symposium for graduating seniors.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): Open only to fourth-year students who are majoring in public policy
Note(s): Must be taken for a quality grade.
PBPL 29900. BA Paper Preparation: Public Policy. 100 Units.
Instructor(s): Staff Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Open only to fourth-year students who are majoring in public policy
Note(s): Students are required to submit the College Reading and Research Course Form.
RECOMMENDED 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

A major in Religious Studies consists of twelve courses, including one introductory course and a two-quarter senior seminar. It is preferable that students consult the Director of Undergraduate Studies and declare their major in Religious Studies before the end of their second year. Students and the Director of Undergraduate Studies will work together to create a program of study. The goal is to develop depth in one area so that a satisfactory BA paper will be written in the fourth year. Students are encouraged to explore more than one religious tradition in their courses. 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 Examination Credit and Transfer Credit (p. 38). Students with permission to enroll in graduate Divinity courses may count these toward the major.

Introductory Course

Students in Religious Studies are required to take RLST 10100 Introduction to Religious Studies. 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. It will typically be offered every year during Autumn Quarter. This course will introduce students to some of the central themes in Religious Studies; its particular focus will vary according to the interests of the individual instructor.
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 each 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 and RLST 29900 BA Paper) will assist students 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 in the Autumn Quarter and for RLST 29900 BA Paper 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. To be considered for honors, students must also have a 3.5 GPA or higher in the major and a 3.25 GPA or higher overall.

SUMMARY OF REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>RLST 10100</td>
<td>Introduction to Religious Studies</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>One course in historical studies in traditions</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>One course in constructive studies in religion</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>One course in cultural studies in religion</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Six additional courses in Religious Studies</td>
<td>600</td>
</tr>
<tr>
<td>RLST 29800</td>
<td>BA Paper Seminar</td>
<td>100</td>
</tr>
<tr>
<td>RLST 29900</td>
<td>BA Paper</td>
<td>100</td>
</tr>
<tr>
<td>Total Units</td>
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<td>1200</td>
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</tbody>
</table>

MINOR PROGRAM IN RELIGIOUS STUDIES

The minor in Religious Studies requires a total of seven courses. RLST 10100 Introduction to Religious Studies is required of all minors. The remaining six 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 each 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 forms are available from the student’s College adviser or online
Sample Program
The following group of courses would satisfy a minor in Religious Studies:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>RLST 10100</td>
<td>Introduction to Religious Studies</td>
<td>100</td>
</tr>
<tr>
<td>RLST 11005</td>
<td>Jewish Thought and Literature I: Introduction to</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>the Hebrew Bible</td>
<td></td>
</tr>
<tr>
<td>RLST 12000</td>
<td>Introduction to the New Testament: Texts and</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Contexts</td>
<td></td>
</tr>
<tr>
<td>RLST 21801</td>
<td>Religion and Society in the Middle Ages</td>
<td>100</td>
</tr>
<tr>
<td>RLST 23603</td>
<td>Cosmos and Conscience: Looking for Ourselves</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Elsewhere</td>
<td></td>
</tr>
<tr>
<td>RLST 24913</td>
<td>Marginalized Theologies</td>
<td>100</td>
</tr>
<tr>
<td>RLST 28900</td>
<td>Magic, Science, and Religion</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td><strong>Total Units</strong></td>
<td><strong>700</strong></td>
</tr>
</tbody>
</table>

**RELIGIOUS STUDIES COURSES**

**RLST 10100. Introduction to Religious Studies. 100 Units.**
This course introduces some of the central concerns, problems, and materials of Religious Studies. Students are exposed to a range of primary and secondary source material grouped around a set of themes chosen by the instructor. Possible themes include canon, prophecy, revelation, initiation, priesthood, sacred space, discipline, and ritual.

Instructor(s): L. Pick Terms Offered: Autumn
Note(s): Required of students who are majoring in Religious Studies.

**RLST 11005-20408. Jewish Thought and Literature I-II.**
Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. Students in this sequence explore Jewish thought and literature from ancient times until the modern era through a close reading of original sources. A wide variety of works is discussed, including the Hebrew Bible (Old Testament) and texts representative of rabbinic Judaism, medieval Jewish philosophy, and modern Jewish culture in its diverse manifestations. Texts in English.

**RLST 11005. Jewish Thought and Literature I: Introduction to the Hebrew Bible. 100 Units.**
The course will survey the contents of all twenty-four books of the Hebrew Bible, and introduce critical questions regarding its central and marginal figures, events, 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 its relation to the larger culture of the ancient Near East.

Instructor(s): S. Chavel Terms Offered: Autumn
Equivalent Course(s): JWSC 20004,BIBL 31000
RLST 20408. Jewish Thought and Literature II: The Bible and Archaeology. 100 Units.
In this course we will look at how interpretation of evidence unearthed by archaeologists contributes to a historical-critical reading of the Bible, and vice versa. We will focus on the cultural background of the biblical narratives, from the stories of Creation and Flood to the destruction of the Jerusalem temple by the Romans in the year 70. No prior coursework in archaeology or biblical studies is required, although it will be helpful for students to have taken JWSC 20004 (Introduction to the Hebrew Bible) in the Autumn Quarter.
Instructor(s): D. Schloen Terms Offered: Spring
Equivalent Course(s): JWSC 20005, NEHC 20405, NEHC 30405

RLST 12000. Introduction to the New Testament: Texts and Contexts. 100 Units.
Our main goal is a careful reading of the New Testament, while highlighting specific authors and specific passages. We will gain some useful knowledge of the historical, geographical, social, religious, cultural and political contexts of these documents and explore the major literary genres represented in the canon. Some insights will be given in the history of research, and current methodologies will be reflected. In the end, each participant should be able to find a personal way of dealing with these texts.
Instructor(s): M. Mitchell Terms Offered: Spring
Equivalent Course(s): BIBL 32500, FNDL 28202

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 course covers the period from ca. 600 to 950, concentrating on the career of the Prophet Muhammad; Qur’an and Hadith; the Caliphate; the development of Islamic legal, theological, philosophical, and mystical discourses; sectarian movements; and Arabic literature.
Instructor(s): T. Qutbuddin Terms Offered: Autumn
Equivalent Course(s): NEHC 20601, SOSC 22000

RLST 20402. Islamic Thought and Literature II. 100 Units.
This course covers the period from ca. 950 to 1700. We survey such works as literature, theology, philosophy, sufism, politics, and history that were written in Arabic, Persian, and Turkish. We also consider the art, architecture, and music of the Islamicate traditions. Through primary texts, secondary sources, and lectures, we 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): F. 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): NEHC 20602, SOSC 22100
RLST 20403. Islamic Thought and Literature III. 100 Units.
This course covers the period from ca. 1700 to the present, exploring works of Arab intellectuals who interpreted various aspects of Islamic philosophy, political theory, and law in the modern age. We look at diverse interpretations concerning the role of religion in a modern society, at secularized and historicized approaches to religion, and at the critique of both religious establishments and nation-states as articulated by Arab intellectuals. Generally, we discuss secondary literature first and the primary sources later.
Instructor(s): O. Bashkin Terms Offered: Spring
Note(s): This course does not apply to the medieval studies major or minor.
Equivalent Course(s): NEHC 20603,SOSC 22200

RLST 20402. Islamic Thought and Literature II. 100 Units.
This course covers the period from ca. 950 to 1700. We survey such works as literature, theology, philosophy, sufism, politics, and history that were written in Arabic, Persian, and Turkish. We also consider the art, architecture, and music of the Islamicate traditions. Through primary texts, secondary sources, and lectures, we 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): F. 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): NEHC 20602,SOSC 22100

RLST 20403. Islamic Thought and Literature III. 100 Units.
This course covers the period from ca. 1700 to the present, exploring works of Arab intellectuals who interpreted various aspects of Islamic philosophy, political theory, and law in the modern age. We look at diverse interpretations concerning the role of religion in a modern society, at secularized and historicized approaches to religion, and at the critique of both religious establishments and nation-states as articulated by Arab intellectuals. Generally, we discuss secondary literature first and the primary sources later.
Instructor(s): O. Bashkin Terms Offered: Spring
Note(s): This course does not apply to the medieval studies major or minor.
Equivalent Course(s): NEHC 20603,SOSC 22200

RLST 20408. Jewish Thought and Literature II: The Bible and Archaeology. 100 Units.
In this course we will look at how interpretation of evidence unearthed by archaeologists contributes to a historical-critical reading of the Bible, and vice versa. We will focus on the cultural background of the biblical narratives, from the stories of Creation and Flood to the destruction of the Jerusalem temple by the Romans in the year 70. No prior coursework in archaeology or biblical studies is required, although it will be helpful for students to have taken JWSC 20004 (Introduction to the Hebrew Bible) in the Autumn Quarter.
Instructor(s): D. Schloen Terms Offered: Spring
Equivalent Course(s): JWSC 20005,NEHC 20405,NEHC 30405
RLST 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): C. Fleischer Terms Offered: Autumn
Prerequisite(s): Not open to first-year students
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): NEHC 20501, HIST 25704, HIST 35704, ISLM 30500

RLST 20604-20605-25801. Jewish History and Society I-III-II.
Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. Students explore the ancient, medieval, and modern phases of Jewish culture(s) by means of documents and artifacts that illuminate the rhythms of daily life in changing economic, social, and political contexts. Texts in English.

RLST 20604. Jewish History and Society I: The Archaeology of Israel - History, Society, Politics. 100 Units.
The course will offer a historical and critical perspective on 150 years of archaeology in Israel/Palestine, beginning with the first scientific endeavors of the 19th century and covering British Mandate and pre-state Jewish scholarship, as well as developments in the archaeology of Israel since 1948. I will devote particular attention to the mutual construction of archaeological interpretation and Israeli identity and to the contested role of archaeology in the public sphere both within Israeli society and in the Israeli-Palestinian conflict. The course will conclude with a discussion of the plausibility and possible content of an indigenous post-conflict archaeology in Israel and Palestine, based on 21st century paradigm shifts in archaeological discourse and field work.
Instructor(s): R. Greenberg Terms Offered: Spring
Equivalent Course(s): JWSC 20001, CRES 20001, HIST 22113, NEHC 20401, NEHC 30401
RLST 20605. Jewish History and Society III: Israel Society and Jewish Cultures - Religiosity, Nation, Migration. 100 Units.
The class will discuss the connections between Israeli history and Jewish history. We will explore the history of the state since its establishment, its intellectual elites, their cultural production, as well as the protests, demonstrations, and sit-ins organized by Israeli Jews in Israel during the years 1948-2012. The class will reflect on tensions between Israelis of different origins, Mizrahi, Ashkenazi and Ethiopian communities in particular, and will discuss whether the arrival of various communities of Jews to Israel signified a liberating exodus from an oppressive exile; we will therefore consider different periodizations of Israeli history in which the moment of arrival to Israel of various migrants/olim (like Holocaust survivors, Mizrahi Jews, and others) marked the beginning of a difficult journey, aimed at achieving social mobility and citizenship rights in the Jewish state. We will also look at conflicts based on religion, especially the encounters between Haredi, national-religious and secular Jews in Israel. Finally, we will explore Israel’s relations with its Palestinian citizens and the Palestinian subjects in the occupied West Bank. The class will consider instances of politicized violence in Israel, and reflect on the ways in which their analysis could inform our thinking about social identities, nationalism, and religiosity. We will try to read against, and beyond, national Zionist narratives; unpack many national silences regarding the social and economic tensions embodied in these events, and study their implications with respect to visions of pluralism, binationalism, integration, and nationalism in Israel.
Instructor(s): O. Bashkin Terms Offered: Autumn
Equivalent Course(s): JWSC 20003, HIST 22202, NEHC 20403, NEHC 30403

RLST 25801. Jewish History and Society II: Messianism and Modernity. 100 Units.
This course will consider the changing function of the notion of the messiah as it developed and changed in the modern era. It takes as its concrete starting point the Sabbatian Heresy of the 17th century and concludes with Derrida’s philosophical development of the concept of the messianic. The course’s aim is to use messianism as a focal point around which to consider the dynamic relationship between philosophy and Jewish civilization. It will examine the changing representations of the the Messiah within the history of Jewish civilization. Concurrently it will consider the after-effect of these representations on discourses of modernity and vice-versa, illustrating both how Enlightenment conceptions of progress helped to create the notion of “messianism” understood as an abstract idea, and how the modern/post-modern philosophical conception of the “messianic” as a force that interrupts time is dependent upon historical studies of the messianic dimension of traditional Judaism.
Instructor(s): S. Hammerschlag Terms Offered: Winter
Equivalent Course(s): JWSC 20002, HIST 22406, NEHC 20402, NEHC 30402

RLST 20605-25801. Jewish History and Society III-II.
RLST 20605. Jewish History and Society III: Israel Society and Jewish Cultures - Religiosity, Nation, Migration. 100 Units.
The class will discuss the connections between Israeli history and Jewish history. We will explore the history of the state since its establishment, its intellectual elites, their cultural production, as well as the protests, demonstrations, and sit-ins organized by Israeli Jews in Israel during the years 1948-2012. The class will reflect on tensions between Israelis of different origins, Mizrahi, Ashkenazi and Ethiopian communities in particular, and will discuss whether the arrival of various communities of Jews to Israel signified a liberating exodus from an oppressive exile; we will therefore consider different periodizations of Israeli history in which the moment of arrival to Israel of various migrants/olim (like Holocaust survivors, Mizrahi Jews, and others) marked the beginning of a difficult journey, aimed at achieving social mobility and citizenship rights in the Jewish state. We will also look at conflicts based on religion, especially the encounters between Haredi, national-religious and secular Jews in Israel. Finally, we will explore Israel's relations with its Palestinian citizens and the Palestinian subjects in the occupied West Bank. The class will consider instances of politicized violence in Israel, and reflect on the ways in which their analysis could inform our thinking about social identities, nationalism, and religiosity. We will try to read against, and beyond, national Zionist narratives; unpack many national silences regarding the social and economic tensions embodied in these events, and study their implications with respect to visions of pluralism, binationalism, integration, and nationalism in Israel.
Instructor(s): O. Bashkin Terms Offered: Autumn
Equivalent Course(s): JWSC 20003, HIST 22202, NEHC 20403, NEHC 30403

RLST 25801. Jewish History and Society II: Messianism and Modernity. 100 Units.
This course will consider the changing function of the notion of the messiah as it developed and changed in the modern era. It takes as its concrete starting point the Sabbatian Heresy of the 17th century and concludes with Derrida's philosophical development of the concept of the messianic. The course's aim is to use messianism as a focal point around which to consider the dynamic relationship between philosophy and Jewish civilization. It will examine the changing representations of the the Messiah within the history of Jewish civilization. Concurrently it will consider the after-effect of these representations on discourses of modernity and vice-versa, illustrating both how Enlightenment conceptions of progress helped to create the notion of “messianism” understood as an abstract idea, and how the modern/post-modern philosophical conception of the “messianic” as a force that interrupts time is dependent upon historical studies of the messianic dimension of traditional Judaism.
Instructor(s): S. Hammerschlag Terms Offered: Winter
Equivalent Course(s): JWSC 20002, HIST 22406, NEHC 20402, NEHC 30402
RLST 20911. Jews and Judaism in the Classical Era and Late Antiquity: From Temple to Text, from “Land” to “Torah” 100 Units.
This course will address the thousand-year evolvement of post-Biblical Judaism from a Temple and Land orientation to the emergence of Rabbinic Judaism. The first section of the course will focus on the political and cultural effects of the Hellenistic and early Roman periods on Jews and Judaism, with a stress placed not only on the social and political developments in Judea but on the early stages and subsequent growth of Jewish diaspora communities as well. In this context special attention will be given to the variegated literary corpus produced by Jews both in Judea and the diaspora. The second section will analyze the changes in Jewish life and self-identity in the aftermath of the destruction of Jerusalem and the Second Temple in 70CE, and the gradual emergence of Rabbinic Judaism as an alternative expression of Jewish religious commitment. The Roman Empire’s embracing of Christianity on the one hand, and the growing assertiveness of a Babylonian Rabbinic community on the other, will also be closely examined.
Instructor(s): I. Gafni Terms Offered: Winter 2015
Equivalent Course(s): HIJD 30911,JWSC 20911,NEHC 20491

RLST 21311. Health and the Body in American Religions. 100 Units.
From 18th-century debates over smallpox inoculation to contemporary evangelical dieting culture, this course explores how religion has shaped human bodies in sickness and health in American history. We will explore some well-known episodes, like the emergence of Christian Science, as well as less-studied moments in the story of American religion and medicine, like the early-20th-century interest in the effect of tuberculosis on Jews. We will investigate the deep medical interests of early Methodists as well as the sometimes fraught relationship between modern medicine and Amish and Mennonite communities. This course will evaluate how religious thought and practice have interacted in different religious communities that span the history of America from European exploration to the present.
Instructor(s): P. Koch Terms Offered: Spring
Equivalent Course(s): HIPS 27013,HIST 27013

RLST 21400. 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: Spring
RLST 22311. The Ancient Romans and Their “Religion” 100 Units.
Roman religion is very rarely accorded a place of prominence in the history of religions of Late Antiquity or the modern academic study of religion. Too often when Roman religion is acknowledged it is as part of a more general picture of Greco-Roman paganism’s decline in the wake of Christianity’s rise to power. The purpose of this course then is to consider how we might understand Roman religion as a discrete yet dynamic set of discourses, practices, communities, and institutions in the contexts of both the late antique religious world and the modern academic study of religion. To this end, this course will introduce students not only to the basic elements of Roman religious life, but also to the dominant scholarly models used to engage the ancient sources. Finally, at a more theoretical level, this course also will challenge students to think critically about how religion as a modern analytic category may or may not be useful in understanding ancient cultures.
Instructor(s): D. Durdin Terms Offered: Winter 2015
Note(s): No knowledge of ancient languages required.
Equivalent Course(s): CLCV 22314

RLST 22501. 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 2015
Equivalent Course(s): EALC 25811

RLST 22602. Protestant Reformation in Germany. 100 Units.
This course is designed to clarify and test the assumptions underlying the present state of knowledge about the Protestant Reformation. Its method consists of reading extensively in the historiography and reflecting intensively on the issues raised by that reading. So as to maintain a well-defined focus the course is limited largely to the Reformation in Germany. So as to develop a broad perspective the course is not limited to the most recent literature. We will begin with some of the most famous older interpretations (Hegel, Ranke, Engels, Troeltsch, Weber, Fevre). We will then go on to consider the redefinition of the historical agenda since the 1960s and the current state of our knowledge by reading the work of leading contemporary historians of the Reformation (e.g., Bernd Moeller, Thomas Brady, Heiko Oberman, Jean Delumeau, Peter Blickle, Heinz Schilling). I will focus on explaining the readings, but I will also leave room for questions and discussion.
Instructor(s): C. Fasolt Terms Offered: Winter
Equivalent Course(s): HIST 23002
RLST 23011. Faith and Reason. 100 Units.
Recently, a number of best-selling books by professional philosophers like Daniel Dennett (Breaking the Spell), scientists like Richard Dawkins (The God Delusion), and popular writers like Sam Harris (The End of Faith) have argued that modern science shows that religious faith is fundamentally irrational. This argument has not gone unanswered (for example, by Francis Collins in The Language of God and by Pope Benedict XVI in his Regensburg lecture). This course will examine the relationship between religious faith and reason. We will discuss four positions: (1) reason and faith are in conflict, and it is best to abandon science in favor of faith (religious fundamentalism); (2) reason and faith are in conflict, and it is best to abandon faith in favor of science (scientific atheism); (3) reason and faith do not make cognitive contact, and one can freely choose faith without conflict with reason ("non-overlapping magisteria," fideism); (4) reason and faith do make cognitive contact but are mutually supporting, not in conflict (harmonious compatibilism). We will focus on contemporary debates but also consider their historical roots (for example, Aquinas, Leibniz, Voltaire, Hume, William James). Among the topics to be discussed will be the nature of reason and faith, arguments for and against the existence of God, the problem of evil, evolution and intelligent design, cosmology and the origin of the universe, the rationality of belief in miracles and the supernatural, and evolutionary and neuroscientific explanations of religious belief and religious experience. (B)
Instructor(s): M. Kremer Terms Offered: Autumn
Equivalent Course(s): PHIL 23011

RLST 23403. 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-visions 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: Will be offered 2014-2015
Prerequisite(s): Third- or fourth-year standing
Equivalent Course(s): BPRO 28100
RLST 23603. 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.
Prerequisite(s): Third- or fourth-year standing
Equivalent Course(s): BPRO 23000, ASTR 23000

RLST 24201. Indian Philosophy I: Origins and Orientations. 100 Units.
A survey of the origins of Indian philosophical thought, emphasizing the Vedas, Upanisads, and early Buddhist literature. Topics include concepts of causality and freedom, the nature of the self and ultimate reality, and the relationship between philosophical thought and ritual or ascetic religious practice. (B)
Instructor(s): D. Arnold Terms Offered: Autumn
Equivalent Course(s): DVPR 30200, HREL 30200, SALC 20901, SALC 30901

RLST 24202. Indian Philosophy II: The Classical Traditions. 100 Units.
Continuing and building upon SALC 20901/30901, we focus on the development of the major classical systems of Indian thought. The course emphasizes Indian logic, epistemology, and philosophy of language. (B)
Instructor(s): M. Kapstein Terms Offered: Winter
Prerequisite(s): RLST 24201
Equivalent Course(s): DVPR 30300, HREL 30300, SALC 20902, SALC 30902
RLST 25115. Topics in the Philosophy of Religion: The Challenge of Suffering from Job to Primo Levi. 100 Units.
This course will focus on authors from the Jewish tradition, although some attention will be given to Catholic and Protestant perspectives, as found, for example, in liberation theology and in certain forms of religious existentialism. We will look at the various ways in which contemporary philosophers of Judaism have dealt with suffering, evil and God, especially after the experience of the Shoah. We will examine the often repeated claim that Judaism has approached the philosophical and religious challenges of suffering more through an ethics of suffering than on the basis of a metaphysics of suffering. After an introductory discussion of Maimonides on the Book of Job, readings for the course may come from authors such as E. Lévinas, J.B. Soloveitchik, Y. Leibowitz, H. Jonas, A. Lichtenstein, D.W. Halivni, D. Shatz, and E. Berkovits. The course will culminate in a philosophical analysis of some of the most important writings of Primo Levi.
Instructor(s): A. Davidson Terms Offered: Winter
Equivalent Course(s): PHIL 25115, DVPR 35115, HIJD 35115, ITAL 25115, ITAL 35115, PHIL 35115

RLST 25601. Religion and Human Evolution: Reading Bellah. 100 Units.
This course will be a close reading of the magnum opus of one of this generation’s most important sociologists, Robert Bellah’s *Religion and Human Evolution*. The text will be read and analyzed attentive to historical, theological, and ethical questions about the place of religion in the development of human social life.
Instructor(s): W. Schweiker, W. Otten Terms Offered: Spring
Note(s): Limited to third- and fourth-year students with priority given to Fundamentals and Religious Studies majors.
Equivalent Course(s): FNDL 26107

RLST 25801. Jewish History and Society II: Messianism and Modernity. 100 Units.
This course will consider the changing function of the notion of the messiah as it developed and changed in the modern era. It takes as its concrete starting point the Sabbatian Heresy of the 17th century and concludes with Derrida’s philosophical development of the concept of the messianic. The course’s aim is to use messianism as a focal point around which to consider the dynamic relationship between philosophy and Jewish civilization. It will examine the changing representations of the Messiah within the history of Jewish civilization. Concurrently it will consider the after-effect of these representations on discourses of modernity and vice-versa, illustrating both how Enlightenment conceptions of progress helped to create the notion of “messianism” understood as an abstract idea, and how the modern/post-modern philosophical conception of the “messianic” as a force that interrupts time is dependent upon historical studies of the messianic dimension of traditional Judaism.
Instructor(s): S. Hammerschlag Terms Offered: Winter
Equivalent Course(s): JWSC 20002, HIST 22406, NEHC 20402, NEHC 30402
RLST 26800. The Mahabharata in English Translation. 100 Units.
A reading of the Mahabharata in English translation (van Buitenen, Narasimhan, Ganguli, and Doniger [ms.]), with special attention to issues of mythology, feminism, and theodicy. (C)
Instructor(s): W. Doniger Terms Offered: Autumn
Equivalent Course(s): FNDL 24400, HREL 35000, SALC 20400, SALC 48200

RLST 26811. Love Connections: Stories of Famous Couples in Pre-Modern Indian Literature. 100 Units.
Is love a universal theme? What constitutes a good match? To what extent are love and desire culturally constituted? This course aims to answer such questions through the stories of five famous couples in pre-modern Indian literature. These couples—some divine, some human and some mixed—will provide multiple perspectives on central themes in Indian culture such as love, desire, and devotion as well as on the advantages and disadvantages of being human and/or of being divine where love is concerned. Readings in this course will include translations of classical Sanskrit texts their retellings in various regional languages and a few modern adaptations.
Instructor(s): Ilanit Lowey Shacham Terms Offered: Autumn 2014
Equivalent Course(s): GNSE 25310, SALC 25300

RLST 27600. The Art of Ancestral Worship. 100 Units.
For course description contact Art History.
Equivalent Course(s): ARTH 20100, ARTH 30100, EALC 24900, EALC 34900

RLST 28402. Religions of Tang China and the Eastern Silk Road. 100 Units.
An introduction to the religious practices of the world encompassed by medieval Central Asia and Tang China, focusing on Buddhism, Manichaeism, Zoroastrianism, and “Nestorian” Christianity.
Instructor(s): P. Copp Terms Offered: Spring
Equivalent Course(s): EALC 35820, HREL 35820, EALC 25820
RLST 28914. Munich-Chicago Performance Laboratory: Jephta’s Daughter. 100 Units.
In July 2015, the Bavarian State Opera in Munich will present the world premiere of a piece tentatively titled Jephta’s Daughter, to be directed by Saar Magal (choreographer and director, Tel Aviv) and conceived by Magal in collaboration with University of Chicago professor David Levin. Magal and Levin will offer a laboratory course in which to prepare the piece. As presently conceived, the piece will combine theater, dance, oratorio, film, contemporary composition, and a variety of contemporary performance idioms to adapt and interrogate the story of Jephta’s daughter (in the Book of Judges, from which the story is adapted, she remains nameless). We are hoping to attract students keen to explore a broad cross-section of materials through seminar-style discussion and experimentation on stage. (We will work through biblical criticism, films like Harmony Korine’s Spring Breakers (2013) or Ulrich Seidl’s Paradise: Love-Faith-Hope, operas like Mozart’s Idomeneo, oratorios like Handel’s Jephta and Carissimi’s Jephta, and a range of critical theory, including Rene Girard’s Violence and the Sacred and Derek Hughes’s Culture and Sacrifice). Stage work will encompass improvisational, physical, and text-based work. Students with an interest in any of the following are especially welcome: adaptation, theater practice, performance theory, dramaturgy, design, and/or editing.
Instructor(s): David Levin, Saar Magal Terms Offered: Autumn
Prerequisite(s): Undergraduate students require consent of instructor.
Equivalent Course(s): GRMN 28914,GRMN 38914,MUSI 28914,MUSI 38914,RLIT 38914,TAPS 28417

RLST 29700. Reading and Research Course. 100 Units.
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. 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 will register via pink slip.
RLST 29900. BA Paper. 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 will register via pink slip.
The Department of Romance Languages and Literatures (RLLT) offers programs of study leading to the BA degree in French, Italian, or Spanish literature; or in some combination, which may include Catalan or Portuguese. Catalan and Portuguese offerings include a two-year language sequence, minor programs in Catalan and Portuguese, and selected literature and culture courses.

Students in other fields of study may also complete a minor in RLLT. Information follows the description of the major.

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.

RLLT students are encouraged to participate in the College’s study abroad programs. These programs currently exist in France, Italy, Mexico, and Spain. Information is available from the study abroad office or at study-abroad.uchicago.edu.

Advanced language students should consider taking special topic courses at the 20000 and 30000 levels. Some of these courses require consent of the instructor.

**Program Requirements**

**Degree Program in a Single Literature**

Students who elect the major program must meet with the appropriate RLLT 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 choose courses in consultation with the appropriate undergraduate adviser. Students must submit to the departmental office an approval form (http://rll.uchicago.edu/files/RLL%20Major%20Form_0.pdf) for the major program signed by the appropriate RLLT undergraduate adviser by the end of Spring Quarter of their third year. Students must then submit a copy of the signed approval form (http://rll.uchicago.edu/files/RLL%20Major%20Form_0.pdf) to their College adviser.

The program in French, Italian, and Spanish languages and literatures consist of ten courses beyond FREN 20300 Language, History, and Culture III, ITAL 20300 Language, History, and Culture III, or SPAN 20300 Language, History, and Culture III.

One course must be an advanced language course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 20500</td>
<td>Ecrire en français</td>
</tr>
<tr>
<td>ITAL 20400</td>
<td>Corso di perfezionamento</td>
</tr>
<tr>
<td>SPAN 20400</td>
<td>Composición y conversación avanzada I</td>
</tr>
</tbody>
</table>
SPAN 20402  Curso de redacción académica para hablantes nativos
SPAN 20500  Composición y conversación avanzada II
SPAN 20602  Discurso académico para hablantes nativos

Students in French or Spanish are also required to take the following courses, which stress different approaches to literature and culture: FREN 21503 Approches à l'analyse littéraire, or SPAN 21500 Introducción al análisis literario.

In addition to these requirements, students must take eight courses in the literature or culture of specialization (nine for Italian). These courses are aimed at developing a broad knowledge of the field and, through the close study of major works, a proficiency in the critical techniques appropriate to their interpretation.

In French, at least one of these eight courses must be taken at the introductory level, and at least three of the eight (at any level) must include pre-nineteenth-century literature. Introductory-level courses (as designated in the course title) are designed as “gateway” courses that provide foundations for the major and are suitable for students who have just completed the advanced language requirement.

In Spanish, students must take three courses from the introductory sequence in the history of the literature, plus an additional five courses in literature and culture.

Three courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 21703</td>
<td>Introducción a las literaturas hispánicas: textos españoles clásicos</td>
</tr>
<tr>
<td>SPAN 21803</td>
<td>Introducción a las literaturas hispánicas: textos españoles contemporáneos</td>
</tr>
<tr>
<td>SPAN 21903</td>
<td>Introducción a las literaturas hispánicas: textos hispanoamericanos desde la colonia a la independencia</td>
</tr>
<tr>
<td>SPAN 22003</td>
<td>Introducción a las literaturas hispánicas: del Modernismo al presente</td>
</tr>
</tbody>
</table>

BA Paper

RLLT students who wish to be considered for honors are required to write a BA paper, which must be submitted to the department no later than Friday of fifth week in Spring Quarter of their fourth year. By the beginning of their fourth year, students may be asked to submit a writing sample in the language of their major (or, in the case of equal emphasis on two literatures, in both). If the department deems language proficiency inadequate, there may be additional requirements to ensure that the BA paper can be successfully written in the language of study. Students should select a faculty supervisor for the paper early in Autumn Quarter of their fourth year. During Winter Quarter they may register for FREN 29900 BA Paper Preparation: French, ITAL 29900 BA Paper Preparation: Italian, or SPAN 29900 BA Paper Preparation: Spanish, with the faculty member chosen to direct the writing of the BA paper. **This course does not count as one of the literature or culture courses required for the major; 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: French

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 20500</td>
<td>Ecrire en français</td>
<td>100</td>
</tr>
<tr>
<td>FREN 21503</td>
<td>Approches à l’analyse littéraire</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Eight courses in literature and culture (including at least one introductory course, and at least three including pre-nineteenth-century material)</td>
<td>800</td>
</tr>
<tr>
<td>BA paper (if the student wishes to qualify for honors)</td>
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</tbody>
</table>

Total Units: 1000

Summary of Requirements: Italian

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITAL 20400</td>
<td>Corso di perfezionamento</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Nine courses in literature and culture</td>
<td>900</td>
</tr>
<tr>
<td>BA paper (if the student wishes to qualify for honors)</td>
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<td></td>
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</tbody>
</table>

Total Units: 1000

Summary of Requirements: Spanish

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of the following:</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>SPAN 20400</td>
<td>Composición y conversación avanzada I</td>
<td></td>
</tr>
<tr>
<td>SPAN 20402</td>
<td>Curso de redacción académica para hablantes nativos</td>
<td></td>
</tr>
<tr>
<td>SPAN 20500</td>
<td>Composición y conversación avanzada II</td>
<td></td>
</tr>
<tr>
<td>SPAN 20602</td>
<td>Discurso académico para hablantes nativos</td>
<td></td>
</tr>
<tr>
<td>SPAN 21500</td>
<td>Introducción al análisis literario</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Three of the following:</td>
<td>300</td>
</tr>
<tr>
<td>SPAN 21703</td>
<td>Introducción a las literaturas hispánicas: textos españoles clásicos</td>
<td></td>
</tr>
<tr>
<td>SPAN 21803</td>
<td>Introducción a las literaturas hispánicas: textos contemporáneos</td>
<td></td>
</tr>
<tr>
<td>SPAN 21903</td>
<td>Introducción a las literaturas hispánicas: textos hispanoamericanos desde la colonia a la independencia</td>
<td></td>
</tr>
<tr>
<td>SPAN 22003</td>
<td>Introducción a las literaturas hispánicas: del Modernismo al presente</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Five courses in literature and culture</td>
<td>500</td>
</tr>
<tr>
<td>BA paper (if the student wishes to qualify for honors)</td>
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</table>

Total Units: 1000
Degree Program in More than One Literature

The programs in more than one Romance literature consist of twelve courses beyond the second-year language sequences. They are designed to accommodate the needs and interests of students who would like to broaden their literary experience. Linguistic competence in at least two Romance languages is assumed. There are two options: a program with equal emphasis on two literatures, and a program with greater emphasis on one literature. Students who wish to include Catalan or Portuguese in their program must choose the second option, with Portuguese or Catalan as a secondary literature.

Students who elect this major program must meet with the RLLT undergraduate adviser in each 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 choose courses in consultation with both RLLT undergraduate advisers. Students must submit to the departmental office an approval form (http://rll.uchicago.edu/files/RLL%20Major%20Form_0.pdf) for the major program signed by both RLLT undergraduate advisers by the end of Spring Quarter of their third year. Students must then submit a copy of the signed approval form (http://rll.uchicago.edu/files/RLL%20Major%20Form_0.pdf) to their College adviser.

Students who wish to be considered for honors must write a BA paper under the guidance of a faculty adviser, as is the case of the major in a single literature.

Summary of Requirements

Program with Equal Emphasis on Two Literatures

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six courses comprising one introductory literature sequence in Spanish, and/or the agreed upon alternative in French or Italian</td>
<td>600</td>
</tr>
<tr>
<td>Six courses in literature equally divided between the same two Romance literatures, one of which must be FREN 21503, SPAN 21500, or the agreed upon alternative in Italian</td>
<td>600</td>
</tr>
<tr>
<td>BA paper (if the student wishes to qualify for honors)</td>
<td></td>
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<tr>
<td><strong>Total Units</strong></td>
<td>1200</td>
</tr>
</tbody>
</table>

Program with Greater Emphasis on One Literature

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>One three-course introductory literature sequence in Spanish, or the agreed upon alternative in French or Italian</td>
<td>300</td>
</tr>
<tr>
<td>Five courses in the same Romance literature (French, Italian, or Spanish)</td>
<td>500</td>
</tr>
<tr>
<td>Three courses in a second Romance literature (Catalan, French, Italian, Portuguese, or Spanish)</td>
<td>300</td>
</tr>
<tr>
<td>One of the following:</td>
<td>100</td>
</tr>
<tr>
<td>FREN 21503 Approches à l’analyse littéraire</td>
<td></td>
</tr>
<tr>
<td>PORT 21500 Curso de Aperfeiçoamento</td>
<td></td>
</tr>
<tr>
<td>SPAN 21500 Introducción al análisis literario</td>
<td></td>
</tr>
<tr>
<td>The agreed upon alternative in Catalan or Italian</td>
<td></td>
</tr>
</tbody>
</table>
BA paper (if the student wishes to qualify for honors)

| Total Units | 1200 |

**HONORS**

To qualify for honors, students must have an overall GPA of 3.0 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 by fifth week of Spring Quarter and sustain an oral defense by sixth week. At least three members of the department’s faculty must judge the paper and defense deserving of honors.

**GRADING**

RLLT majors must receive quality grades in all required courses. Nonmajors may take departmental courses for P/F grading with consent of instructor. However, all language courses must be taken for a quality grade.

**MINOR PROGRAM IN ROMANCE LANGUAGES AND LITERATURES**

Students who elect the minor program must meet with the appropriate RLLT undergraduate adviser 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 undergraduate adviser of their language program. Students must submit to the departmental office an approval form (http://rll.uchicago.edu/files/RLL%20Minor%20Form_0.pdf) for the minor program signed by the appropriate RLLT undergraduate adviser. Students must then submit a copy of the signed approval form (http://rll.uchicago.edu/files/RLL%20Minor%20Form_0.pdf) to their College adviser by the deadline on the form.

The RLLT minor requires a total of six courses beyond the second-year language sequence (20100-20300 in French, Italian, or Spanish; 20100-20200 in Portuguese). One course must be an advanced language course (above 20300 in French, Italian, or Spanish; above 20200 in Portuguese). The balance must consist of five literature and culture courses, including at least two in the survey sequence for Portuguese or Spanish, or at least one introductory-level course in French. In French, at least one of the courses (at any level) must include pre-nineteenth-century material. The minor in Catalan requires a total of six courses beyond the first-year language sequence (10100-10300; or 12200). One course must be an intermediate-advanced language course (12300 or equivalent). The balance must consist of five literature and culture courses, including at least one introductory-level course (21500 or 21900).

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.

The following groups of courses would comprise a minor in the areas indicated. Other programs may be designed in consultation with the appropriate undergraduate adviser. Minor program requirements are subject to revision.
Summary of Requirements: Minor in Catalan

An intermediate-advanced Catalan language course 100

A total of five literature and culture courses from the following: 500

One or two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CATA 21500</td>
<td>Introduction to Contemporary Catalonia</td>
</tr>
<tr>
<td>CATA 21900</td>
<td>Contemporary Catalan Literature</td>
</tr>
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Three or four additional literature courses taught in Catalan with substantial course work and discussions held in Catalan

Total Units 600

Summary of Requirements: Minor in French

FREN 20500  Ecrire en français 100

Five literature and culture courses taught in French or including an assessed component in French (including at least one introductory course, and at least one including pre-nineteenth-century material) 500

Total Units 600

Summary of Requirements: Minor in Italian

ITAL 20400  Corso di perfezionamento 100

Five literature and culture courses taught in Italian or including an assessed component in Italian 500

Total Units 600

Summary of Requirements: Minor in Portuguese

PORT 21500  Curso de Aperfeiçoamento 100

A total of five courses from the following: 500

Two or three of the following:

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PORT 21703</td>
<td>Introduction to Portuguese-Speaking Literatures and Cultures</td>
</tr>
<tr>
<td>PORT 21803</td>
<td>Introduction to Latin American Cultural Theory</td>
</tr>
<tr>
<td>PORT 20700</td>
<td>Introduction to Brazilian Film</td>
</tr>
<tr>
<td>PORT 27100</td>
<td>Introduction to Brazilian Culture: Essay, Fiction, Cinema, and Music</td>
</tr>
</tbody>
</table>

Two or three literature and culture courses taught in Portuguese (or including an assessed component in Portuguese) and/or history discussion sessions held in Portuguese (or including an assessed component in Portuguese)

Total Units 600

Summary of Requirements: Minor in Spanish

One of the following: 100

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<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>SPAN 20400</td>
<td>Composición y conversación avanzada I</td>
</tr>
<tr>
<td>SPAN 20402</td>
<td>Curso de redacción académica para hablantes nativos</td>
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<td>Course</td>
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<tr>
<td>SPAN 20500</td>
<td>Composición y conversación avanzada II</td>
</tr>
<tr>
<td>SPAN 20602</td>
<td>Discurso académico para hablantes nativos</td>
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<td><strong>A total of five courses from the following:</strong></td>
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<td><strong>Two or three of the following:</strong></td>
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<td><strong>SPAN 21703</strong> Introducción a las literaturas hispánicas: textos españoles clásicos</td>
</tr>
<tr>
<td></td>
<td><strong>SPAN 21803</strong> Introducción a las literaturas hispánicas: textos españoles contemporáneos</td>
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<tr>
<td></td>
<td><strong>SPAN 21903</strong> Introducción a las literaturas hispánicas: textos hispanoamericanos desde la colonia a la independencia</td>
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<td><strong>SPAN 22003</strong> Introducción a las literaturas hispánicas: del Modernismo al presente</td>
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<td></td>
<td><strong>Two or three literature and culture courses taught in Spanish</strong></td>
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<td><strong>600</strong></td>
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**NOTE:** Some 30000- and 40000-level courses in Catalan (CATA), French (FREN), Italian (ITAL), Portuguese (PORT), and Spanish (SPAN) are open to advanced RLLT undergraduates with consent of instructor. For further information, consult the department.

**CATALAN COURSES**

**Language**

**CATA 10100-10200-10300. Beginning Elementary Catalan I-II-III.**
This three-quarter sequence is intended for beginning and beginning/intermediate students in Catalan. It provides students with a solid foundation in the basic patterns of spoken and written Catalan (e.g., grammar, vocabulary, phonetics, sociocultural norms) to develop their speaking, listening, writing, and reading skills to the level required to demonstrate competency on the Catalan examination. Although the three courses constitute a sequence leading to the Catalan competency examination, there is enough review and recycling at every level for students to enter the sequence whenever it is appropriate for them.

**CATA 10100. Beginning Elementary Catalan I. 100 Units.**
Instructor(s): M. Rosàs Tosas Terms Offered: Autumn
Prerequisite(s): This course is intended for students who have no previous knowledge of Catalan and for those who need an in-depth review of the basic patterns of the language.
Note(s): Must be taken for a quality grade.

**CATA 10200. Beginning Elementary Catalan II. 100 Units.**
This course offers a rapid review of the basic patterns of the language and expands on the material presented in CATA 10100.
Prerequisite(s): CATA 10100 or placement
Note(s): Must be taken for a quality grade.
CATA 10300. Beginning Elementary Catalan III. 100 Units.
This course expands on the material presented in CATA 10200, reviewing and elaborating the basic patterns of the language as needed to prepare students for the Catalan competency examination.
Prerequisite(s): CATA 10200 or placement
Note(s): Must be taken for a quality grade.

CATA 10200. Beginning Elementary Catalan II. 100 Units.
This course offers a rapid review of the basic patterns of the language and expands on the material presented in CATA 10100.
Prerequisite(s): CATA 10100 or placement
Note(s): Must be taken for a quality grade.

CATA 10300. Beginning Elementary Catalan III. 100 Units.
This course expands on the material presented in CATA 10200, reviewing and elaborating the basic patterns of the language as needed to prepare students for the Catalan competency examination.
Prerequisite(s): CATA 10200 or placement
Note(s): Must be taken for a quality grade.

CATA 12200-12300. Catalan for Speakers of Romance Languages; Catalan for Speakers of Romance Languages II.
Catalan for Speakers of Romance Languages

CATA 12200. Catalan 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 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.
Instructor(s): M. Rosàs Tosas Terms Offered: Autumn, Winter
Prerequisite(s): Familiarity with a Romance language.
Note(s): Must be taken for a quality grade.

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.
Instructor(s): M. Rosàs Tosas Terms Offered: Spring
Prerequisite(s): Familiarity with a Romance language.
Note(s): Must be taken for a quality grade.
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. 
Instructor(s): M. Rosás Tosas 
Terms Offered: Spring 
Prerequisite(s): Familiarity with a Romance language. 
Note(s): Must be taken for a quality grade.

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, Winter, Spring 
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.

Literature and Culture

CATA 21500. Introduction to Contemporary Catalonia. 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, the folkloric calendar, cinema, gastronomy) as well as its 
current political situation and the role that emigration and immigration play in the 
constitution of the Catalan identity. Attention is also paid to some sociolinguistic 
issues, such as the coexistence of Catalan and Spanish, and the standardization of 
Catalan. A couple of sessions will be devoted to acquiring a "survival Catalan." 
Instructor(s): M. Rosàs Tosas 
Terms Offered: Spring

CATA 21900. Contemporary Catalan Literature. 100 Units. 
This course provides a survey of major authors, works, and trends in Catalan 
literature from the beginning of the twentieth century to the present. We study 
works representing various literary genres (novel, poetry, short story) and analyze 
the most important cultural debates of the period. 
Instructor(s): M. Rosàs Tosas 
Terms Offered: Autumn 
Note(s): Knowledge of Catalan highly recommended. 
Equivalent Course(s): CATA 31900

CATA 22315. Contemporary Catalan and European Theater. 100 Units. 
Una aproximació a la dramatúrgia textual europea, espanyola i catalana dels segles 
XX i XXI, i, en particular, dels últims trenta anys. 
Instructor(s): S. Belbel 
Terms Offered: Spring 
Equivalent Course(s): CATA 32315, SPAN 22315, SPAN 33315
CATA 27513. Barcelona Imagined. 100 Units.
This course will explore literary representations of the urban space of Barcelona in twentieth and twenty-first century narrative. In addition to the presence and movement of fictional characters within and beyond the city, we will examine the role of the city in autobiographical essays and personal writings of the authors studied. Theoretical perspectives (de Certeau, Lefebvre, Bruno, Grosz) will also be employed in light of the intersections of identity politics and urban space in the studied literary texts. Topics to be examined and debated include space and memory, marginality, urban planning and architecture, public and domestic space, linguistic identity, gaze, gender and sexuality, flânerie, homelessness, and dystopia. Authors studied may include Mercè Rodoreda, Montserrat Roig, Eduardo Mendoza, Carmen Laforet, Esther Tusquets, and Juan Marsé.
Instructor(s): M. McCarron Terms Offered: Spring
Equivalent Course(s): CATA 37513, SPAN 27513, SPAN 37513

FREN 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: Summer, Autumn, Winter
Note(s): Must be taken for a quality grade

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: Summer, Autumn, Winter, Spring
Prerequisite(s): FREN 10100 or placement.
Note(s): Must be taken for a quality grade.

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: Summer, Autumn, Winter, Spring
Prerequisite(s): FREN 10200 or placement.
Note(s): Must be taken for a quality grade.
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: Summer, Autumn, Winter, Spring
Prerequisite(s): FREN 10100 or placement.
Note(s): Must be taken for a quality grade.

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: Summer, Autumn, Winter, Spring
Prerequisite(s): FREN 10200 or placement.
Note(s): Must be taken for a quality grade.

FREN 20100-20200-20300. Language, History, and Culture I-II-III.
Courses in this sequence must be taken for a quality grade. 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.
This course is intended as a general review and extension of all basic patterns of the language for intermediate students. Students explore selected aspects of contemporary French society through a variety of texts and audio-visual materials.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): FREN 10300 or placement
Note(s): Must be taken for a quality grade.

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, Winter, Spring
Prerequisite(s): FREN 20100 or placement.
Note(s): Must be taken for a quality grade.

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, Winter, Spring
Prerequisite(s): PQ: FREN 20200 or placement
Note(s): Must be taken for a quality grade.
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, Winter, Spring
Prerequisite(s): FREN 20100 or placement.
Note(s): Must be taken for a quality grade.

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, Winter, Spring
Prerequisite(s): PQ: FREN 20200 or placement
Note(s): Must be taken for a quality grade.

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 are 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, Winter, Spring
Prerequisite(s): FREN 20300 or placement
Note(s): Must be taken for a quality grade.

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
Note(s): This course does not count toward major or minor requirements. Must be taken for a quality grade.

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, nonmajors may write in English.
FREN 21503. Approches à l’analyse littéraire. 100 Units.
Dans ce cours nous aborderons des techniques d’analyse littéraire des textes en vers et en prose. En outre, nous nous pencherons sur des écrits métatextuels—ceux qui traitent des aspects formels des ouvrages littéraires, de leur utilité morale et/ou politique, du rapport entre la littérature et la vie dite réelle. La production littéraire est non seulement une activité culturelle, intellectuelle, politique, éthique, et esthétique, mais aussi l’objet d’une réflexion soutenue au cours des siècles.
Instructor(s): D. Delogu Terms Offered: Autumn
Prerequisite(s): FREN 20500 and one previous literature course taught in French.
Note(s): Taught in French.
Equivalent Course(s): FREN 31503

FREN 21600. Mme de Staël, la femme supérieure, la gloire et la souffrance. 100 Units.
Germaine de Staël reinvented the role of women in post-revolutionary France. She understood the Revolution like no other. Steeped in the aristocratic tradition of the salons, she was at the same time a founder of French romanticism. Her confrontation with Napoléon assumed epic proportions. From her exile in Switzerland she was, with her lover Benjamin Constant, profoundly engaged in liberal thought. Her novels are about women and for women. Her writings introduce German culture into France. In this course we will read her novels and some of her important non-fiction writings. Readings will include fiction (Corinne, Delphine) and selections from De l’influence des passions, De la littérature, De l’Allemagne.
Instructor(s): R. Morrissey Terms Offered: Winter
Note(s): Readings and discussion in French, but English tolerated
Equivalent Course(s): FREN 31600

FREN 21800. Topics in French Civilization. 100 Units.
Instructor(s): R. Morrissey Terms Offered: Spring

FREN 22614. La figure du héros de Corneille à Maupassant. 100 Units.
Du classicisme au naturalisme, la question de la représentation du héros dans l’œuvre littéraire a toujours été centrale. Pourquoi donner à un personnage un tel poids dans le récit ? Comment définir l’héroïsme et quelles sont ses formes ? En prenant en compte le genre littéraire et le contexte historique de chaque œuvre, nous nous attacherez dans ce cours à comprendre la nécessité du héros dans la fiction, et à analyser les motifs qui le poussent à agir et le résultat de ses actions. Nous examinerons les multiples facettes du héros : des grands héros tragiques au personnage ordinaire de la deuxième moitié du XIXème siècle en passant par le héros romantique. Notre réflexion s’appuiera sur une lecture précise de certaines œuvres marquantes sur le sujet, écrites par des auteurs majeurs (Corneille, Voltaire, Balzac, Maupassant…) et appartenant à des genres littéraires différents.
Instructor(s): I. Faton Terms Offered: Autumn
FREN 23510. Fin-De-Siècle Haïtien: Frederic Marcelin (1848-1917) 100 Units.
« Toutes les fins de siècle se ressemblent » déclarait un esprit très fin-de-siècle, Karl Joris Huysmans, dans Là-bas (1891). Il faudra se demander s’il en est de même pour toutes les fins de siècle dans toutes les littératures ? Quelle fin de siècle pour la littérature haïtienne qui a produit plusieurs essais historico-anthropologiques, dont De l’égalité des races humaines (1885) d’Anténor Firmin, Les Détracteurs de la race noire et de la république d’Haïti (1882) et L’Égalité des races (1884) de Louis-Joseph Janvier ? Que dire de la dérobade paradoxe des premiers romanciers haïtiens qui puissent leur sujet ailleurs que dans la réalité locale ? Le séminaire partira précisément de la publication chez Ollendorff de Thémistocle Épaminondas Labasterre, en 1901, que l’on considère pour toutes sortes de raisons comme le « premier roman haïtien » écrit par un haïtien, Frédéric Marcelin (1848-1917). Diplomate ayant vécu pendant longtemps à Paris, Marcelin invente, pour ainsi dire, une version haïtienne du réalisme. Il engage théoriquement son discours romanesque dans la représentation du quotidien, il opère un véritable changement de paradigme par rapport à une vieille perception distraite de la fiction. Marcelin publie coup sur coup deux autres romans, La Vengeance de Mama (1902) et Marilisse (1903), qui consomment la rupture de l’écrivain avec le modèle esthétique postcolonial, en prônant une sorte d’indigénisme qui s’impose peu à peu comme la seule aspiration romanesque légitime. On tentera au cours du trimestre d’analyser la naissance du réalisme haïtien en France à la fin du XIXe siècle, en se penchant sur les trois romans de Marcelin qui semblent répondre à trois grands champs : l’histoire de la langue romanesque (invention d’un métissage), l’histoire littéraire (influence et analogie avec le réalisme français) et l’histoire politique (révolutions et mentalités).
Instructor(s): D. Desormeaux Terms Offered: Autumn
Equivalent Course(s): FREN 33510

FREN 23600. L’écriture de l’histoire à la Renaissance. 100 Units.
Les intellectuels de la Renaissance durent conceptualiser les événements qui les entouraient et penser l’histoire en des termes nouveaux. La tradition et les textes de l’Antiquité ne suffisaient plus pour comprendre l’homme et le monde. Certains virent dans leur époque un renouveau, d’autres un progrès, d’autres encore un déclin, ou, comme Montaigne, un progrès dans le déclin. Bref, la Renaissance s’interroge sur sa propre histoire et offre une multitude de modèles théoriques pour sa compréhension et son écriture. A partir des textes de Machiavel, Jean Bodin, La Pope linière, Loys Le Roy, Montaigne et d’autres auteurs, nous verrons comment s’écrit l’histoire aux débuts de la modernité.
Instructor(s): J. Desan Terms Offered: Winter
Equivalent Course(s): FREN 33600
FREN 24300. Le Journal de voyage de Montaigne. 100 Units.
Rédigé en 1580 et 1581, le journal de voyage en Allemagne, en Suisse et en Italie de Montaigne constitue un riche commentaire sur les pratiques politiques, religieuses et culturelles de l’Europe à la fin de la Renaissance. Ainsi, la première partie du journal de voyage met en évidence cette préoccupation politique. On a souligné que les étapes en Alsace, en Allemagne du Sud, en Suisse alémanique et en Autriche se présentaient comme une série d’« impressions de voyage en Eucharistie ». Sans aller jusqu’à comparer ce voyage avec une excursion en terre cannibale ou dans le Nouveau Monde, il est pourtant vrai que Montaigne découvrit des modèles politiques fondamentalement dissemblables de ceux que la Réforme lui avait fait connaître en France. Le grand apport de ce voyage en Allemagne, Autriche et Suisse fut sans nul doute une perception de la religion plus anthropologique et politique que théologique; elle favorisa le développement d’une expérience de terrain avant de rejoindre Rome. Nous verrons comment le Journal de voyage de Montaigne constitue un document politique et culturel pour Montaigne.
Instructor(s): P. Desan Terms Offered: Winter
Prerequisite(s): At least two years of French.
Equivalent Course(s): FNDL 26904,FREN 34300

FREN 24310. The Year ‘93: Terror and Literature. 100 Units.
This course will explore the expression of Terror (la terreur) as it was thematized in French texts of the nineteenth century. In reaction to the fast-won freedom of 1789, an extremist group headed by Robespierre came to power and through its terroristic practices threatened the democratic values of the Revolution itself. We will examine some key moments during the period of the French Revolution and their impact on the collective memory of French novelists. Particular attention will be paid to the narrative construction of the historical moment known as the Terror, the development of the historical novel, the relationship between history and fiction.
Instructor(s): D. Desormeaux Terms Offered: Winter
Note(s): Taught in French

FREN 25600. Realism and Its Returns in 20th-Century France. 100 Units.
This course will examine the influence and continuation in twentieth-century French literature of the great realist enterprise of the previous century. Beginning with the crisis of naturalism in the late nineteenth century, we will consider the inflections given to literary representation by historical cataclysm, the avant-garde critique of the novel, and the postwar "age of suspicion." We will investigate the reformulations of literature’s relationship to reality offered by theories of literary commitment and by the experiments of the Nouveau Roman. Finally, we will evaluate the phenomenon of the "return to the real" in contemporary French literature. Readings will include works by Aragon, Céline, Sartre, Robbe-Grillet, Sarraute, Perec, and Pierre Michon.
Instructor(s): A. James Terms Offered: Spring
Prerequisite(s): Advanced undergraduates admitted with consent of instructor.
Note(s): Course taught in French.
Equivalent Course(s): FREN 35600
FREN 26303. Grace, Love, and Pleasure. Painting in Eighteenth Century France. 100 Units.
The easing of political life and the relaxation of private morals which came to characterize the long reign of Louis XV (1715–1774) was mirrored by the development of a new conception of art, an art more intimate, decorative, generally amorous, and often erotic. It is these last two related dimensions which are the basis of a new visual aesthetic which constitutes the subject matter of this course. Through the exploration of contemporary novels and theater, as well as contemporary critical and philosophical writings, we will demonstrate how both the sensual and the erotic become essential components of the century’s cultural ethos. Artistic subjects, the mechanisms to represent them, their metaphorical stakes, and their phenomenological effects on the beholder will therefore be considered as the expression of a particular historical and ideological context. It is in this context that love became the symbol of a king who privileged peace against war, and where emotional pleasure triumphed over moralizing values and asserted itself as a new aesthetic category.
Instructor(s): S. Caviglia-Brunel Terms Offered: Winter
Note(s): Students who take this course for French credit must do the readings and assignments in French.
Equivalent Course(s): ARTH 23603, ARTH 33603, FREN 36303

FREN 26510. Oulipo in Context. 100 Units.
This course will examine the history and achievements of the Paris-based literary collective Oulipo (Workshop for Potential Literature), from its founding as a secret society in 1960 to its expansion into an internationally visible group. We will consider the group’s relationship to (and reaction against) earlier and contemporary avant-garde movements, the French new novel, and structuralism, and we will also examine the reception of Oulipian writing outside France. Readings will include collective publications by the group as well as works by Queneau, Perec, Roubaud, Calvino, Mathews, Grangaud, and others.
Instructor(s): A. James Terms Offered: Spring
Note(s): A weekly session in French will be held for French majors and graduate students. Students seeking French credit must do the readings (where applicable) and writing in French.
Equivalent Course(s): FREN 36510
FREN 26700. Jeanne d’Arc: historie et legende. Cours introductorie. 100 Units.
Dans ce cours nous interrogerons la plasticité et l’utilité de la figure de Jeanne d’Arc. Nous commencerons avec une étude de Jeanne d’Arc dans son contexte historique en nous penchant sur des documents rédigés pendant sa vie et au cours de son procès. Ensuite nous considérerons les ré-inventions multiples et variées de Jeanne au cours des siècles suivants, prenant en compte les textes de Voltaire, de Michelet, d’Anouilh, et d’autres, ainsi que des films qui présentent la vie de Jeanne d’Arc. Pour terminer, nous verrons comment les gens de la droite ont manipulé l’image de Jeanne d’Arc pour la faire servir leurs objectifs idéologiques. Ce cours illuminera donc la manière dont nous transformons le passé à la lumière des besoins et des soucis du présent.
Instructor(s): D. Delogu Terms Offered: Winter

FREN 26810. Plautus and Moliere: Comedy, Invention, and Imitation. 100 Units.
Instructor(s): L. Norman, D. Wray Terms Offered: Winter
Note(s): Taught in English with discussion groups and readings in French for French students.
Equivalent Course(s): FREN 36810,REMS 26810,REMS 36810,FNDL 26905

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, Winter, Spring
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: 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.
Other Courses of Interest

**RLLT 26106. The Medieval Persian Romance: Gorgani’s Vis and Ramin. 100 Units.**
This class is an inquiry into the medieval romance genre through the close and comparative reading of one of its oldest extant representatives, Gorgâni’s *Vis & Râmin* (c. 1050). With roots that go back to Late Antiquity, this romance is a valuable interlocutor between the Greek novel and the Ovidian erotic tradition, Arabic love theory and poetics, and well-known European romances like *Tristan, Lancelot*, and *Cligès*: a sustained exploration of psychological turmoil and moral indecision, and a vivid dramatization of the many contradictions inherent in erotic theory, most starkly by the lovers’ faithful adultery. By reading *Vis & Râmin* alongside some of its generic neighbors (*Kallirrhoe, Leukippe, Tristan, Cligès*), as well as the love-theories of writers like Plato, Ovid, Avicenna, Jâhiz, Ibn Hazm, and Andreas Cappellanus, we will map out the various kinds of literary work the romance is called upon to do, and investigate the myriad and shifting conceptions of romantic love as performance, subjectivity, and moral practice. An optional section introducing selections from the original text in Persian will be available if there is sufficient student interest.

Instructor(s): C. Cross
Terms Offered: Spring
Equivalent Course(s): NEHC 26106,FNDL 26106

**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 œuvres 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 class meets in Paris.

**SOSC 27501. Civilisation Européenne I. 100 Units.**
Terms Offered: Autumn
Prerequisite(s): Advanced knowledge of French

**SOSC 27601. Civilisation Européenne II. 100 Units.**
Terms Offered: Autumn
Prerequisite(s): Advanced Knowledge of French

**SOSC 27701. Civilisation Européenne III. 100 Units.**
Terms Offered: Autumn
Prerequisite(s): Advanced Knowledge of French

**SOSC 27601. Civilisation Européenne II. 100 Units.**
Terms Offered: Autumn
Prerequisite(s): Advanced Knowledge of French
SOSC 27701. Civilisation Européenne III. 100 Units.
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: Summer, Autumn
Note(s): Must be taken for a quality grade.

ITAL 10200. Beginning Elementary Italian II. 100 Units.
This course offer a rapid review of the basic patterns of the language and expands on the material presented in ITAL 10100.
Terms Offered: Summer, Winter
Prerequisite(s): ITAL 10100 or placement
Note(s): Must be taken for a quality grade.

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: Summer, Spring
Prerequisite(s): ITAL 10200 or placement
Note(s): Must be taken for a quality grade.

ITAL 10200. Beginning Elementary Italian II. 100 Units.
This course offer a rapid review of the basic patterns of the language and expands on the material presented in ITAL 10100.
Terms Offered: Summer, Winter
Prerequisite(s): ITAL 10100 or placement
Note(s): Must be taken for a quality grade.
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: Summer, Spring
Prerequisite(s): ITAL 10200 or placement
Note(s): Must be taken for a quality grade.

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
Prerequisite(s): 20100 in another Romance language or consent of instructor

ITAL 20100-20200-20300. 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
Note(s): Must be taken for a quality grade.

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
Note(s): Must be taken for a quality grade.
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
Note(s): Must be taken for a quality grade.

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
Note(s): Must be taken for a quality grade.

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
Note(s): Must be taken for a quality grade.

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, Winter
Prerequisite(s): ITAL 20300, placement, or consent of instructor
Note(s): Must be taken for a quality grade.
ITAL 20500. Luci e ombre nell’Italia contemporanea. 100 Units.
This course aims at enhancing students’ awareness of the complexity of contemporary Italy through readings and discussions on such relevant issues as school, art, immigration, sports, health care, religion, and politics, debated daily in modern Italian society. Students are exposed to a wide variety of texts, from newspaper articles to literary texts, as well as video and audio clips, that help them attain more advanced levels in reading, writing, listening, and speaking. Guest native speakers lecture on some of the debated topics.
Terms Offered: Winter, Spring
Prerequisite(s): ITAL 20300 or consent of instructor
Note(s): Must be taken for a quality grade.

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: Spring
Prerequisite(s): ITAL 20300 or consent of instructor
Note(s): Must be taken for a quality grade.

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, nonmajors may write in English.

ITAL 21800. Italo Calvino. 100 Units.
Italo Calvino is one of the most important authors of the twentieth century. We will read some of his most famous books in Italian. Among others, we will study Le Cita, Invisibili, Gli Amori Difcili, Il Barone Rampante, Se Una Notte D’Inverno Un Viaggiatore. Reading Calvino is an essential experience for all students of Italian culture. We will place his books and his poetics in the context of modern Italian culture and Western European post-modernism.
Instructor(s): A. Maggi Terms Offered: Autumn
Note(s): Taught in Italian.
Equivalent Course(s): FNDL 21810
ITAL 23502. Boccaccio’s "Decameron" 100 Units.
Written in the midst of the social disruption caused by the Black Death (1348), the Decameron may have held readers attention for centuries because of its bawdiness, but it is also a profound exploration into the basis of faith and the meaning of death, the status of language, the construction of social hierarchy and social order, and the nature of crisis and historical change. Framed by a storytelling contest between seven young ladies and three young men who have left the city to avoid the plague, the one hundred stories of Boccaccio’s Decameron form a structural masterpiece that anticipates the Renaissance epics, Chaucer’s Canterbury Tales, and the modern short story.
Instructor(s): J. Steinberg Terms Offered: Autumn
Note(s): Classes conducted in English
Equivalent Course(s): FNDL 21714, ITAL 33502, REMS 33502

ITAL 23900. Marsilio Ficino’s "On Love" 100 Units.
This course is first of all a close reading of Marsilio Ficino’s seminal book On Love (first Latin edition De amore 1484; Ficino’s own Italian translation 1544). Ficino’s philosophical masterpiece is the foundation of the Renaissance view of love from a Neo-Platonic perspective. It is impossible to overemphasize its influence on European culture. On Love is not just a radically new interpretation of Plato’s Symposium. It is the book through which sixteenth- and seventeenth-century Europe read the love experience. Our course will analyze its multiple classical sources and its spiritual connotations. During our close reading of Ficino’s text, we will show how European writers and philosophers appropriated specific parts of this Renaissance masterpiece. In particular, we will read extensive excerpts from some important love treatises, such as Castiglione’s The Courtier (Il cortigiano), Leone Ebreo’s Dialogues on Love, Tullia d’Aragona’s On the Infinity of Love, but also selections from a variety of European poets, such as Michelangelo’s canzoniere, Maurice Scève’s Delie, and Fray Luis de León’s Poesia. Course taught in English.
Instructor(s): A. Maggi Terms Offered: Autumn
Equivalent Course(s): ITAL 33900, CMLT 26701, CMLT 36701, FNDL 21103

ITAL 24110. Vichianism: The Italian Enlightenment. 100 Units.
This course looks at the reception of Giambattista Vico (1668–1744), whose philosophy, largely neglected at first, eventually came to enjoy far-reaching influence as European thinkers set out on repeated quests for the source of a different “modernity” or “Counter-Enlightenment” in fields as varied as political theory (Romagnosi, Cattaneo, Ferrari), the historical and modernist novel (Cuoco, Manzoni, Joyce), Romantic historiography (Michelet, Gioberti), literary criticism (Auerbach), and intellectual history (Berlin). What is the secret behind the enduring appeal of Vico’s anti-rationalist stance? This seminar, going further than dedicating itself to the legacy of a single thinker, wishes to investigate the “logic” (or lack thereof) that attends posthumous acclaim, eponymity, and etiological myths, and to provide guidelines for a disciplined approach to the history, practice, and theory of reception.
Instructor(s): R. Rubini Terms Offered: Spring
Equivalent Course(s): ITAL 34110, CMLT 24110, CMLT 34110
ITAL 25115. Topics in the Philosophy of Religion: The Challenge of Suffering from Job to Primo Levi. 100 Units.
This course will focus on authors from the Jewish tradition, although some attention will be given to Catholic and Protestant perspectives, as found, for example, in liberation theology and in certain forms of religious existentialism. We will look at the various ways in which contemporary philosophers of Judaism have dealt with suffering, evil and God, especially after the experience of the Shoah. We will examine the often repeated claim that Judaism has approached the philosophical and religious challenges of suffering more through an ethics of suffering than on the basis of a metaphysics of suffering. After an introductory discussion of Maimonides on the Book of Job, readings for the course may come from authors such as E. Lévinas, J.B. Soloveitchik, Y. Leibowitz, H. Jonas, A. Lichtenstein, D.W. Halivni, D. Shatz, and E. Berkovits. The course will culminate in a philosophical analysis of some of the most important writings of Primo Levi.
Instructor(s): A. Davidson Terms Offered: Winter
Equivalent Course(s): PHIL 25115, DVPR 35115, HIJD 35115, ITAL 35115, PHIL 35115, RLST 25115

ITAL 26200. Renaissance and Baroque Fairytales and Their Modern Rewritings. 100 Units.
We study the distinctions between myth and fairy tale, and then focus on collections of modern Western European fairy tales, including those by Straparola, Basile, and Perrault, in light of their contemporary rewritings of classics (Angela Carter, Calvino, Anne Sexton). We analyze this genre from diverse critical standpoints (e.g., historical, structuralist, psychoanalytic, feminist) through the works of Croce, Propp, Bettelheim, and Marie-Louise Von Franz.
Instructor(s): A. Maggi Terms Offered: Winter
Note(s): Class conducted in English.
Equivalent Course(s): ITAL 36200, CMLT 26700, CMLT 36700

ITAL 28702. Italian Comic Theater. 100 Units.
A survey of the history of Italian theatre from the Erudite Renaissance Comedy to Goldoni's reform. We will pay particular attention to the tradition of commedia dell'arte (scenarios, stock characters, and plot formation), ancient and medieval influences, evolution and emancipation of female characters, and the question of language. Readings include works by Plautus, Ariosto, Machiavelli, Angelo Beolco (Ruzante), Flaminio Scala, and Goldoni. Toward the end of the course we will consider the legacy of Italian Comedy in relation to the birth of grotesque and realist drama in Pirandello.
Instructor(s): R. Rubini Terms Offered: Spring
Note(s): Taught in Italian
Equivalent Course(s): ITAL 38702
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, Winter, Spring
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.
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.

PORTUGUESE 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 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
Note(s): Must be taken for a quality grade.

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
Note(s): Must be taken for a quality grade.
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. Must be taken for a quality grade.

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
Note(s): Must be taken for a quality grade.

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. Must be taken for a quality grade.

PORT 12200. Portuguese for Spanish Speakers. 100 Units.
This class 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.
Instructor(s): A.-M. Lima Terms Offered: Spring
Prerequisite(s): SPAN 20100 or consent of instructor
Note(s): Must be taken for a quality grade.
Equivalent Course(s): LACS 12200

PORT 20100-20200. Intermediate Portuguese; Advanced Portuguese.
In this intermediate/advanced-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 in describing, narrating, and presenting arguments. They are exposed to texts and audio-visual materials that provide them with a deeper understanding of Portuguese literature, culture, and contemporary society.

PORT 20100. Intermediate Portuguese. 100 Units.
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.
Instructor(s): A.-M. Lima Terms Offered: Autumn
Prerequisite(s): PORT 10300 or placement
Note(s): Must be taken for a quality grade.
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.
Instructor(s): A.-M. Lima Terms Offered: Winter
Prerequisite(s): PORT 20100 or placement
Note(s): Must be taken for a quality grade.

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.
Instructor(s): A.-M. Lima Terms Offered: Winter
Prerequisite(s): PORT 20100 or placement
Note(s): Must be taken for a quality grade.

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.
Instructor(s): A.-M. Lima Terms Offered: Spring
Prerequisite(s): PORT 20200 or consent of instructor
Note(s): Must be taken for a quality grade.

Literature and Culture
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, Winter, Spring
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.

SPANISH COURSES
Language
Must be taken for a quality grade. No auditors are permitted.
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.
This course is intended for students who have no previous knowledge of
Spanish, and for those who need an in-depth review of the basic patterns of the
language.
Terms Offered: Summer, Autumn, Winter
Note(s): Must be taken for a quality grade.

SPAN 10200. Beginning Elementary Spanish II. 100 Units.
This course offers a rapid review of the basic patterns of the language and
expands on the material presented in SPAN 10100.
Terms Offered: Summer, Autumn, Winter, Spring
Prerequisite(s): SPAN 10100 or placement
Note(s): Must be taken for a quality grade.

SPAN 10300. Beginning Elementary Spanish III. 100 Units.
This course expands on the material presented in SPAN 10200, reviewing and
elaborating the basic patterns of the language as needed to prepare students for
the Spanish competency examination.
Terms Offered: Summer, Autumn, Winter, Spring
Prerequisite(s): SPAN 10200 or placement
Note(s): Must be taken for a quality grade.

SPAN 10200. Beginning Elementary Spanish II. 100 Units.
This course offers a rapid review of the basic patterns of the language and expands
on the material presented in SPAN 10100.
Terms Offered: Summer, Autumn, Winter, Spring
Prerequisite(s): SPAN 10100 or placement
Note(s): Must be taken for a quality grade.

SPAN 10300. Beginning Elementary Spanish III. 100 Units.
This course expands on the material presented in SPAN 10200, reviewing and
elaborating the basic patterns of the language as needed to prepare students for the
Spanish competency examination.
Terms Offered: Summer, Autumn, Winter, Spring
Prerequisite(s): SPAN 10200 or placement
Note(s): Must be taken for a quality grade.
SPAN 20100-20200-20300. 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, Winter, Spring
Prerequisite(s): SPAN 10300 or placement
Note(s): Must be taken for a quality grade.

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, Winter, Spring
Prerequisite(s): SPAN 20100 or placement
Note(s): Must be taken for a quality grade.

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, Winter, Spring
Prerequisite(s): SPAN 20200 or placement
Note(s): Must be taken for a quality grade.

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, Winter, Spring
Prerequisite(s): SPAN 20100 or placement
Note(s): Must be taken for a quality grade.
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, Winter, Spring
Prerequisite(s): SPAN 20200 or placement
Note(s): Must be taken for a quality grade.

SPAN 20400-20500. Composición y conversación avanzada I-II.
Third-year language sequence

SPAN 20400. Composición y conversación avanzada I. 100 Units.
This course, the first segment of two in the third-year language sequence, focuses on 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, Winter
Prerequisite(s): SPAN 20300 or consent of instructor
Note(s): Must be taken for a quality grade.

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: Winter
Prerequisite(s): SPAN 20400 or consent of instructor
Note(s): Must be taken for a quality grade.
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, historiographic, and sociological texts are read. Through writing a number of essays and participating in class debates, 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): Open only to native and heritage speakers with consent of instructor
Note(s): Must be taken for a quality grade.

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: Winter
Prerequisite(s): SPAN 20400 or consent of instructor
Note(s): Must be taken for a quality grade.

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). We also read numerous Spanish newspapers.
Terms Offered: Spring
Prerequisite(s): Open only to native speakers
Note(s): Must be taken for a quality grade

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, nonmajors may write in English.
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 dialectical 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: Winter, Spring
Prerequisite(s): SPAN 20300 or consent of instructor
Note(s): Must be taken for a quality grade.
Equivalent Course(s): LACS 21100

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): Classes conducted in Spanish.

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.
Instructor(s): F. de Armas Terms Offered: Autumn
Prerequisite(s): SPAN 20300 or consent of instructor

SPAN 21803. Introducción a las literaturas hispánicas: textos españoles contemporáneos. 100 Units.
This course is a close reading and discussion of selected texts from the nineteenth century to the present. Authors may include Larra, Espronceda, Zorrilla, Becquer, Pardo Bazan, Galdos, Unamuno, Valle-Inclán, Machado, Lorca, Cela, Laforet, and Matute.
Instructor(s): M. Martínez Terms Offered: Spring
Prerequisite(s): SPAN 20300 or consent of instructor
SPAN 21903. Introducción a las literaturas 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): A. Lugo-Ortiz Terms Offered: Winter
Prerequisite(s): SPAN 20300 or consent of instructor
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.
Instructor(s): L. Gandolfi Terms Offered: Autumn
Prerequisite(s): SPAN 20300 or consent of instructor
Equivalent Course(s): LACS 22003

SPAN 22310. Literature and Ideas in the Spanish-Speaking Caribbean: The Nineteenth Century. 100 Units.
In this course we will study some of the main intellectual currents in the Spanish-speaking Caribbean during the nineteenth century and their relationships to the literary production of the period. In particular, we will address the reformulation of ideas of the Enlightenment, liberalism, and philosophical Positivism, both for political reflections upon slavery, colonialism, and projects of national independence and social reform as well as for literary aesthetics. How did predicaments of the Enlightenment come to structure pro-slavery thought? What was the relationship between liberalism and abolitionism? How did philosophical principles related to the development of the natural sciences support or undermine projects of national independence and/or of social emancipation (such as women’s and labor rights)? And what did literature have to do with these issues? Among the authors we may study are Francisco de Arango y Parreño, Félix Varela, José Antonio Saco, Gertrudis Gómez de Avellaneda, Condesa de Merlín, Eugenio María de Hostos, Enrique José Varona, José de Jesús Galván, José Martí, and Luisa Capetillo.
Instructor(s): A. Lugo-Ortiz Terms Offered: Winter
Note(s): Taught in Spanish, with an additional weekly discussion session for graduate students.
Equivalent Course(s): SPAN 32310
SPAN 22314. Poesía Novohispana con práctica ecdótica. 100 Units.
The study of poetry written in New Spain, working with manuscripts as well as
with "editiones principes."
Instructor(s): M. L. Tenorio Terms Offered: Autumn
Note(s): Taught in Spanish.
Equivalent Course(s): SPAN 32314

SPAN 22315. Contemporary Catalan and European Theater. 100 Units.
Una aproximació a la dramaturgia textual europea, espanyola i catalana dels segles
XX i XXI, i, en particular, dels últims trenta anys.
Instructor(s): S. Belbel Terms Offered: Spring
Equivalent Course(s): CATA 32315, SPAN 33315, CATA 22315

SPAN 23900. El retorno de Astrea: astrología, mito e imperio en el teatro
aurisecular. 100 Units.
In classical mythology, Astraea, the goddess of justice, chastity, and truth, was the
last of the immortals to leave earth with the decline of the ages. Her return was to
signal the dawn of a new Golden Age. During the Spanish seventeenth century,
her myth was utilized by a number of playwrights, but particularly by Calderón
de la Barca to delve into a series of questions. As an astral myth, it allowed poets to
delve into astrological matters at a time when this art still enjoyed much popularity.
The course will analyze the presence of planets and zodiacal signs, of miraculous
stars and horoscopes to discuss the topical uses of astrology and the limits of its
orthodoxy. While Aratus discussed the astronomical implications of the myth in
ancient times, Virgil transformed it into an imperial myth, proclaiming that she
would return to Rome without the need for ekpyrosis. Thus, Philip IV appropriated
the myth in Spain to proclaim the renovation that was to take place during his reign.
Playwrights would thus praise Philip through this myth. It also has been argued
that Astraea also served to point to the regime’s failures. The course will then study
the political implications of the myth. Among the plays by Calderón that will be
included are: La gran Cenobia, La vida es sueño, El mayor encanto amor, Los tres mayores
prodigios, and El monstruo de los jardines.
Instructor(s): F. de Armas Terms Offered: Spring
Prerequisite(s): SPAN 21703 and SPAN 21500
Note(s): Taught in Spanish.
Equivalent Course(s): SPAN 33900
SPAN 24220. A Hero and A Fool: Don Quixote and Its Impact on Art and Literature. 100 Units.
The course will study the most popular novel of Early Modern times, its heroic origins, its comedy, and its humanist message. The adventures of Don Quixote on the dusty roads of La Mancha challenge the actual world in the name of a dream and mix the highest ideals with the humblest reality. We will see how Cervantes's novel dialogues with the narratives of its period and later play a major role in English, French, Russian, and Spanish fiction. We will also examine and appreciate the silent omnipresence of Italian Renaissance art in this novel.
Instructor(s): F. de Armas and T. Pavel Terms Offered: Spring
Note(s): Fulfills the core course requirement for Comparative Literature students.
Equivalent Course(s): SPAN 34220, RLLT 34220, REMS 34220, FNDL 21211, CMLT 24220, CMLT 34220

SPAN 24801. Literatura y crimen. 100 Units.
The production of crime fiction in the Hispanic literary world has a long tradition that dates back to the mid-nineteenth century and has recently gained critical attention as postmodern literary theories focus on fictional forms that are both popular and self-conscious. This course studies the historical development of the genre in Hispanic letters, as well as its formal and ideological foundations. Authors likely to be discussed include Emilia Pardo Bazán, Jorge Luis Borges, Maria Antònia Oliver, Manuel Vázquez Montalbán, Luisa Valenzuela, Mario Vargas Llosa, Marina Mayoral, Gabriel García Márquez, and Ricardo Piglia.
Instructor(s): M. Santana Terms Offered: Winter
Prerequisite(s): Span 20300 or Consent of Instructor
Equivalent Course(s): SPAN 34800

SPAN 26410. La imaginación mediterránea del Siglo de Oro. 100 Units.
In this course we will explore the place of the Mediterranean as a space of cultural contact, conflict, and exchange in the Spanish literary imagination. The ‘Middle Sea’ was not only the geographical framework for a large corpus of Iberian narratives, poems, and plays of the early modern period, but also a discursive space where many political, religious, and cultural ideas of the period were staged and disputed. We will read portions of sixteenth-century Spanish translations of the Odyssey and the Aeneid, travel writing such as the Viaje de Turquia, captivity narratives by Miguel de Cervantes and Diego Galán, short stories by María de Zayas and Lope de Vega, and poems by Garcilaso de la Vega, Fernando de Herrera, and morisco authors.
Instructor(s): M. Martínez Terms Offered: Winter
Note(s): Taught in Spanish.
Equivalent Course(s): SPAN 36410
SPAN 27513. Barcelona Imagined. 100 Units.
This course will explore literary representations of the urban space of Barcelona in twentieth and twenty-first century narrative. In addition to the presence and movement of fictional characters within and beyond the city, we will examine the role of the city in autobiographical essays and personal writings of the authors studied. Theoretical perspectives (de Certeau, Lefebvre, Bruno, Grosz) will also be employed in light of the intersections of identity politics and urban space in the studied literary texts. Topics to be examined and debated include space and memory, marginality, urban planning and architecture, public and domestic space, linguistic identity, gaze, gender and sexuality, flânerie, homelessness, and dystopia. Authors studied may include Mercè Rodoreda, Montserrat Roig, Eduardo Mendoza, Carmen Laforet, Esther Tusquets, and Juan Marsé.
Instructor(s): M. McCarron Terms Offered: Spring
Equivalent Course(s): CATA 37513, SPAN 37513, CATA 27513

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, Winter, Spring
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. Students are required to submit the College Reading and Research Course Form.
Terms Offered: Winter
Prerequisite(s): Consent of undergraduate adviser
Note(s): Must be taken for a quality grade.
RUSSIAN STUDIES

PROGRAM OF STUDY

Students who major in Russian Studies gain a thorough grounding in the history, literature, politics, economics, and cultural and social life of Russia and the former Russian/Soviet empire (including Ukraine and Belarus, Central Asia, the Caucasus, and the Baltic states), as well as acquiring competence in the Russian language. The BA program in Russian Studies can provide an appropriate background for careers in business, journalism, government, teaching, or the nonprofit sector, or for graduate study in one of the social sciences disciplines. Students planning on going on to graduate study may wish to take the Honors option and write a BA thesis under the mentorship of one of the Russian Studies faculty.

PROGRAM REQUIREMENTS

Before entering the program in Russian Studies, students are expected to have completed a year of Russian language through College course work (eligible students may petition for partial credit). They are also expected to have taken the two-course sequence HIST 13900-14000 Introduction to Russian Civilization I-II that may be used to meet the general education requirement in civilization studies.

The program requires three additional courses in Russian language and eight further courses dealing with Russia, at least four of which must be courses in the social sciences, and three of which may be more advanced courses in Russian.

SUMMARY OF REQUIREMENTS

The following sequence if not taken to meet general education requirement: 0-200

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 13900-14000 Introduction to Russian Civilization I-II</td>
<td>0-200</td>
</tr>
<tr>
<td>RUSS 20100-20200-20300 Second-Year Russian I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>Four courses in social sciences dealing with Russia</td>
<td>400</td>
</tr>
<tr>
<td>Four additional courses dealing with Russia</td>
<td>400</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>1100-1300</strong></td>
</tr>
</tbody>
</table>

* Or credit for the equivalent as determined by petition.

GRADING

Students majoring in Russian Studies must take program requirements for a quality grade.

HONORS

Students wishing to apply for honors must have at least a 3.25 GPA overall and a 3.5 GPA in the major. In order to be considered for honors, students must write a BA thesis in consultation with the Russian Studies honors committee. Students intending to write the BA thesis should meet with the Program Chair no later than Spring Quarter of their third year. SOSC 29900 BA Paper in Russian Civilization will be allowed as an elective within the major.
STUDY ABROAD

Several study abroad opportunities are offered in subjects and geographic areas of interest to students who are majoring in Russian Studies, including those described below. For more information, students should consult with the study abroad advisers or visit study-abroad.uchicago.edu.

Europe East and West Program

A three-part sequence of courses is taught by University of Chicago faculty at the University’s Center in Paris. The Europe East and West Program (http://study-abroad.uchicago.edu/programs/paris-europe-east-west) focuses on the history of cultural relations between East and West Europe and includes an excursion to a major East European capital city.

Smolny Institute

The University of Chicago sponsors semester- and year-long programs at Smolny Institute (http://study-abroad.uchicago.edu/programs/st-petersburg-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.

COURSES

HIST 13900-14000. Introduction to Russian Civilization I-II.
This two-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 legitimation; and symbols and practices of collective identity.

HIST 13900. Introduction to Russian Civilization I. 100 Units.
Instructor(s): E. Gilburd Terms Offered: Autumn
Note(s): Taking these courses in sequence is recommended but not required.
Equivalent Course(s): RUSS 25100, SOSC 24000

HIST 14000. Introduction to Russian Civilization II. 100 Units.
Instructor(s): E. Gilburd Terms Offered: Winter
Note(s): Taking these courses in sequence is recommended but not required.
Equivalent Course(s): RUSS 25200, SOSC 24100

HIST 14000. Introduction to Russian Civilization II. 100 Units.
Instructor(s): E. Gilburd Terms Offered: Winter
Note(s): Taking these courses in sequence is recommended but not required.
Equivalent Course(s): RUSS 25200, SOSC 24100
PLSC 28100. Russian Politics. 100 Units.
One of the major world powers, Russia commands a nuclear arsenal and vast energy reserves. This course will help us to understand Russia’s political development which is inextricable from the country’s history and economy. After reviewing some milestones in Soviet history, we shall focus on the developments since the fall of the ‘evil empire.’ Political institutions, economy, foreign policy, and social change will all receive some attention. (C)
Instructor(s): S. Markus Terms Offered: Spring

RUSS 10100-10200-10300. First-Year Russian I-II-III.
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 yearlong 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.

RUSS 10100. First-Year Russian I. 100 Units.
Instructor(s): Staff Terms Offered: Autumn

RUSS 10200. First-Year Russian II. 100 Units.
Instructor(s): Staff Terms Offered: Winter

RUSS 10300. First-Year Russian III. 100 Units.
Instructor(s): Staff Terms Offered: Spring

RUSS 10200-10300. First-Year Russian II-III.

RUSS 10200. First-Year Russian II. 100 Units.
Instructor(s): Staff Terms Offered: Winter

RUSS 10300. First-Year Russian III. 100 Units.
Instructor(s): Staff Terms Offered: Spring

RUSS 10300. First-Year Russian III. 100 Units.
Instructor(s): Staff 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.
Terms Offered: Autumn
Note(s): Not open to students who have taken RUSS 10100-10200-10300.
RUSS 10500. Russian through Pushkin II. 100 Units.
Terms Offered: Winter
Note(s): Not open to students who have taken RUSS 10100-10200-10300.

RUSS 10600. Russian through Pushkin III. 100 Units.
Terms Offered: Spring
Note(s): Not open to students who have taken RUSS 10100-10200-10300.

RUSS 10500. Russian through Pushkin II. 100 Units.
Terms Offered: Winter
Note(s): Not open to students who have taken RUSS 10100-10200-10300.

RUSS 10600. Russian through Pushkin III. 100 Units.
Terms Offered: Spring
Note(s): Not open to students who have taken RUSS 10100-10200-10300.

RUSS 20100-20200-20300. Second-Year Russian I-II-III.
This course continues RUSS 10100-10200-10300; 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.

RUSS 20100. Second-Year Russian I. 100 Units.
Terms Offered: Autumn
Prerequisite(s): RUSS 10300 or consent of instructor

RUSS 20200. Second-Year Russian II. 100 Units.
Terms Offered: Winter

RUSS 20300. Second-Year Russian III. 100 Units.
Terms Offered: Spring

RUSS 20200. Second-Year Russian II. 100 Units.
Terms Offered: Winter

RUSS 20300. Second-Year Russian III. 100 Units.
Terms Offered: Spring

RUSS 20400-20500-20600. Russian through Literary Readings: Second Year I-II-III.
This course is a continuation of Russian through Pushkin. Second-year grammar,
as well as oral and reading skills, are strengthened through intensive reading of
important poetic and prose texts from the Russian classics. Conversation practice is
held twice a week.

RUSS 20400. Russian through Literary Readings: Second Year I. 100 Units.
Terms Offered: Autumn
Prerequisite(s): RUSS 10600

RUSS 20500. Russian through Literary Readings: Second Year II. 100 Units.
Terms Offered: Winter

RUSS 20600. Russian through Literary Readings: Second Year III. 100 Units.
Terms Offered: Spring
RUSS 20500. Russian through Literary Readings: Second Year II. 100 Units.
Terms Offered: Winter

RUSS 20600. Russian through Literary Readings: Second Year III. 100 Units.
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.
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.
Instructor(s): V. Pichugin Terms Offered: Winter

RUSS 20902. Third-Year Russian through Culture III. 100 Units.
Instructor(s): V. Pichugin Terms Offered: Spring

RUSS 20802. Third-Year Russian through Culture II. 100 Units.
Instructor(s): V. Pichugin Terms Offered: Winter

RUSS 20902. Third-Year Russian through Culture III. 100 Units.
Instructor(s): V. Pichugin Terms Offered: Spring

RUSS 21002-21102-21202. Fourth-Year Russian through Short Story I-II-III.
This course treats some difficult issues of grammar, syntax, and stylistics through reading and discussing contemporary Russian short stories. This kind of reading exposes students to contemporary Russian culture, society, and language. Vocabulary building is also emphasized. Classes conducted in Russian. Conversation practice is held twice a week.

RUSS 21002. Fourth-Year Russian through Short Story I. 100 Units.
Instructor(s): STAFF Terms Offered: Autumn
Prerequisite(s): Three years of Russian or equivalent

RUSS 21102. Fourth-Year Russian through Short Story II. 100 Units.
Instructor(s): STAFF Terms Offered: Winter

RUSS 21202. Fourth-Year Russian through Short Story III. 100 Units.
Instructor(s): STAFF Terms Offered: Spring

RUSS 21102. Fourth-Year Russian through Short Story II. 100 Units.
Instructor(s): STAFF Terms Offered: Winter

RUSS 21202. Fourth-Year Russian through Short Story III. 100 Units.
Instructor(s): STAFF Terms Offered: Spring
RUSS 21302-21402-21502. Advanced Russian through Media I-II-III.
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.

RUSS 21302. Advanced Russian through Media I. 100 Units.
Instructor(s): V. Pichugin Terms Offered: Autumn
Prerequisite(s): RUSS 21002 or consent of instructor
Equivalent Course(s): RUSS 30102

RUSS 21402. Advanced Russian through Media II. 100 Units.
Instructor(s): V. Pichugin Terms Offered: Winter
Equivalent Course(s): RUSS 30202

RUSS 21502. Advanced Russian through Media III. 100 Units.
Instructor(s): V. Pichugin Terms Offered: Spring
Equivalent Course(s): RUSS 30302

RUSS 21402. Advanced Russian through Media II. 100 Units.
Instructor(s): V. Pichugin Terms Offered: Winter
Equivalent Course(s): RUSS 30202

RUSS 21502. Advanced Russian through Media III. 100 Units.
Instructor(s): V. Pichugin Terms Offered: Spring
Equivalent Course(s): RUSS 30302

RUSS 21600. Russian for Heritage Learners. 100 Units.
This course examines the major aspects of Russian grammar and stylistics essential for heritage learners. Students engage in close readings and discussions of short stories by classic and contemporary Russian authors (e.g., Pushkin, Dostoevsky, Tolstoy, Chekhov, Platonov, Bulgakov, Erofeev, Tolstaya), with special emphasis on their linguistic and stylistic differences. All work in Russian.
Terms Offered: Autumn
Prerequisite(s): Ability to speak Russian fluently required; formal training in Russian not required

RUSS 23900. 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. (B)
Instructor(s): M. Sternstein Terms Offered: Autumn
Equivalent Course(s): ENGL 28916, FNDL 25300
RUSS 24101. Pushkin and His Age. 100 Units.
This course approaches the Golden Age of Russian culture through the prism of the artistic and intellectual legacy of its most influential writer. We read and analyze Pushkin's poetry, prose fiction, essays, and critical works in the context of the critical, philosophical, and political debates of his time. We also consider writers such as Rousseau, Montesquieu, Karamzin, Balzac, Chaadaev, and Belinsky. Texts in English or the original; classes conducted in English.
Instructor(s): Daria Khitrova Terms Offered: Autumn
Equivalent Course(s): RUSS 34101, HIST 23602, HIST 33602

RUSS 25500. Russian Literature from Classicism to Romanticism. 100 Units.
This course offers a survey of the main literary movements, schools, and genres during the period from the 1760s to the 1830s. We will explore the main works of Russian new-classical, pre-romantic, and romantic authors, including Mikhail Lomonossov, Gavriil Derzhavin, Denis Fonvizin, Nikolai Novikov, Anns Labzina, Nikolai Karamzin, Aleksandr Radischev, Vassilii Pushkin, Denis Davydov, Vassilii Zhukovskii, Alexandr Pushkin, Mikhail Lermontov, and Vladimir Odoevskii. Most texts are available in Russian as well as in translation. However, students are encouraged to read all texts in Russian.
Terms Offered: Autumn
Prerequisite(s): Two years of Russian language
Equivalent Course(s): RUSS 35500

RUSS 25600. Realism in Russia. 100 Units.
From the 1830s to the 1890s, most Russian prose writers and playwrights were either engaged in the European-wide cultural movement known as "realistic school" which set for itself the task of engaging with social processes from the standpoint of political ideologies. The ultimate goal of this course is to distill more precise meanings of "realism," "critical realism," and "naturalism" in nineteenth-century Russian through analysis of works by Gogol, Turgenev, Tolstoy, Dostoevsky, Aleksandr Ostrovsky, Goncharov, Saltykov-Shchedrin, and Kuprin. Texts in English and the original. Optional Russian-intensive section offered.
Terms Offered: Winter
Equivalent Course(s): RUSS 35600

RUSS 25700. Russian Literature from Modernism to Post-Modernism. 100 Units.
Given the importance of the written word in Russian culture, it is no surprise that writers were full-blooded participants in Russia's tumultuous recent history, which has lurched from war to war, and from revolution to revolution. The change of political regimes has only been outpaced by the change of aesthetic regimes, from realism to symbolism, and then from socialist realism to post-modernism. We sample the major writers, texts, and literary doctrines, paying close attention to the way they responded and contributed to historical events. This course counts as the third part of the survey of Russian literature. Texts in English.
Terms Offered: Spring
Equivalent Course(s): RUSS 35700
RUSS 26105. Solzhenitsyn. 100 Units.
Nobel Laureate in Literature in 1970, Alexander Solzhenitsyn (1918–2008) is best known as an advocate for human rights in the Soviet Union, from which he was expelled in 1974. As with Tolstoy a century before, Solzhenitsyn’s vast moral authority rested upon the reputation he gained as a novelist in the early 1960s. We will read his novels One Day in the Life of Ivan Denisovich and Cancer Ward as innovative and complex fictions in the tradition of the Russian novel. We will then read the first volume of his monumental Archipelago GULAG, which he called “an experiment in literary investigation,” to see how he brought his artistic talents to bear on the hidden and traumatic history of repression under Stalin. At the center of the course will be the tensions in Solzhenitsyn’s work between fiction and history, individual and society, modernity and tradition, humanism and ideology.
Instructor(s): R. Bird Terms Offered: Autumn
Equivalent Course(s): FNDL 26105

RUSS 26205. Soviet Everyday Life. 100 Units.
Instructor(s): W. Nickell Terms Offered: Winter
Equivalent Course(s): RUSS 36205

RUSS 26206. Jewish Writers in Russian Literature. 100 Units.
Instructor(s): W. Nickell Terms Offered: Spring
Equivalent Course(s): RUSS 36206

SLAV 22000. Old Church Slavonic. 100 Units.
This course introduces 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. Texts in Cyrillic or Cyrillic transcription of the original Glagolitic.
Instructor(s): Y. Gorbachov Terms Offered: Winter
Prerequisite(s): Knowledge of another Slavic language or good knowledge of another one or two old Indo-European languages. SLAV 20100 recommended.
Equivalent Course(s): LGLN 25100,LGLN 35100,SLAV 32000
SLAV 22302. Literatures of the Christian East: Late Antiquity, Byzantium, and Medieval Russia. 100 Units.
After the fall of Rome in 476 CE, literatures of the Latin West and—predominantly Greek-speaking—Eastern provinces of the Roman empire followed two very different paths. Covering both religious and secular genres, we will survey some of the most interesting texts written in the Christian East in the period from 330 CE (foundation of Constantinople) to the late 17th century (Westernization of Russia). Our focus throughout will be on continuities within particular styles and types of discourse (court entertainment, rhetoric, historiography, hagiography) and their functions within East Christian cultures. Readings will include Digenes Akritas and Song of Igor’s Campaign, as well as texts by Emperor Julian the Apostate, Gregory of Nazianzus, Emphraim the Syrian, Anna Comnena, Psellos, Ivan the Terrible, and Archbishop Avvakum. No prerequisites. All readings in English.
Instructor(s): Boris Maslov Terms Offered: Spring
Equivalent Course(s): CMLT 32302, CLAS 31113, CLCV 21113, SLAV 32302, CMLT 22302

SLAV 22303. Prosody and Poetic Form: An Introduction to Comparative Metrics. 100 Units.
This class offers (i) an overview of major European systems of versification, with particular attention to their historical development, and (ii) an introduction to the theory of meter. In addition to analyzing the formal properties of verse, we will inquire into their relevance for the articulation of poetic genres and, more broadly, the history of literary (and sub-literary) systems. There will be some emphasis on Graeco-Roman quantitative metrics, its afterlife, and the evolution of Germanic and Slavic syllabo-tonic verse. No prerequisites, but a working knowledge of one European language besides English is strongly recommended.
Instructor(s): Boris Maslov Terms Offered: Winter
Equivalent Course(s): CMLT 32303, CLCV 21313, CLAS 31313, SLAV 32303, CMLT 22303

SOSC 29700. Independent Study in the Social Sciences. 100 Units.
Terms Offered: Autumn, Winter, Spring
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.
Terms Offered: Autumn, Winter, Spring, Summer
Prerequisite(s): Consent of instructor and undergraduate program chair
Note(s): Students are required to submit the College Reading and Research Course Form.
SLAVIC LANGUAGES AND LITERATURES

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 in Slavic linguistics and other general Slavic and East European subjects. The department also offers a program leading to the BA degree in Slavic Languages and Literatures. Students choose one of three areas of concentration to meet the requirements of this major: Russian language and linguistics; West Slavic (Czech and Polish) languages and literatures; or Interdisciplinary Studies in Balkan, Baltic, and Slavic.

Students in other fields of study may also complete a minor in Slavic Languages and Literatures. Information follows the description of the major.

Study Abroad
Several study abroad opportunities are offered in subjects and geographic areas of interest to students who are majoring in Slavic Languages and Literatures, including those described below. For more information, students should consult with the study abroad advisers or visit study-abroad.uchicago.edu.

Europe East and West Program
A three-part sequence of courses is taught by University of Chicago faculty at the Chicago Center in Paris. The Europe East and West Program (http://study-abroad.uchicago.edu/programs/paris-europe-east-west) focuses on the history of cultural relations between East and West Europe and includes an excursion to a major East European capital city.

Smolny Institute
The University of Chicago sponsors semester- and year-long programs at Smolny Institute (http://study-abroad.uchicago.edu/programs/st-petersburg-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.

PROGRAM REQUIREMENTS
CONCENTRATION IN RUSSIAN LANGUAGE AND LITERATURE OR RUSSIAN LINGUISTICS
This program is designed to teach students skills in written and spoken Russian, instruct them in Russian literature or linguistics, and acquaint them with the main characteristics of Russian history and culture. The program is similar to the major in Russian Studies, but it has a more humanistic emphasis. It is intended for students preparing for graduate work, those planning a career in government or industry in which knowledge of Russian is useful, and those whose primary aim is to read the masterpieces of Russian literature in the original or to study Russian linguistics as part of a humanistic education. Within the program there are two options: one with
emphasis on literature and the other with emphasis on Russian linguistics. Students interested in the program are required to consult with the Departmental Adviser.

Students must take thirteen courses that meet the following requirements:

1. Second-, third-, and fourth-year Russian (or their equivalents). Under exceptional circumstances, students may petition the Departmental Adviser and coordinator of Russian language courses to be excused from the fourth-year Russian requirement.

2. Students in Russian literature take four courses in literature including any two from RUSS 255xx, 256xx, or 257xx (survey of Russian literature). RUSS 29900 BA Paper cannot be counted toward this requirement except by written permission of the Departmental Adviser. RUSS 29700 Reading and Research Course cannot be counted toward this requirement.

3. Students in Russian linguistics must take SLAV 20100 Introduction to Slavic Linguistics, RUSS 23000 Structure of Russian Phonology or RUSS 23100 Morphology of Russian, and two additional courses to be chosen from Russian literature, Slavic linguistics, and general linguistics. The last two must be approved in writing by the Departmental Adviser.

It is recommended that students fulfill their civilization studies requirement in general education with Russian civilization; they are advised to choose electives from such related fields as general linguistics, history, philosophy, political science, and literature. The department suggests that students planning to do graduate work in a Slavic-related field take a year of French, German, or a second Slavic language.

Summary of Requirements for Concentration in Russian Language and Literature or Russian Linguistics

<table>
<thead>
<tr>
<th>GENERAL EDUCATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SOSC 24000-24100 Introduction to Russian Civilization I-II (recommended)</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td>200</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MAJOR</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One of the following sequences:</strong></td>
<td>300</td>
</tr>
<tr>
<td>RUSS 20100-20200-20300</td>
<td>Second-Year Russian I-II-III</td>
</tr>
<tr>
<td>or RUSS 20400 &amp; RUSS 20500 &amp; RUSS 20600</td>
<td>Russian through Literary Readings: Second Year I and Russian through Literary Readings: Second Year II</td>
</tr>
<tr>
<td>RUSS 20702-20802-20902</td>
<td>Third-Year Russian through Culture I-II-III</td>
</tr>
<tr>
<td>RUSS 21002-21102-21202</td>
<td>Fourth-Year Russian through Short Story I-II-III</td>
</tr>
<tr>
<td>Four courses from one of the following options:</td>
<td>400</td>
</tr>
<tr>
<td>Russian Literature option **</td>
<td></td>
</tr>
</tbody>
</table>
Russian Linguistics option

Total Units 1300

* Or credit for the equivalent as determined by petition.

** Two courses chosen from RUSS 255xx, 256xx, or 257xx; plus two additional Russian literature courses.

*** SLAV 20100 Introduction to Slavic Linguistics; plus RUSS 23000 Structure of Russian Phonology or RUSS 23100 Morphology of Russian; plus two approved courses in Russian literature, Slavic linguistics, or general linguistics.

CONCENTRATION IN WEST SLAVIC (CZECH OR POLISH) LANGUAGES AND LITERATURES

The program in West Slavic studies aims to give students essential skills in written and spoken Czech or Polish, as well as a close acquaintance with Czech or Polish literature, culture, and history. The program is ideal for students preparing for graduate study, as well as for those interested in a career in government, diplomacy, or business in which knowledge of Czech or Polish is useful.

Students interested in the following program are required to consult with the Departmental Adviser.

Students must take twelve courses that meet the following requirements:

1. Students will be required to demonstrate proficiency in their primary language of study (Czech or Polish) equivalent to three years of college study. The first two years typically will be acquired by taking the elementary and second-year language courses; and the third year may be acquired by independent study (CZEC 29700 Reading and Research Course or POLI 29700 Reading and Research Course) or study abroad (as approved by the Departmental Adviser). Students with suitable achievement on the language placement test for the first year of Czech or Polish may begin their language study with the second year of Czech or Polish followed by independent study or study abroad (as approved by the Departmental Adviser) to complete the requirement for a third year of the language.

2. Two quarters of a survey or of other general courses in the literature of the primary language of study.

3. Two further literature or culture courses in the primary language of study, to be approved by the Departmental Adviser.

4. Two courses in Slavic literature, culture, or linguistics in the department; one of these must be a course in General Slavic (SLAV).

Students are expected to fulfill the course requirements above with regular courses offered by the Slavic department. Reading courses (CZEC 29700 Reading and Research Course or POLI 29700 Reading and Research Course) will not count toward the twelve courses required for the concentration except by special permission of the Departmental Adviser. Students planning to do graduate work in Slavic or a related field are strongly advised to use some of their electives for studying Russian, German, or French language; or for studying Russian literature.
Summary of Requirements for Concentration in West Slavic (Czech or Polish) Languages and Literatures

GENERAL EDUCATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 13100-13200-13300</td>
<td>History of Western Civilization I-II-III (recommended)</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td>Total Units</td>
<td>300</td>
</tr>
</tbody>
</table>

MAJOR

One of the following sequences: 300

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CZEC 20100-20200-20300</td>
<td>Second-Year Czech I-II-III *</td>
<td></td>
</tr>
<tr>
<td>POLI 20100-20200-20300</td>
<td>Second-Year Polish I-II-III *</td>
<td></td>
</tr>
</tbody>
</table>

Completion of the third year of Czech or Polish as described in number 1 of the preceding section 300

Two survey or general courses in literature of the primary language of study 200

Two Czech or Polish literature or culture courses 200

Two courses in Slavic literature or culture, or linguistics; one of which must be a General Slavic (SLAV) course 200

Total Units 1200

* Or credit for the equivalent as determined by petition.

CONCENTRATION IN INTERDISCIPLINARY STUDIES

This program comprises instruction in a Balkan, Baltic, or Slavic language and in the cultures of the region, with an emphasis in the humanities. It is intended for students preparing for graduate work in Slavic or in comparative humanistic studies, for those planning a career in which knowledge of the region and its languages is useful, and for those with an interest in the culture of Central and Eastern Europe. Students wishing to declare the concentration in interdisciplinary studies must first meet with the Departmental Adviser.

Students must take twelve courses that meet the following requirements:

1. Second and third year (or equivalent) of one Balkan, Baltic, or Slavic language.
2. Four approved courses in art, film, and/or literature comprising a coherent course of study in the Slavic and East European area.
3. Two additional approved courses in the humanities or social sciences with focus on Eastern Europe or Russia.

All students in their fourth year must write an acceptable BA paper under supervision of a faculty member in the Slavic department. With approval of their BA supervisor, students may register for SLAV 29900 BA Paper. This course will confer general elective credit but will not be counted toward the twelve courses required for the concentration.
Summary of Requirements for Concentration in Interdisciplinary Studies

GENERAL EDUCATION

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOSC 24000-24100</td>
<td>Introduction to Russian Civilization I-II (recommended)</td>
<td>200</td>
</tr>
</tbody>
</table>

Total Units: 200

MAJOR

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second-year courses in a Balkan, Baltic, or Slavic language</td>
<td>300</td>
</tr>
<tr>
<td>Third-year courses in a Balkan, Baltic, or Slavic language</td>
<td>300</td>
</tr>
<tr>
<td>Four approved courses in art, film, and/or literature</td>
<td>400</td>
</tr>
<tr>
<td>Two elective courses in the cultures of the region</td>
<td>200</td>
</tr>
</tbody>
</table>

Total Units: 1200

* Or credit for the equivalent as determined by petition.

GRADING

Students in Slavic Languages and Literatures must take quality grades in the courses required for any Slavic concentration.

HONORS

To be eligible for honors in any Slavic concentration, students must maintain a GPA of 3.0 or higher overall, and 3.5 or higher in the major. Students must submit applications to the Departmental Adviser, typically not later than first quarter of their fourth year. In addition, students 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 department no later than Friday of seventh week in Spring Quarter of their fourth year. In Autumn Quarter of their fourth year, students should begin the BA process by consulting with the Departmental Adviser. Students may register for the BA Paper course (29900) with approval of the supervisor. This course will confer general elective credit, but it will not count toward the Slavic Languages and Literatures 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 Slavic Languages and Literatures.

Advising

Students wishing to declare the major in Interdisciplinary Studies must first meet with the Departmental Adviser. Further information on the undergraduate program is available in the Departmental Office (F 406, 702.8033). Questions about placement, competency, and proficiency examinations in Russian should be directed to the coordinator of Russian language courses; for more information about Czech, Polish, or other Slavic languages, consult the Departmental Adviser.

MINOR PROGRAM IN SLAVIC LANGUAGES AND LITERATURES

The minor in Slavic Languages and Literatures requires seven courses beyond the first-year language sequence in the primary language of study, including at least
three language courses at the 20000 level or higher and at least one course in Slavic literature, culture, or linguistics.

Students who elect the minor program must meet with the Departmental Adviser 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 Departmental Adviser. The Departmental 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, 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 groups of courses would comprise a minor in Slavic Languages and Literatures. Other programs may be designed in consultation with the Departmental Adviser. Minor program requirements are subject to revision.

<table>
<thead>
<tr>
<th>Slavic Languages and Literatures Sample Minors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SAMPLE MINOR 1</strong></td>
</tr>
<tr>
<td>RUSS 20100-20200-20300</td>
</tr>
<tr>
<td>RUSS 20702-20802-20902</td>
</tr>
<tr>
<td>RUSS 255xx</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
</tr>
<tr>
<td><strong>SAMPLE MINOR 2</strong></td>
</tr>
<tr>
<td>RUSS 20400-20500-20600</td>
</tr>
<tr>
<td>RUSS 255xx, 256xxx, and 257xx (survey of Russian literature)</td>
</tr>
<tr>
<td>SLAV 23000</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
</tr>
<tr>
<td><strong>SAMPLE MINOR 3</strong></td>
</tr>
<tr>
<td>CZEC 10100-10200-10300</td>
</tr>
<tr>
<td>POLI 20100-20200-20300</td>
</tr>
<tr>
<td>SLAV 24100</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
</tr>
<tr>
<td><strong>SAMPLE MINOR 4</strong></td>
</tr>
<tr>
<td>BCSN 20100-20200-20300</td>
</tr>
<tr>
<td>EEUR 20900</td>
</tr>
</tbody>
</table>
SLAV 22000  Old Church Slavonic  100
SLAV 23000  Language/Power/Identity in South East Europe  100
SLAV 28600  Kitsch  100
Total Units  700

JOINT DEGREE PROGRAM

Students who demonstrate a record of uncommon excellence in the fulfillment of their undergraduate degree requirements are eligible to apply for the BA/MA joint degree in the Department of Slavic Languages and Literatures. After discussing their options with the College BA/MA adviser and the Departmental Adviser, qualified students in the College should apply to the Division of the Humanities no later than first quarter of their third year. Students will receive an admission decision from the Division of the Humanities. Students must meet the following requirements:

1. To be accepted for admission, students must maintain a 3.5 or higher grade point average in their College work, including the Slavic Languages and Literatures major.
2. Students must earn a total of forty-eight course credits toward the joint degree. Nine of these courses should be at the graduate level, typically including the Advanced Russian sequence and one other course required for the MA. A maximum of four graduate-level courses may be counted toward the BA.
3. By the beginning of their third year, students should have completed at least two courses toward their undergraduate major in addition to the language.
4. Students must also complete all requirements for the MA as stipulated in the Departmental Graduate Degree Requirements for the appropriate program of study (Linguistics, Literature, or Interdisciplinary Studies).
5. The MA thesis counts as the BA paper only in Interdisciplinary Studies. Students must submit the paper no later than the end of seventh week of Spring Quarter of their fourth year.
6. All courses for the joint program must be completed three quarters after entering the program.
7. Students must pass an examination demonstrating a reading knowledge of French or German.

NOTE: For a more complete listing of courses offered by the department, consult timeschedules.uchicago.edu.
SLAVIC LANGUAGES AND LITERATURES - BOSNIAN/CROATIAN/SERBIAN COURSES

BCSN 10100-10200-10300. Elementary Bosnian/Croatian/Serbian I-II-III.
The major objective of the course 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 course 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 10100. Elementary Bosnian/Croatian/Serbian I. 100 Units.
Instructor(s): N. Petkovic Terms Offered: Autumn
Equivalent Course(s): BCSN 31000

BCSN 10200. Elementary Bosnian/Croatian/Serbian II. 100 Units.
Instructor(s): N. Petkovic Terms Offered: Winter
Equivalent Course(s): BCSN 31100

BCSN 10300. Elementary Bosnian/Croatian/Serbian III. 100 Units.
Instructor(s): N. Petkovic Terms Offered: Spring
Equivalent Course(s): BCSN 31200

BCSN 20100-20200-20300. Intermediate Bosnian/Croatian/Serbian I-II-III.
The first quarter is devoted to an overview of grammar, with emphasis on verbal morphology and syntax, through the reading of a series of literary texts in both the Latin and Cyrillic alphabets. The second and third quarters are devoted to further developing active mastery of Bosnian/Croatian/Serbian through continued readings, grammar drills, compositions, and conversational practice. Study of word formation, nominal and adjectival morphology, and syntax are emphasized. Screenings of movies and other audio-visual materials are held in addition to scheduled class time.

BCSN 20100. Intermediate Bosnian/Croatian/Serbian I. 100 Units.
Instructor(s): N. Petkovic Terms Offered: Autumn
Prerequisite(s): BCSN 10300 or consent of instructor
Equivalent Course(s): BCSN 32000

BCSN 20200. Intermediate Bosnian/Croatian/Serbian II. 100 Units.
Instructor(s): N. Petkovic Terms Offered: Winter
Equivalent Course(s): BCSN 32100
BCSN 20300. Intermediate Bosnian/Croatian/Serbian III. 100 Units.
Instructor(s): N. Petkovic Terms Offered: Spring
Equivalent Course(s): BCSN 32200

BCSN 20200. Intermediate Bosnian/Croatian/Serbian II. 100 Units.
Instructor(s): N. Petkovic Terms Offered: Winter
Equivalent Course(s): BCSN 32100

BCSN 20300. Intermediate Bosnian/Croatian/Serbian III. 100 Units.
Instructor(s): N. Petkovic Terms Offered: Spring
Equivalent Course(s): BCSN 32200

BCSN 29700. Reading and Research Course. 100 Units.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of instructor and Departmental Adviser
Note(s): Students are required to submit the College Reading and Research Course Form.

SLAVIC LANGUAGES AND LITERATURES - CZECH COURSES

CZEC 10100-10200-10300. Elementary Czech I-II-III.
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.

CZEC 10100. Elementary Czech I. 100 Units.
Terms Offered: Autumn

CZEC 10200. Elementary Czech II. 100 Units.
Terms Offered: Winter

CZEC 10300. Elementary Czech III. 100 Units.
Terms Offered: Spring

CZEC 10200. Elementary Czech II. 100 Units.
Terms Offered: Winter

CZEC 10300. Elementary Czech III. 100 Units.
Terms Offered: Spring

CZEC 20100-20200-20300. Second-Year Czech I-II-III.
The main goal of this course is to enable students to read Czech proficiently in their particular fields. Conversation practice is included. The program is flexible and may be adjusted according to the needs of the students.

CZEC 20100. Second-Year Czech I. 100 Units.
Terms Offered: Autumn
Prerequisite(s): CZEC 10300 or consent of instructor

CZEC 20200. Second-Year Czech II. 100 Units.
Terms Offered: Winter
CZEC 20300. Second-Year Czech III. 100 Units.
Terms Offered: Spring

CZEC 20200. Second-Year Czech II. 100 Units.
Terms Offered: Winter

CZEC 20300. Second-Year Czech III. 100 Units.
Terms Offered: Spring

CZEC 27700. Kafka in Prague. 100 Units.
The goal of this course is a thorough treatment of Kafka's literary work in its Central European, more specifically Czech, context. In critical scholarship, Kafka and his work are often alienated from his Prague milieu. The course revisits the Prague of Kafka's time, with particular reference to Josefov (the Jewish ghetto), Das Prager Deutsch, and Czech/German/Jewish relations of the prewar and interwar years. We discuss most of Kafka's major prose works within this context and beyond (including *The Castle*, *The Trial*, and the stories published during his lifetime), as well as selected critical approaches to his work.
Instructor(s): Malynne Sternstein
Terms Offered: Autumn
Equivalent Course(s): CZEC 37700, GRMN 29600, GRMN 39600, FNDL 22207

CZEC 29700. Reading and Research Course. 100 Units.
Terms Offered: Autumn, Winter, Spring
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.
Terms Offered: Autumn, Winter, Spring
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.

SLAVIC LANGUAGES AND LITERATURES - EAST EUROPEAN COURSES

EEUR 20900. Structure of Albanian. 100 Units.
This is a rare opportunity to get a functional grasp of one of the least-studied national languages of Europe. Albanian is of relevance for Indo-Europeanists, Balkanists, Classicists, Islamicists, and any social scientist with an interest in Southeastern Europe. In addition to being the majority language in Albania and Kosovo, it is spoken by compact populations in all their neighboring countries, as well as by old enclaves in Italy, Croatia, Bulgaria, Turkey, Romania, and Ukraine, and by more recent émigré groups in Western Europe, North America, and Australia. The course focuses on giving students an understanding of the grammatical structure of Albanian as well as sufficient reading knowledge for the independent development of the ability to pursue research.
Instructor(s): Victor Friedman
Terms Offered: Spring
Equivalent Course(s): EEUR 30900, LGLN 29700, LGLN 39700
EEUR 21000. Romani Language and Linguistics. 100 Units.
This is a beginning course on the language of the Roms (Gypsies) that is based on the Arli dialect currently in official use in the Republic of Macedonia, with attention also given to dialects of Europe and the United States. An introduction to Romani linguistic history is followed by an outline of Romani grammar based on Macedonian Arli, which serves as the basis of comparison with other dialects. We then read authentic texts and discuss questions of grammar, standardization, and Romani language in society.
Instructor(s): V. Friedman Terms Offered: Winter
Equivalent Course(s): LGLN 27800, ANTH 27700, ANTH 47900, EEUR 31000, LGLN 37800

EEUR 21100-21200-21300. 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.

EEUR 21100. Elementary Modern Armenian I. 100 Units.
Instructor(s): H. Haroutunian Terms Offered: Autumn
Equivalent Course(s): ARME 10101, LGLN 10101

EEUR 21200. Elementary Modern Armenian II. 100 Units.
Instructor(s): H. Haroutunian Terms Offered: Winter
Prerequisite(s): ARME 10101
Equivalent Course(s): ARME 10102, LGLN 10102

EEUR 21300. Elementary Modern Armenian III. 100 Units.
Instructor(s): H. Haroutunian Terms Offered: Spring
Prerequisite(s): ARME 10102
Equivalent Course(s): ARME 10103, LGLN 10103

EEUR 21200-21300. Elementary Modern Armenian II-III.

EEUR 21200. Elementary Modern Armenian II. 100 Units.
Instructor(s): H. Haroutunian Terms Offered: Winter
Prerequisite(s): ARME 10101
Equivalent Course(s): ARME 10102, LGLN 10102

EEUR 21300. Elementary Modern Armenian III. 100 Units.
Instructor(s): H. Haroutunian Terms Offered: Spring
Prerequisite(s): ARME 10102
Equivalent Course(s): ARME 10103, LGLN 10103
EEUR 23400. 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): K. Arik Terms Offered: Spring
Prerequisite(s): Knowledge of Arabic and/or Islamic studies helpful but not required Equivalent Course(s): NEHC 20765, ANTH 25905, EEUR 33400, MUSI 23503, MUSI 33503

EEUR 29301. East European Horror Cinema. 100 Units.
Eastern Europe has menaced the "enlightened" West for centuries. It remains to this day a valuable source for negotiating the West's phantasies. One need only look at the rich and varied story of the vampire through popular culture from the 18th-century revenant to the 21st-century sex symbol and family man to confirm this fascination. Eastern Europe (and I use this term here to conform to popular discourse) is the West's necessary construct to enforce the ideation of its own health and weal. In this course contemporary horror film produced both within and without Eastern Europe—and at times in partnership with the "West"—but all with the East as haunt, landscape, and affect are discussed with the West's and East's anxieties (social, political, artistic) in mind. Films include Eli Roth's Hostel franchise, Julie Delpy's The Countess, Timur Bekmambetov's Night Watch and Day Watch, Pavel Ruminov's Dead Daughters, Nacho Cerdà's The Abandoned, György Palfi's Taxidermia, and the highly controversial A Serbian Film directed by Srđan Spasojević. Readings range from work on defining the horror genre to philosophies of anxiety to critical interrogations of specific films. This class contains films with scenes that ought to be disturbing.
Instructor(s): Malynne Sternstein Terms Offered: Spring
Prerequisite(s): Knowledge of an East European or Central European Slavic language
Equivalent Course(s): EEUR 39301, CMST 25521, CMST 35521
SLAVIC LANGUAGES AND LITERATURES - GENERAL SLAVIC COURSES

SLAV 20100. Introduction to Slavic Linguistics. 100 Units.
The main goal of this course is to familiarize students with the essential facts of the Slavic linguistic history and with the most characteristic features of the modern Slavic languages. In order to understand the development of Proto-Slavic into the existing Slavic languages and dialects, we focus on a set of basic phenomena. The course is specifically concerned with making students aware of factors that led to the breakup of the Slavic unity and the emergence of the individual languages. Drawing on the historical development, we touch upon such salient typological characteristics of the modern languages such as the rich set of morphophonemic alternations, aspect, free word order, and agreement.
Instructor(s): Y. Gorbachov Terms Offered: Autumn
Note(s): This course is typically offered in alternate years.
Equivalent Course(s): LING 26400, LING 36400, SLAV 30100

SLAV 22000. Old Church Slavonic. 100 Units.
This course introduces 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. Texts in Cyrillic or Cyrillic transcription of the original Glagolitic.
Instructor(s): Y. Gorbachov Terms Offered: Winter
Prerequisite(s): Knowledge of another Slavic language or good knowledge of another one or two old Indo-European languages. SLAV 20100 recommended.
Equivalent Course(s): LGLN 25100, LGLN 35100, SLAV 32000

SLAV 23000. Language/Power/Identity in South East Europe. 100 Units.
This course familiarizes students with the linguistic histories and structures that have served as bases for the formation of modern Balkan ethnic identities and that are being manipulated to shape current and future events. The course is informed by the instructor’s thirty years of linguistic research in the Balkans as well as his experience as an adviser for the United Nations Protection Forces in Former Yugoslavia and as a consultant to the Council on Foreign Relations, the International Crisis Group, and other organizations. Course content may vary in response to ongoing current events.
Instructor(s): V. Friedman Terms Offered: Winter
Equivalent Course(s): ANTH 27400, ANTH 37400, HUMA 27400, LING 27200, LING 37200, SLAV 33000
SLAV 23510. Their Brothers’ Rights: Western and Eastern Jews in the Long Nineteenth Century. 100 Units.
The course deals with interventions by “Western” Jewries on behalf of Jewish communities in the “East,” especially imperial Russia and the Ottoman Empire, between the Congress of Vienna (1814–1815) and the eve of the First World War. The course will follow two axes of interpretation: first, the global conditions established through international relations, focusing on the principle of the balance of power and accompanied by conferences and congresses; second, from the mid-nineteenth century onward, the transformation from intercession by notables to a kind of nongovernmental Jewish diplomacy undertaken by organizations promoting education, welfare, and civil equality.
Instructor(s): D. Diner Terms Offered: Spring
Equivalent Course(s): HIST 23515, GRMN 23510, JWSC 26310

SLAV 26500. Human Rights in Russia and Eurasia. 100 Units.
This course focuses on the political economy of human rights in Russia and Eurasia. We will study how international norms have been “imported” by post-Soviet states. How have regional politics and cultures shaped how rights norms are understood and how they are protected in practice? Why do many post-Soviet countries fail to protect the rights of their citizens? Using knowledge of the history, political culture, and social practices of the region, we will work to identify those rights issues with the most potential for positive change and those more likely to remain enduring problems.
Instructor(s): A. Janco Terms Offered: Not offered in 2014-2015
Equivalent Course(s): HIST 29312, HIST 39313, SLAV 36500, HMRT 26500

SLAV 29700. Reading and Research Course. 100 Units.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of instructor and Departmental Adviser
Note(s): Students are required to submit the College Reading and Research Course Form.

SLAV 29900. BA Paper. 100 Units.
Terms Offered: Autumn, Winter, Spring
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.
SLAVIC LANGUAGES AND LITERATURES - GEORGIAN COURSES

GEOR 21700. Introduction to Georgian History and Culture. 100 Units.
This one-quarter course will provide students with a rare opportunity to learn more about the history of the Republic of Georgia and its culture through a selection of literature and poetry (in translation), films, lectures, and class discussions and activities. We will survey Georgian history from its prehistory through its Golden Age in the 12th century up to the present day. Discussions relating to Georgian culture will include music, art (including metalwork and cloisonné), traditional dance, religious and pagan practices, and Georgia’s wine and toasting culture. Throughout the course we will consider issues of Georgian identity and nationhood, especially in relation to influences from surrounding regions.
Instructor(s): Tamra Wysocki-Niimi Terms Offered: Winter
Equivalent Course(s): GEOR 31700, HIST 24004

GEOR 22100-22200-22300. Elementary Georgian I-II-III.
This three-quarter sequence covers basic Modern Georgian grammar and includes writing, reading, listening, and speaking activities. We’ll be referring to Howard Aronson’s textbook (Georgian: A Reading Grammar) and supplementing with additional authentic texts, audio, and video materials that will be provided in class. The University of Chicago is the only university in the United States to regularly offer Georgian! Take advantage of this rare opportunity to study a unique and fascinating language!

GEOR 22100. Elementary Georgian I. 100 Units.
Instructor(s): Tamra Wysocki-Niimi Terms Offered: Autumn
Equivalent Course(s): EEUR 21400, EEUR 31400, GEOR 32100, LGLN 22100, LGLN 32100

GEOR 22200. Elementary Georgian II. 100 Units.
This course introduces students to Modern Georgian grammar primarily through reading exercises that relate to Georgian historical, social, and literary traditions. Supplemental activities that encourage writing, speaking, and listening skills are also included in this course.
Instructor(s): Tamra Wysocki-Niimi Terms Offered: Winter
Equivalent Course(s): EEUR 21500, EEUR 31500, GEOR 32200, LGLN 22200, LGLN 32200

GEOR 22300. Elementary Georgian III. 100 Units.
This course introduces students to Modern Georgian grammar primarily through reading exercises that relate to Georgian historical, social, and literary traditions. Supplemental activities that encourage writing, speaking, and listening skills are also included in this course.
Instructor(s): Tamra Wysocki-Niimi Terms Offered: Spring
Equivalent Course(s): EEUR 21600, EEUR 31600, LGLN 22300, LGLN 32300
GEOR 22200. Elementary Georgian II. 100 Units.
This course introduces students to Modern Georgian grammar primarily through reading exercises that relate to Georgian historical, social, and literary traditions. Supplemental activities that encourage writing, speaking, and listening skills are also included in this course.
Instructor(s): Tamra Wysocki-Niimi Terms Offered: Winter
Equivalent Course(s): EEUR 21500, EEUR 31500, GEOR 32200, LGLN 22200, LGLN 32200

GEOR 22300. Elementary Georgian III. 100 Units.
This course introduces students to Modern Georgian grammar primarily through reading exercises that relate to Georgian historical, social, and literary traditions. Supplemental activities that encourage writing, speaking, and listening skills are also included in this course.
Instructor(s): Tamra Wysocki-Niimi Terms Offered: Spring
Equivalent Course(s): EEUR 21600, EEUR 31600, LGLN 22300, LGLN 32300

GEOR 22400-22500-22600. Intermediate Georgian I-II-III.
This three-quarter sequence builds speaking, listening, reading, and writing skills based on the knowledge developed during Elementary Georgian. In addition, more complicated grammatical topics are discussed and practiced through a variety of activities and exercises that integrate multimedia materials with traditional translation work.

GEOR 22400. Intermediate Georgian I. 100 Units.
Instructor(s): Tamra Wysocki-Niimi Terms Offered: Autumn
Prerequisite(s): PQ: GEOR 22300/32300
Equivalent Course(s): GEOR 32400, LGLN 22400, LGLN 32400

GEOR 22500. Intermediate Georgian II. 100 Units.
This course emphasizes advanced language skills and vocabulary building through independent reading and writing projects as well as class exercises involving media such as newspaper and magazine articles, videoclips, radio programs, movies, and additional sound recordings and online materials.
Instructor(s): Tamra Wysocki-Niimi Terms Offered: Winter
Prerequisite(s): GEOR 22400/32400; LGLN 22400/32400
Equivalent Course(s): GEOR 32500, LGLN 22500, LGLN 32500

GEOR 22600. Intermediate Georgian III. 100 Units.
Instructor(s): Tamra Wysocki-Niimi Terms Offered: Spring
Equivalent Course(s): GEOR 32600, LGLN 22600, LGLN 32600

GEOR 22500. Intermediate Georgian II. 100 Units.
This course emphasizes advanced language skills and vocabulary building through independent reading and writing projects as well as class exercises involving media such as newspaper and magazine articles, videoclips, radio programs, movies, and additional sound recordings and online materials.
Instructor(s): Tamra Wysocki-Niimi Terms Offered: Winter
Prerequisite(s): GEOR 22400/32400; LGLN 22400/32400
Equivalent Course(s): GEOR 32500, LGLN 22500, LGLN 32500
**GEOR 22600. Intermediate Georgian III. 100 Units.**
Instructor(s): Tamra Wysocki-Niimi  Terms Offered: Spring
Equivalent Course(s): GEOR 32600, LGLN 22600, LGLN 32600

**SLAVIC LANGUAGES AND LITERATURES - POLISH COURSES**

**POLI 10100-10200-10300. Elementary Polish I-II-III.**
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.

- **POLI 10100. Elementary Polish I. 100 Units.**
  Terms Offered: Autumn
- **POLI 10200. Elementary Polish II. 100 Units.**
  Terms Offered: Winter
- **POLI 10300. Elementary Polish III. 100 Units.**
  Terms Offered: Spring

**POLI 10200. Elementary Polish II. 100 Units.**
Terms Offered: Winter

**POLI 10300. Elementary Polish III. 100 Units.**
Terms Offered: Spring

**POLI 20100-20200-20300. Second-Year Polish I-II-III.**
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.

- **POLI 20100. Second-Year Polish I. 100 Units.**
  Terms Offered: Autumn
  Prerequisite(s): POLI 10300 or equivalent
- **POLI 20200. Second-Year Polish II. 100 Units.**
  Terms Offered: Winter
- **POLI 20300. Second-Year Polish III. 100 Units.**
  Terms Offered: Spring

**POLI 20200. Second-Year Polish II. 100 Units.**
Terms Offered: Winter

**POLI 20300. Second-Year Polish III. 100 Units.**
Terms Offered: Spring
POLI 20500-20600-20700. Advanced Polish I-II-III.
Students in this course discuss selected readings (primarily short stories chosen by the instructor) in Polish during the week. The level of work is adjusted to each student’s level of preparation. All work in Polish.

POLI 20500. Advanced Polish I. 100 Units.
Terms Offered: Autumn
Prerequisite(s): POLI 20300 or equivalent
Equivalent Course(s): POLI 30100

POLI 20600. Advanced Polish II. 100 Units.
Terms Offered: Winter
Equivalent Course(s): POLI 30200

POLI 20700. Advanced Polish III. 100 Units.
Terms Offered: Spring
Equivalent Course(s): POLI 30300

POLI 20600. Advanced Polish II. 100 Units.
Terms Offered: Winter
Equivalent Course(s): POLI 30200

POLI 20700. Advanced Polish III. 100 Units.
Terms Offered: Spring
Equivalent Course(s): POLI 30300

POLI 22400. From Post-War to Post-Wall: A History of Polish Film. 100 Units.
This course will explore post-World War II film from Poland—approaching the works both as examples of the cinematic art in the region and as a lens through which to view developments and transformations in East European culture. We will view ten films by most renowned directors from Poland. The course will assess what the end of World War II, joining the Eastern Bloc, the fall of communism, and finally the entry into post-Soviet Europe have meant for the film culture and the Polish national film tradition. We will also consider how Eastern European cinematic discourse is undergoing—or should undergo—revision, viewing it as an increasingly transnational phenomenon, rather than the example of a national film industry. The films will be viewed in the original language with English subtitles.
Instructor(s): Kinga Kosmala
Terms Offered: Spring
Equivalent Course(s): CMST 24400, CMST 34400, POLI 32400
POLI 22410. “Lady Jane” in Warsaw: Communism Brought Down by Rock ‘n’ Roll. 100 Units.
Rock and punk music played a significant role in subverting the power of the Soviet system among the youth cultures of the Eastern bloc countries. These two types of music became extremely interesting artistic and subversive cultural realms during the Cold War in Poland, East Germany, Czechoslovakia, the USSR, and other countries of the Bloc. “The Plastic People of the Universe” from Czechoslovakia, “Maanam” and “Perfect” from Poland, “Time Machine” from the USSR, among others, accompanied and unified the younger generations in searching for their identity in the reality of the totally controlling and ominous communist state. Music became an integral part of young people’s lives and actively participated in the crucial social change of 1989—the fall of the communist system. Massive popularity of Western rock and punk music behind the Iron Curtain along with the music created by artists from the Eastern Bloc will be explored in detail in this course.
Instructor(s): Kinga Kosmala Terms Offered: Autumn
Equivalent Course(s): POLI 32410

POLI 24100-24200-24300. Polish Through Literary Readings I-II-III.
An advanced language course emphasizing spoken and written Polish. Readings include original Polish prose and poetry as well as nonfiction. Intensive grammar review and vocabulary building. For students who have taken Third Year Polish and for native or heritage speakers who want to read Polish literature in the original. Readings and discussions in Polish.

POLI 24100. Polish Through Literary Readings I. 100 Units.
Instructor(s): Kinga Kosmala Terms Offered: Autumn
Equivalent Course(s): POLI 40100

POLI 24200. Polish Through Literary Readings II. 100 Units.
Instructor(s): Kinga Kosmala Terms Offered: Winter
Prerequisite(s): POLI 30300 or equivalent.
Equivalent Course(s): POLI 40200

POLI 24300. Polish Through Literary Readings III. 100 Units.
Instructor(s): Kinga Kosmala Terms Offered: Spring
Prerequisite(s): POLI 30300 or equivalent
Equivalent Course(s): POLI 40300

POLI 24200. Polish Through Literary Readings II. 100 Units.
Instructor(s): Kinga Kosmala Terms Offered: Winter
Prerequisite(s): POLI 30300 or equivalent.
Equivalent Course(s): POLI 40200

POLI 24300. Polish Through Literary Readings III. 100 Units.
Instructor(s): Kinga Kosmala Terms Offered: Spring
Prerequisite(s): POLI 30300 or equivalent
Equivalent Course(s): POLI 40300
POLI 25301. 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: Spring
Note(s): All readings in English.
Equivalent Course(s): POLI 35301, ISHU 29405, FNDL 26903

POLI 29700. Reading and Research Course. 100 Units.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of instructor and Departmental Adviser
Note(s): Students are required to submit the College Reading and Research Course Form.

POLI 29900. BA Paper. 100 Units.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of instructor and Departmental Adviser. Open only to fourth-year students who are majoring in Slavic Languages and Literature.
Note(s): Students are required to submit the College Reading and Research Course Form. This course must be taken for a quality grade.

SLAVIC LANGUAGES AND LITERATURES - RUSSIAN COURSES
RUSS 10100-10200-10300. First-Year Russian I-II-III.
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 yearlong 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.

RUSS 10100. First-Year Russian I. 100 Units.
Instructor(s): Staff Terms Offered: Autumn

RUSS 10200. First-Year Russian II. 100 Units.
Instructor(s): Staff Terms Offered: Winter

RUSS 10300. First-Year Russian III. 100 Units.
Instructor(s): Staff Terms Offered: Spring
RUSS 10200-10300. First-Year Russian II-III.

RUSS 10200. First-Year Russian II. 100 Units.
Instructor(s): Staff Terms Offered: Winter

RUSS 10300. First-Year Russian III. 100 Units.
Instructor(s): Staff Terms Offered: Spring

RUSS 10300. First-Year Russian III. 100 Units.
Instructor(s): Staff 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.
Terms Offered: Autumn
Note(s): Not open to students who have taken RUSS 10100-10200-10300.

RUSS 10500. Russian through Pushkin II. 100 Units.
Terms Offered: Winter
Note(s): Not open to students who have taken RUSS 10100-10200-10300.

RUSS 10600. Russian through Pushkin III. 100 Units.
Terms Offered: Spring
Note(s): Not open to students who have taken RUSS 10100-10200-10300.

RUSS 10500. Russian through Pushkin II. 100 Units.
Terms Offered: Winter
Note(s): Not open to students who have taken RUSS 10100-10200-10300.

RUSS 10600. Russian through Pushkin III. 100 Units.
Terms Offered: Spring
Note(s): Not open to students who have taken RUSS 10100-10200-10300.

RUSS 10500. Russian through Pushkin II. 100 Units.
Terms Offered: Winter
Note(s): Not open to students who have taken RUSS 10100-10200-10300.

RUSS 10600. Russian through Pushkin III. 100 Units.
Terms Offered: Spring
Note(s): Not open to students who have taken RUSS 10100-10200-10300.

RUSS 20100-20200-20300. Second-Year Russian I-II-III.
This course continues RUSS 10100-10200-10300; 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.

RUSS 20100. Second-Year Russian I. 100 Units.
Terms Offered: Autumn
Prerequisite(s): RUSS 10300 or consent of instructor
RUSS 20200. Second-Year Russian II. 100 Units.
Terms Offered: Winter

RUSS 20300. Second-Year Russian III. 100 Units.
Terms Offered: Spring

RUSS 20200. Second-Year Russian II. 100 Units.
Terms Offered: Winter

RUSS 20300. Second-Year Russian III. 100 Units.
Terms Offered: Spring

RUSS 20400-20500-20600. Russian through Literary Readings: Second Year I-II-III.
This course is a continuation of Russian through Pushkin. Second-year grammar, as well as oral and reading skills, are strengthened through intensive reading of important poetic and prose texts from the Russian classics. Conversation practice is held twice a week.

RUSS 20400. Russian through Literary Readings: Second Year I. 100 Units.
Terms Offered: Autumn
Prerequisite(s): RUSS 10600

RUSS 20500. Russian through Literary Readings: Second Year II. 100 Units.
Terms Offered: Winter

RUSS 20600. Russian through Literary Readings: Second Year III. 100 Units.
Terms Offered: Spring

RUSS 20500. Russian through Literary Readings: Second Year II. 100 Units.
Terms Offered: Winter

RUSS 20600. Russian through Literary Readings: Second Year III. 100 Units.
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.
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.
Instructor(s): V. Pichugin Terms Offered: Winter

RUSS 20902. Third-Year Russian through Culture III. 100 Units.
Instructor(s): V. Pichugin Terms Offered: Spring

RUSS 20802. Third-Year Russian through Culture II. 100 Units.
Instructor(s): V. Pichugin Terms Offered: Winter
RUSS 20902. Third-Year Russian through Culture III. 100 Units.  
Instructor(s): V. Pichugin Terms Offered: Spring

RUSS 21002-21102-21202. Fourth-Year Russian through Short Story I-II-III.  
This course treats some difficult issues of grammar, syntax, and stylistics through reading and discussing contemporary Russian short stories. This kind of reading exposes students to contemporary Russian culture, society, and language. Vocabulary building is also emphasized. Classes conducted in Russian. Conversation practice is held twice a week.

RUSS 21002. Fourth-Year Russian through Short Story I. 100 Units.  
Instructor(s): STAFF Terms Offered: Autumn  
Prerequisite(s): Three years of Russian or equivalent

RUSS 21102. Fourth-Year Russian through Short Story II. 100 Units.  
Instructor(s): STAFF Terms Offered: Winter

RUSS 21202. Fourth-Year Russian through Short Story III. 100 Units.  
Instructor(s): STAFF Terms Offered: Spring

RUSS 21102. Fourth-Year Russian through Short Story II. 100 Units.  
Instructor(s): STAFF Terms Offered: Winter

RUSS 21202. Fourth-Year Russian through Short Story III. 100 Units.  
Instructor(s): STAFF Terms Offered: Spring

RUSS 21302-21402-21502. Advanced Russian through Media I-II-III.  
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.

RUSS 21302. Advanced Russian through Media I. 100 Units.  
Instructor(s): V. Pichugin Terms Offered: Autumn  
Prerequisite(s): RUSS 21002 or consent of instructor  
Equivalent Course(s): RUSS 30102

RUSS 21402. Advanced Russian through Media II. 100 Units.  
Instructor(s): V. Pichugin Terms Offered: Winter  
Equivalent Course(s): RUSS 30202

RUSS 21502. Advanced Russian through Media III. 100 Units.  
Instructor(s): V. Pichugin Terms Offered: Spring  
Equivalent Course(s): RUSS 30302

RUSS 21402. Advanced Russian through Media II. 100 Units.  
Instructor(s): V. Pichugin Terms Offered: Winter  
Equivalent Course(s): RUSS 30202

RUSS 21502. Advanced Russian through Media III. 100 Units.  
Instructor(s): V. Pichugin Terms Offered: Spring  
Equivalent Course(s): RUSS 30302
RUSS 21600. Russian for Heritage Learners. 100 Units.
This course examines the major aspects of Russian grammar and stylistics essential for heritage learners. Students engage in close readings and discussions of short stories by classic and contemporary Russian authors (e.g., Pushkin, Dostoevsky, Tolstoy, Chekhov, Platonov, Bulgakov, Erofeev, Tolstaya), with special emphasis on their linguistic and stylistic differences. All work in Russian.
Terms Offered: Autumn
Prerequisite(s): Ability to speak Russian fluently required; formal training in Russian not required

RUSS 22302. War and Peace. 100 Units.
A close reading of Tolstoy’s great novel, with attention to theoretical approaches to be found in the large critical apparatus devoted to the novel.
Instructor(s): W. Nickell Terms Offered: Winter
Equivalent Course(s): CMLT 22301,CMLT 32301,ENGL 28912,ENGL 32302,FNDL 27103,HIST 23704,RUSS 32302

RUSS 25100-25200. Introduction to Russian Civilization I-II.
This two-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 legitimation; and symbols and practices of collective identity.

RUSS 25100. Introduction to Russian Civilization I. 100 Units.
Instructor(s): E. Gilburd Terms Offered: Autumn
Note(s): Taking these courses in sequence is recommended but not required.
Equivalent Course(s): HIST 13900,SOSC 24000

RUSS 25200. Introduction to Russian Civilization II. 100 Units.
Instructor(s): E. Gilburd Terms Offered: Winter
Note(s): Taking these courses in sequence is recommended but not required.
Equivalent Course(s): HIST 14000,SOSC 24100

RUSS 25200. Introduction to Russian Civilization II. 100 Units.
Instructor(s): E. Gilburd Terms Offered: Winter
Note(s): Taking these courses in sequence is recommended but not required.
Equivalent Course(s): HIST 14000,SOSC 24100
RUSS 25500. Russian Literature from Classicism to Romanticism. 100 Units.
This course offers a survey of the main literary movements, schools, and genres during the period from the 1760s to the 1830s. We will explore the main works of Russian new-classical, pre-romantic, and romantic authors, including Mikhail Lomonossov, Gavriil Derzhavin, Denis Fonvizin, Nikolai Novikov, Anns Labzina, Nikolai Karamzin, Aleksandr Radischev, Vassilii Pushkin, Denis Davydov, Vassilii Zhukovskii, Alexandr Pushkin, Mikhail Lermontov, and Vladimir Odoevskii. Most texts are available in Russian as well as in translation. However, students are encouraged to read all texts in Russian.
Terms Offered: Autumn
Prerequisite(s): Two years of Russian language
Equivalent Course(s): RUSS 35500

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): W. Nickell Terms Offered: Autumn
Equivalent Course(s): RUSS 35502

RUSS 25600. Realism in Russia. 100 Units.
From the 1830s to the 1890s, most Russian prose writers and playwrights were either engaged in the European-wide cultural movement known as "realistic school" which set for itself the task of engaging with social processes from the standpoint of political ideologies. The ultimate goal of this course is to distill more precise meanings of "realism," "critical realism," and "naturalism" in nineteenth-century Russian through analysis of works by Gogol, Turgenev, Tolstoy, Dostoevsky, Aleksandr Ostrovsky, Goncharov, Saltykov-Shchedrin, and Kuprin. Texts in English and the original. Optional Russian-intensive section offered.
Terms Offered: Winter
Equivalent Course(s): RUSS 35600

RUSS 26208. Literatures of Russian and African-American Soul. 100 Units.
Readings in the literatures of slavery and emancipation in relation to cultural paradigms of soul, with particular attention to the ways that Russian peasant and African-American cultures have been mined as sources of purity and vitality.
Instructor(s): William Nickell Terms Offered: Autumn
Equivalent Course(s): RUSS 36208
RUSS 27300. Imaginary Worlds: The Fantastic and Magic Realism in Russia and Southeastern Europe. 100 Units.
In this course, we 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. We consider how these narrative modes conjure alternative realities and how they conceptualize the human self. We also think about the political power of these alternative realities in their historical contexts: from subversive to escapist, from giving voice to the disempowered to supportive of nationalist imaginaries.
Instructor(s): A. Ilieva Terms Offered: Spring
Equivalent Course(s): SOSL 37700,CMLT 27701,CMLT 37701,RUSS 37300,SOSL 27700

RUSS 29600. Pale Fire. 100 Units.
This course is an intensive reading of *Pale Fire* by Nabokov.
Instructor(s): Malynne Sternstein Terms Offered: Winter

RUSS 29700. Reading and Research Course. 100 Units.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of instructor and Departmental Adviser
Note(s): Students are required to submit the College Reading and Research Course Form.

RUSS 29900. BA Paper. 100 Units.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Open to fourth-year students who are majoring in Slavic Languages and Literature 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.

SLAVIC LANGUAGES AND LITERATURES - SOUTH SLAVIC COURSES

SOSL 21700. Structure of Macedonian. 100 Units.
An introduction to the standard language of the Republic of Macedonia. Macedonian is often described as the most Balkan of the Balkan languages. The course begins with a brief introduction to Macedonian linguistic history followed by an outline of Macedonian grammar and readings of authentic texts. There is also discussion of questions of grammar, standardization, and Macedonian language in society. Issues of Balkan and Slavic linguistics are also touched upon.
Instructor(s): V. Friedman Terms Offered: Spring
Note(s): Knowledge of another Slavic or Balkan language is not required.
Equivalent Course(s): SOSL 31700,LGLN 24300,LGLN 34300
SOSL 26610. The Brighter Side of the Balkans. 100 Units.
Laughter is universal but its causes are culturally determined. A joke in one culture can be a shaggy dog story in another. The figure of the trickster occurs in many places and times and under many guises. Stereotypes can be revelatory about those who deploy them. At the same time, humor can be both an outlet and a danger. There is a special word in Russian for those sentenced to prison for telling political jokes. This course focuses on Balkan humor, which, like the Balkans themselves, is located in a space where "Western Europe," "Eastern Europe," "Central Europe," "The Mediterranean," "The Levant," and the "Near/Middle East" intersect in various ways (linguistically and culturally), compete for dominance or resist domination, and ultimately create a unique—albeit fuzzily bounded—subject of study.
In this course, we examine the poetics of laughter in the Balkans. In order to do so, we introduce humor as both cultural and transnational. We unpack the multiple layers of cultural meaning in the logic of “Balkan humor.” We also examine the functions and mechanisms of laughter, both in terms of cultural specificity and general practice and theories of humor. Thus, the study of Balkan humor will help us elucidate the “Balkan” and the “World,” and will provide insight not only into cultural mores and social relations, but into the very notion of “funny.” Our own laughter in class will be the best measure of our success—both cultural and intellectual.
Instructor(s): V. Friedman, A. Ilieva Terms Offered: Spring

SOSL 26800. 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 first-hand through visits of a Chicago-based folk dance ensemble, “Balkan Dance.”
Instructor(s): A. Ilieva Terms Offered: Winter
Equivalent Course(s): ANTH 25908, ANTH 35908, CMLT 23301, CMLT 33301, NEHC 20568, NEHC 30568, SOSL 36800

SOSL 27200-27300. Returning the Gaze: The Balkans and Western Europe; The Burden of History: A Nation and Its Lost Paradise.
The Other Within the Self: Identity in Balkan Literature and Film. This two-course sequence examines discursive practices in a number of literary and cinematic works from the South East corner of Europe through which identities in the region become defined by two distinct others: the “barbaric, demonic” Ottoman and the “civilized” Western European.
SOSL 27200. Returning the Gaze: The Balkans and Western Europe. 100 Units.
This course investigates the complex relationship between South East European self-representations and the imagined Western "gaze" for whose benefit the nations stage their quest for identity and their aspirations for recognition. We also think about differing models of masculinity, the figure of the gypsy as a metaphor for the national self in relation to the West, and the myths Balkans tell about themselves. We conclude by considering the role that the imperative to belong to Western Europe played in the Yugoslav wars of succession. Some possible texts/films are Ivo Andric, *Bosnian Chronicle*; Aleko Konstantinov, *Baj Ganyo*; Emir Kusturica, *Underground*; and Milcho Manchevski, *Before the Rain.*
Instructor(s): A. Ilieva Terms Offered: Autumn
Equivalent Course(s): CMLT 23201, CMLT 33201, NEHC 20885, NEHC 30885, SOSL 37200

SOSL 27300. The Burden of History: A 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: Winter
Equivalent Course(s): CMLT 23401, CMLT 33401, HIST 24005, HIST 34005, NEHC 20573, NEHC 30573, SOSL 37300
SOSL 27601. Poetics of Gender in the Balkans: Wounded Men, Sworn Virgins, Eternal Mothers. 100 Units.
Through some of the best literary and cinematic works from Southeastern Europe, we will consider the questions of socialization into gendered modes of being—the demands, comforts, pleasures, and frustrations that individuals experience while trying to embody and negotiate social categories. We will examine how masculinity and femininity are constituted in the traditional family model, the socialist paradigm, and during post-socialist transitions. We will also contemplate how gender categories are experienced through other forms of identity—the national and socialist especially—as well as how gender is used to symbolize and animate these other identities. The course assumes no prior knowledge of the history of Southeastern Europe, literature, or gender theory. All readings in English translation.
Instructor(s): Angelina Ilieva Terms Offered: Autumn
Equivalent Course(s): SOSL 37601,CMLT 23902,CMLT 33902,GNSE 27607

SOSL 27700. Imaginary Worlds: The Fantastic and Magic Realism in Russia and Southeastern Europe. 100 Units.
In this course, we 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. We consider how these narrative modes conjure alternative realities and how they conceptualize the human self. We also think about the political power of these alternative realities in their historical contexts: from subversive to escapist, from giving voice to the disempowered to supportive of nationalist imaginaries.
Instructor(s): A. Ilieva Terms Offered: Spring
Equivalent Course(s): SOSL 37700,CMLT 27701,CMLT 37701,RUSS 27300,RUSS 37300

SOSL 29700. Reading and Research Course. 100 Units.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of instructor and Departmental Adviser
Note(s): Students are required to submit the College Reading and Research Course Form.

SOSL 29900. BA Paper. 100 Units.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Open to fourth-year students who are majoring in Slavic Languages and Literature 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.
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.

The Social Sciences Collegiate Division offers several social science and civilization sequences in the general education program. It also offers specialized courses that provide a particularly interdisciplinary or comparative theoretical perspective and may be of interest to students in a variety of majors. The latter set of courses should also be considered as attractive possibilities for electives.
Programs of Study

General Education Sequences

SOSC 11100-11200-11300. Power, Identity, and Resistance I-II-III.
The first quarter of this course focuses on the work of three central figures in modern political economy and social theory: Adam Smith, Karl Marx, and Emile Durkheim. The aim of Autumn Quarter is to introduce students to the very idea of theorizing about society, economy, and politics through close readings of central works of each author. The focus is on 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? How much can individual self-control be relied on? What is the role of power in economic life? Winter Quarter focuses on modern liberalism and its critics. The course investigates the distinctly modern liberal claim that society or groups of associated individuals make states for their own protection and the governance of their affairs. Authors are interrogated on questions concerning individuality, liberty, equality, the limitation of state power, the importance of stability, the value of democratic participation in governance, and the role that organized society plays in political life, among other issues. Both defenders and critics of the liberal conception of liberty and the state are addressed. Texts include Hobbes, Locke, Rousseau, Burke, Hegel, Wollstonecraft, and Marx. Spring Quarter analyzes the way in which selected themes from the first two quarters work themselves out in the history of the twentieth and twenty-first centuries. Broadly, we consider the role and place of violence in liberal thought and practice. Problems of individual psychological violence as well as social and political violence are considered. Readings include texts by Kant, Nietzsche, Freud, Wolf, Fanon, DuBois, Arendt, Martin Luther King, and Foucault.

SOSC 11100. Power, Identity, and Resistance I. 100 Units.
Instructor(s): G. Herrigel, 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 11200. Power, Identity, and Resistance II. 100 Units.
Instructor(s): G. Herrigel, Staff Terms Offered: Winter
Prerequisite(s): SOSC 11100. 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 11300. Power, Identity, and Resistance III. 100 Units.
Instructor(s): G. Herrigel, Staff Terms Offered: Spring
Prerequisite(s): SOSC 11200. 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 11200-11300. Power, Identity, and Resistance II-III.
The first quarter of this course focuses on the work of three central figures in modern political economy and social theory: Adam Smith, Karl Marx, and Emile Durkheim. The aim of autumn quarter is to introduce students to the very idea of theorizing about society, economy and politics through close readings of central works of each author. The focus is on 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? How much can individual self-control be relied on? What is the role of power in economic life? The focus of this quarter is modern liberalism and its critics. The course investigates the distinctly modern liberal claim that society or groups of associated individuals make states for their own protection and the governance of their affairs. Authors are interrogated on questions concerning individuality, liberty, equality, the limitation of state power, the importance of stability, the value of democratic participation in governance and the role that organized society plays in political life, among other issues. Both defenders and critics of the liberal conception of liberty and the state are addressed. Texts include Machiavelli, Hobbes, Locke, Rousseau, de Tocqueville, Marx and Mill. Spring quarter analyzes the way in which selected themes from the first two quarters work themselves out in the history of the twentieth and twenty-first centuries. Broadly, we consider the role and place of violence in liberal thought and practice. Problems of individual psychological violence as well as social and political violence are considered. Readings include texts by Kant, Nietzsche, Freud, Sorel, Dewey, Fanon, Arendt, Martin Luther King and Foucault.

SOSC 11200. Power, Identity, and Resistance II. 100 Units.
Instructor(s): G. Herrigel, Staff Terms Offered: Winter
Prerequisite(s): SOSC 11100. 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 11300. Power, Identity, and Resistance III. 100 Units.
Instructor(s): G. Herrigel, Staff Terms Offered: Spring
Prerequisite(s): SOSC 11200. 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 11300. Power, Identity, and Resistance III. 100 Units.
Instructor(s): G. Herrigel, Staff Terms Offered: Spring
Prerequisite(s): SOSC 11200. 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 12100-12200-12300. Self, Culture, and Society I-II-III.
The classic social theories of Smith, Marx, and Weber, along with contemporary ethnographic and historical works, serve as points of departure for considering the characterizing features of the modern world. Particular emphasis is given to the modern world’s social-economic structure and issues of work, the texture of time, and economic globalization. Winter quarter focuses on the relation of culture, social life, and history. On the basis of readings from Durkheim, Levi-Strauss, Sahlins, Foucault, Benjamin, Adorno, and other anthropologists and cultural theorists, we investigate how systems of meaning expressed through metaphors, symbols, rituals, and narratives constitute and articulate individual and social experience across a range of societies, including our own, and how those systems of meaning change historically. In spring, we concern ourselves with the question of how personhood is constructed socially, culturally, and historically. Our considerations include issues of gender, sexuality, and ethnic identity, through the study of the wide range of approaches found in the works of Freud, Mauss, Mead, Marcuse, Vygotsky, de Beauvoir, Fanon, and others.

SOSC 12100. Self, Culture, and Society I. 100 Units.
Instructor(s): M. Postone, 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 12200. Self, Culture, and Society II. 100 Units.
Instructor(s): M. Postone, Staff Terms Offered: Winter
Prerequisite(s): SOSC 12100. 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 12300. Self, Culture, and Society III. 100 Units.
Instructor(s): M. Postone, Staff Terms Offered: Spring
Prerequisite(s): SOSC 12200. 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.
Contemporary culture is awash in scientific claims about the human condition. As evident in best-sellers like *Freakonomics*, *Moneyball*, and *The Tipping Point*, a data-driven conception of social life is occurring not just in the higher echelons of business or government, but in popular discourse as well. This course provides an introduction to this "positivist" approach. 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. 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. 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 questions and, ultimately, acquire "quantitative literacy," essential skills in an increasingly data-driven world.

**SOSC 13100. Social Science Inquiry I. 100 Units.**
Instructor(s): E. Oliver, 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.**
Instructor(s): E. Oliver, 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.**
Instructor(s): E. Oliver, 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 14100-14200-14300. Mind I-II-III.**
This sequence takes an empirical, scientific approach to understanding the functions of the mind. Drawing on psychology, anthropology, sociology, economics, and a number of other social as well as biological sciences, the course examines how the mind operates at multiple levels of analysis (e.g., biological, psychological, societal) and across a variety of time scales (e.g., exploring processes that unfold over the course of milliseconds as well as those that unfold over millennia). We examine issues such as how people apprehend reality, the development of thought across the life span, the impact of social contextual factors on mental processes, the ideal of rationality and systematic deviations from that ideal, how different languages and cultures represent different ways of seeing and thinking about the world. Cross-cutting these specific topic areas is a sustained exploration of the process by which contemporary social science is conducted. For example, we consider what constitutes a legitimate social scientific question, what counts as valid empirical evidence, and how data are used to test theories and to support causal claims.

**SOSC 14100. Mind I. 100 Units.**
Instructor(s): D. Gallo, 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.**
Instructor(s): D. Gallo, 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.**
Instructor(s): D. Gallo, 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.**
Students registered in this sequence must attend the first and second class sessions or their registration will be dropped. 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 read classic writings from Plato, Aristotle, and Aquinas to such great founders and critics of modernity as Machiavelli, Hobbes, Locke, Rousseau, Tocqueville, Mill, Marx, Nietzsche, and Weber. Writing before our departmentalization of disciplines, they were at the same time sociologists, psychologists, political scientists, economists, and moralists; they offer contrasting alternative conceptions of society and politics that underlie continuing controversies in the social sciences and in contemporary political life.
**SOSC 15100. Classics of Social and Political Thought I. 100 Units.**
Instructor(s): N. Tarcov, 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.**
Instructor(s): S. Muthu, 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.**
Instructor(s): J. Pitts, 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.

**COLLEGIATE COURSES**

**SOSC 02980. Practicum. 025 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 Susan Art at 702.8609.
Equivalent Course(s): HUMA 02980

**SOSC 20200. Survey Research Overview. 100 Units.**
The course provides an overview of interview-based data collection methods. Each student must develop a research question to guide their research design. Students get an overview of different interview-based data collection methods (focus groups, key-informant interviews, large-N sample surveys), how to sample and design a questionnaire or interview guide for their project, and the nuts and bolts of actual recruitment, receipt control and survey administration. The instructor provides feedback for proposed elements of each student’s research plan through weekly assignments. The final paper is a research proposal that outlines a plan for research to address the student’s research question.
Instructor(s): M. Van Haitsma Terms Offered: Autumn, Winter
Equivalent Course(s): SOCI 20118, MAPS 30900, SOCI 30118, SOSC 30900, SSAD 53200
SOSC 21100-21200. Music in Western Civilization I-II.
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 dramatic, musical, and visual arts. 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.
Instructor(s): A. Robertson Terms Offered: Winter
Equivalent Course(s): MUSI 12100,HIST 12700

SOSC 21200. Music in Western Civilization II: 1750 to the Present. 100 Units.
Terms Offered: Spring
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 course covers the period from ca. 600 to 950, concentrating on the career of the Prophet Muhammad; Qur’an and Hadith; the Caliphate; the development of Islamic legal, theological, philosophical, and mystical discourses; sectarian movements; and Arabic literature.
Instructor(s): T. Qutbuddin Terms Offered: Autumn
Equivalent Course(s): NEHC 20601,RLST 20401

SOSC 22100. Islamic Thought and Literature II. 100 Units.
This course covers the period from ca. 950 to 1700. We survey such works as literature, theology, philosophy, sufism, politics, and history that were written in Arabic, Persian, and Turkish. We also consider the art, architecture, and music of the Islamicate traditions. Through primary texts, secondary sources, and lectures, we 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): F. 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): NEHC 20602,RLST 20402
SOSC 22200. Islamic Thought and Literature III. 100 Units.
This course covers the period from ca. 1700 to the present, exploring works of Arab intellectuals who interpreted various aspects of Islamic philosophy, political theory, and law in the modern age. We look at diverse interpretations concerning the role of religion in a modern society, at secularized and historicized approaches to religion, and at the critique of both religious establishments and nation-states as articulated by Arab intellectuals. Generally, we discuss secondary literature first and the primary sources later.
Instructor(s): O. Bashkin Terms Offered: Spring
Note(s): This course does not apply to the medieval studies major or minor.
Equivalent Course(s): 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): SALC 20100, ANTH 24101, HIST 10800, SASC 20000

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): D. Chakrabarty Terms Offered: Spring
Equivalent Course(s): SALC 20200, ANTH 24102, HIST 10900, SASC 20100

SOSC 23500-23600-23700-23801. Introduction to the Civilizations of East Asia I-II-III-IV.
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.
Instructor(s): K. Pomeranz, Autumn; Staff, Summer Terms Offered: Autumn, Summer
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15100, CRES 10800, EALC 10800

SOSC 23600. Introduction to the Civilizations of East Asia II. 100 Units.
Instructor(s): J. Ketelaar, Winter; Staff, Summer Terms Offered: Winter, Summer
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.
Instructor(s): K-H. Choi Terms Offered: Spring
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15300, CRES 11000, EALC 11000

SOSC 23801. Introduction to the Civilizations of East Asia IV. 100 Units.
Instructor(s): M. Bradley Terms Offered: Not offered in 2014-15.
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15400, CRES 11200, EALC 15400

SOSC 23600-23700-23801. Introduction to the Civilizations of East Asia II-III-IV.
SOSC 23600. Introduction to the Civilizations of East Asia II. 100 Units.
Instructor(s): J. Ketelaar, Winter; Staff, Summer Terms Offered: Winter, Summer
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.
Instructor(s): K-H. Choi Terms Offered: Spring
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15300, CRES 11000, EALC 11000

SOSC 23801. Introduction to the Civilizations of East Asia IV. 100 Units.
Instructor(s): M. Bradley Terms Offered: Not offered in 2014-15.
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15400, CRES 11200, EALC 15400

SOSC 23700-23801. Introduction to the Civilizations of East Asia III-IV.
SOSC 23700. Introduction to the Civilizations of East Asia III. 100 Units.
Instructor(s): K-H. Choi Terms Offered: Spring
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15300, CRES 11000, EALC 11000

SOSC 23801. Introduction to the Civilizations of East Asia IV. 100 Units.
Instructor(s): M. Bradley Terms Offered: Not offered in 2014-15.
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15400, CRES 11200, EALC 15400

SOSC 23801. Introduction to the Civilizations of East Asia IV. 100 Units.
Instructor(s): M. Bradley Terms Offered: Not offered in 2014-15.
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15400, CRES 11200, EALC 15400
SOSC 24000-24100. Introduction to Russian Civilization I-II.
This two-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 legitimation; and symbols and practices of collective identity.

SOSC 24000. Introduction to Russian Civilization I. 100 Units.
Instructor(s): E. Gilburd Terms Offered: Autumn
Note(s): Taking these courses in sequence is recommended but not required.
Equivalent Course(s): HIST 13900, RUSS 25100

SOSC 24100. Introduction to Russian Civilization II. 100 Units.
Instructor(s): E. Gilburd Terms Offered: Winter
Note(s): Taking these courses in sequence is recommended but not required.
Equivalent Course(s): HIST 14000, RUSS 25200

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.
Themes of slavery, colonization, and the making of the Atlantic world are covered in the first quarter.
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): CRES 24002, ANTH 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): CRES 24003, ANTH 24003, HIST 18303, SALC 20702

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 U.S. experience as a way of developing worldwide urban policy.
Instructor(s): F. Stuart Terms Offered: Winter
Equivalent Course(s): SOCI 20104, CRES 20104, GEOG 22700, GEOG 32700, SOCI 30104

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.
Instructor(s): R. Granados-Salinas, R. Gutiérrez Terms Offered: Autumn
Equivalent Course(s): LACS 16100, ANTH 23101, CRES 16101, HIST 16101, HIST 36101, 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): M. Tenorio Terms Offered: Winter
Equivalent Course(s): LACS 16200, ANTH 23102, CRES 16102, HIST 16102, HIST 36102, LACS 34700

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): D. Borges Terms Offered: Spring
Equivalent Course(s): LACS 16300, ANTH 23103, CRES 16103, HIST 16103, HIST 36103, LACS 34800
SOSC 26900. The Complex Problem of 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 Terms Offered: Spring
Prerequisite(s): Third- or fourth-year standing
Note(s): This course does not meet requirements for the biological sciences major.
Equivalent Course(s): BPRO 24800, ENST 24800, BIOS 02810

SOSC 28200-28300. Problems in the Study of Gender; Problems in the Study of Sexuality.
This two-quarter interdisciplinary sequence is designed as an introduction to theories and critical practices in the study of feminism, gender, and sexuality. Both classic texts and recent conceptualizations of these contested fields are examined. Problems and cases from a variety of cultures and historical periods are considered, and the course pursues their differing implications in local, national, and global contexts. Both quarters also engage questions of aesthetics and representation, asking how stereotypes, generic conventions, and other modes of circulated fantasy have contributed to constraining and emancipating people through their gender or sexuality.

SOSC 28200. Problems in the Study of Gender. 100 Units.
This course will explore interdisciplinary debates in the analysis of gender and feminism in a transnational perspective. Course readings will primarily traverse the twentieth century encompassing Africa, Europe, and the Americas. We will consider how understandings of gender intersect with categories of ethnicity, race, class, and sexuality. Topics to be covered include gendered experiences of: colonial encounters; migration and urbanization; transformations in marriage and family life; medicine, the body, and sexual health; and decolonization and nation-building, religion, and masculinity. Materials will include theoretical and empirical texts, fiction, memoirs, and films.
Instructor(s): N. Atkinson, Autumn; J. Cole, Spring
Terms Offered: Autumn 2013, Spring 2014
Note(s): May be taken in sequence or individually.
SOSC 28300. Problems in the Study of Sexuality. 100 Units.
This course examines theoretical and empirical approaches to understanding gender difference and inequality—central questions in the development of feminist activism and theory. We begin with historical changes in the attempts to theorize sex and gender. Next, we consider central streams of feminist thought, such as Marxist feminism and gender performativity. Finally, we end with some critical interventions in feminist theory, such as intersectionality, masculinities, and transgender studies. We will also do a series of empirical assignments designed to illuminate the social workings of gender.
Instructor(s): Kristen Schilt Terms Offered: Not offered 2014-15
Note(s): May be taken in sequence or individually

SOSC 29500. Readings in Social Sciences in a Foreign Language. 100 Units.
Students are required to make arrangements with appropriate instructors and obtain consent of senior adviser. Students are required to submit the College Reading and Research Course Form.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): At least one year of language

SOSC 29700. Independent Study in the Social Sciences. 100 Units.
Terms Offered: Autumn, Winter, Spring
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.
Terms Offered: Autumn, Winter, Spring, Summer
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. Anthropology of Museums I. 100 Units.
Instructor(s): M. Fred Terms Offered: Winter
Prerequisite(s): Advanced standing and consent of instructor
Equivalent Course(s): ANTH 24511, ANTH 34502, CHDV 38101, CRES 34501, MAPS 34500

SOSC 34600. Anthropology of Museums II. 100 Units.
Instructor(s): M. Fred Terms Offered: Spring
Prerequisite(s): Advanced standing or consent of instructor
Equivalent Course(s): ANTH 24512, CRES 34502

SOSC 39000. 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

COLLEGIATE COURSES IN CIVILIZATION STUDIES ABROAD
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SOCIOPY

PROGRAM OF STUDY

The discipline of sociology encompasses a diversity of substantive interests, theoretical orientations, and methodological approaches. The phenomena studied by sociologists range from face-to-face interaction in small groups to the structure of the modern world system. They include the historical emergence, stabilization and disintegration of institutions, practices and symbolic forms, stratification and mobility, demographic change, processes of gendering, urban/rural/suburban communities, race and ethnic relations, mass media, and the social dimensions of such areas as education, family life, law, the military, political behavior, science, and religion. The methodologies of the field range from experimentation, survey research, and ethnography to archival research and mathematical model building.

The knowledge sociology provides for the understanding of human relations and social organization has made it attractive for students considering careers in such professions as business, education, law, marketing, medicine, journalism, social work, politics, public administration, and urban planning. As a basis for more specialized graduate work, it affords entry to careers in social research in federal, state, and local agencies, as well as into business enterprises, private foundations, and research institutes. Sociology also provides an excellent foundation for students who are planning academic careers in any of the social sciences. The program is designed, therefore, to meet the needs of a very diverse group of students.

PROGRAM REQUIREMENTS

Although no special application is required for admission to the sociology program, students are required to (1) inform the sociology department and their College adviser when they decide to enter the program and (2) complete an enrollment form that is available in the department office. Students may enter the sociology program at any time during their second year but no later than the beginning of Spring Quarter of their third year. Students must complete any one of the general education social science sequences before declaring a sociology major.

Students are strongly encouraged to complete the required introductory sociology courses as early as possible.

Students are encouraged to select a faculty member to serve as an adviser. In addition, each student is assigned to a preceptor. Students should address technical questions regarding the program (e.g., required courses, petitions) with the preceptor or the program chair. Students may wish to contact their faculty adviser to address general questions regarding the discipline of sociology or to design an individualized program of study.

Course Requirements

Students pursuing a BA degree in sociology are expected to complete the following requirements.
The Introductory Courses

a. Social Theory

SOCI 20002 Social Structure and Change and SOCI 20005 Sociological Theory. These 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 the society, or how individual actions are shaped by their relation to and position in the social structure while contributing to this structure and its change. A central preoccupation is to articulate the linkage between the individual/micro level and the social/macro level. We focus on sociological approaches to the American society, its position in the international structure and its principal dimensions: 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 "theory work" and its relation both to philosophic analysis and empirical research. Authors include Weber, Durkheim, Simmel, Dewey, Parsons, and Merton.

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. Working from the idea that the research process is fundamentally a critical dialogue, we first explore questions of causality and the epistemology of social research. We then study 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. Students spend the quarter working on a series of assignments that culminates in a research proposal for the BA thesis.

SOCI 20111 Survey Analysis I. This course teaches students how to analyze and write up previously collected survey data: basic logic of multivariate causal reasoning and its application to OLS regression, percentage tables, and log odds. We emphasize practice in writing. This is not a course in sampling methods.

SOCI 20140 Qualitative Field Methods. This course introduces techniques of, 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 the fieldwork.

c. Statistics

SOCI 20004 Statistical Methods of Research. 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. Substitutes for this course are STAT 20000 Elementary Statistics or higher.

d. Additional Courses
Students must take seven additional courses in sociology or related fields, and at least four of these must be in sociology. These courses must be selected in consultation with the program chair. They may be drawn from any of the 20000-level courses in sociology and, after completing SOCI 20002 Social Structure and Change, from any 30000-level courses in sociology that have not been cross listed with undergraduate numbers.

e. Senior Seminar
   SOCI 29998 Sociology BA Thesis Seminar

f. BA Honors Paper
   SOCI 29999 BA Honors Paper. This course is open only to students who are applying for honors.

**Summary of Requirements**

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<th>Two of the following:</th>
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<tr>
<td>SOCI 20002 Social Structure and Change</td>
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<td>SOCI 20005 Sociological Theory</td>
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<td>or approved substitute</td>
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<tr>
<td>SOCI 20001 Sociological Methods</td>
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<td>SOCI 20111 Survey Analysis I</td>
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<td>SOCI 20140 Qualitative Field Methods</td>
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<td>SOCI 20004 Statistical Methods of Research</td>
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| Four sociology courses (one may be a reading and research course) | 400 |
| Three approved courses in sociology or related fields (one may be a reading and research course) | 300 |
| SOCI 29998 Sociology BA Thesis Seminar                          | 100 |

**Total Units** 1200

* Students must submit a general petition form to the program chair for approval. With a few exceptions, courses offered in the Division of the Social Sciences are accepted. Other courses with significant social science content may also be accepted.

** Students who are applying for honors must also register for SOCI 29999 BA Honors Paper for a total of thirteen courses.

**BA Paper**

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 comparative order and disorder in urban neighborhoods in Chicago, immigration and national identity in Germany and Guatemala, processes of gendering in various workplaces, the role
of emotions in social theory, the decisions that boys and girls make about what math courses to take in high school, homosexuality and AIDS in South Africa, hegemonic discourses of whiteness in women's magazines, emerging forms of social interaction on the Internet, 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 researched, discussed, and written in the context of the senior seminar (SOCI 29998 Sociology BA Thesis Seminar), which is a required yearlong course. While students are required to attend the senior seminar in Spring Quarter of their third year and in the Autumn and Winter Quarters of their fourth year, they may register for the seminar in any one of the three terms. (Students who plan to study abroad during Spring Quarter of their third year should consult with the Undergraduate Program Chair well in advance of the trip.) The completed thesis is submitted during Spring Quarter of their fourth year.

In general, the senior project is written under the guidance of the preceptors of the department. Students who wish to be considered for honors must consult the program chair at the beginning of Spring Quarter of their third year. They will then choose an individual faculty member under whose supervision they will write their thesis. These students may register for additional reading courses (SOCI 29997 Readings in Sociology); however, only two sociology reading/research courses can be counted toward the courses required for the sociology major. Students must obtain consent of the program chair if they wish to register for more than one reading and research course to complete the BA paper.

GRADING

All courses required for completion of the sociology program must be taken for quality grades. This includes Reading and Research courses with the exception of SOCI 29999 BA Honors Paper, which may be taken for P/F grading with consent of instructor.

HONORS

If their cumulative GPA is at or above 3.25 and their GPA in the major is at or above 3.5, students may be nominated for graduation with honors on the basis of the excellence of their 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. Students who are applying for honors must also register for SOCI 29999 BA Honors Paper for a total of thirteen courses.

Declaring a Sociology Major

Before declaring a sociology major, students should discuss their plans with their College adviser. They must then complete the enrollment form, which includes a short entry survey and is available in the Office of the Department of Sociology (SS 307). Students may enter the program at any time during their second year, but no later than the beginning of Spring Quarter in their third year.
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).

**SOCIETY COURSES**

**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): C.S. Lee Terms Offered: Winter

**SOCI 20002. Social Structure and Change. 100 Units.**
This course introduces the sociological study of individuals in the society. We study how individual actions are shaped by their relation to and position in the social structure, while contributing to this structure and its change. A central preoccupation is to articulate the linkage between the individual/micro level and the social/macro level. We also discuss the properties of a stratified social fabric. We focus on sociological approaches to the American society, its position in the international structure, and its principal dimensions (i.e., race and ethnicity, age, gender, social class). Instructor(s): M. Garrido Terms Offered: Winter

**SOCI 20004. 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): Staff Terms Offered: Winter
Note(s): Students are expected to attend two lectures and one lab per week. UG Sociology majors and Sociology PhD students only. Others by consent of instructor Equivalent Course(s): SOCI 30004

**SOCI 20005. Sociological Theory. 100 Units.**
Building on the works of Marx, Weber, Durkheim, Simmel, and other classical theorists, this course addresses the role of theory in sociology. In addition to classic texts, readings explore both contemporary theoretical projects and the implications of theory for empirical research.
Instructor(s): J. Martin Terms Offered: Spring
Note(s): Required of students who are majoring in Sociology.
SOCI 20101. Organizational Analysis. 100 Units.
This course is a systematic introduction to theoretical and empirical work on organizations broadly conceived (e.g., public and private economic organizations, governmental organizations, prisons, professional and voluntary associations, health-care organizations). Topics include intraorganizational questions about organizational goals and effectiveness, communication, authority, and decision making. Using recent developments in market, political economy, and neoinstitutional theories, we explore organizational change and interorganizational relationships for their implications in understanding social change in modern societies.
Instructor(s): E. Laumann Terms Offered: Autumn
Equivalent Course(s): PBPL 23000, SOCI 30101

SOCI 20102. Social Change. 100 Units.
This course presents a general overview of causal processes of macro-institutional level social changes. It considers a variety of types of cross-national, over-time changes such as economic growth, bureaucratization, revolutions, democratization, spread of cultural and institutional norms, deindustrialization, globalization and development of welfare states. It also covers various forms of planned changes in oppositional social movements (civil rights, environmental, women’s, and labor movements).
Instructor(s): C. Lee, D. Zhao Terms Offered: Spring
Equivalent Course(s): SOCI 30102

SOCI 20103. Social Stratification. 100 Units.
Social stratification is the unequal distribution of the goods that members of a society value (e.g., earnings, income, authority, political power, status, prestige). 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.
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 U.S. experience as a way of developing worldwide urban policy.
Instructor(s): F. Stuart Terms Offered: Winter
Equivalent Course(s): CRES 20104, GEOG 22700, GEOG 32700, SOCI 30104, SOSC 25100
SOCI 20105. Educational Organization and Social Inequality. 100 Units.
This course reviews the major theoretical approaches to the organizational analysis of school districts, schools, and classrooms and to the relationship between education and social stratification. It gives particular attention to ways in which the organization of education affects students’ life chances.
Instructor(s): C. Bidwell, S. Stoelinga Terms Offered: Winter
Equivalent Course(s): SOCI 30105, PPHA 39300

SOCI 20106. Political Sociology. 100 Units.
Political sociology explores how social processes shape outcomes within formal political institutions as well as the politics that occurs outside of recognized governing arrangements in the family, civic associations, social networks, and social movements, all of which may feed back into electoral, legislative, or administrative politics. The course will address how sociological analysis illuminates processes of political interaction and mobilization, the sources of political conflict and participation, the adoption and implementation of public policy, and the organization of political regimes whether level, national, or transnational.
Instructor(s): E. Clemens Terms Offered: Autumn
Prerequisite(s): Completion of the general education requirement in social sciences
Equivalent Course(s): ENST 23500, PBPL 23600, SOCI 30106

SOCI 20107. 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 (e.g., AIDS); sexual partner choice and turnover; and the incidence/prevalence of selected sexual practices.
Instructor(s): E. Laumann Terms Offered: Spring
Prerequisite(s): Introductory social sciences course
Equivalent Course(s): GNSE 27100, SOCI 30107

SOCI 20111. Survey Analysis I. 100 Units.
This course covers how to analyze and write up previously collected survey data: the basic logic of multivariate causal reasoning and its application to OLS regression. We emphasize practice in writing. This is not a course in sampling methods.
Instructor(s): J. Davis Terms Offered: Autumn
Equivalent Course(s): SOCI 30111
**SOCI 20115. Conflict Theory and Aikido. 100 Units.**
The practice of aikido offers a contemporary exemplar for dealing with conflict which has creative applications in many spheres. This course introduces the theory and practice of aikido together with literature on conflict by economists, sociologists, psychologists, and philosophers. We ask: What is conflict? What forms does it take? Is conflict good or bad? What are the sources, dynamics, and consequences of social conflict? How can conflict be controlled? Physical training on the mat will complement readings and discussion.
Instructor(s): D. Levine Terms Offered: Spring
Equivalent Course(s): SOCI 30115

**SOCI 20118. Survey Research Overview. 100 Units.**
The course provides an overview of interview-based data collection methods. Each student must develop a research question to guide their research design. Students get an overview of different interview-based data collection methods (focus groups, key-informant interviews, large-N sample surveys), how to sample and design a questionnaire or interview guide for their project, and the nuts and bolts of actual recruitment, receipt control and survey administration. The instructor provides feedback for proposed elements of each student’s research plan through weekly assignments. The final paper is a research proposal that outlines a plan for research to address the student's research question.
Instructor(s): M. Van Haitsma Terms Offered: Autumn, Winter
Equivalent Course(s): MAPS 30900, SOCI 30118, SOSC 20200, SOSC 30900, SSAD 53200

**SOCI 20123. The Family. 100 Units.**
Everyone is a member of a family. The family has been one of the most important social institutions in every society throughout history. But the shape that families take, the functions they fill, and the problems they face vary historically and cross-culturally. So families in Sweden look different from and act differently than families in Saudi Arabia or Brazil. And American families today differ dramatically from a century ago. This course looks at families from a sociological perspective, focusing on the family as a social group, the institution of the family, and differences in families within and across societies. We consider how public policies—such as those aiding needy families (TANF) and recognizing same-sex marriage—affect families and how family members work to influence public policies. We draw on contemporary media representations of families and their challenges in order to evaluate sociological theories. The course follows lecture/discussion format.
Students are responsible for three one-page papers on topics drawn from the course, a mid-term, and a final. Prerequisites include one or more general introductory courses in sociology or a related social science or consent of the instructor.
Instructor(s): L. Waite Terms Offered: Winter
Prerequisite(s): At least one prior basic course in sociology or related social science, or consent of instructor
Equivalent Course(s): GNSE 20100
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): CRES 20140

SOCI 20150. 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): ANTH 25401, ANTH 35401, SOCI 30150

SOCI 20157. Mathematical Models. 100 Units.
This course examines mathematical models and related analyses of social action, emphasizing a rational-choice perspective. About half the lectures focus on models of collective action, power, and exchange as developed by Coleman, Bonacich, Marsden, and Yamaguchi. Then the course examines models of choice over the life course, including rational and social choice models of marriage, births, friendship networks, occupations, and divorce. Both behavioral and analytical models are surveyed.
Instructor(s): K. Yamaguchi Terms Offered: Winter
Equivalent Course(s): SOCI 30157

SOCI 20175. The Sociology of Deviant Behavior. 100 Units.
This course examines how distinctions between "normal" and "deviant" are created, and how these labels shift historically, culturally, and politically. We analyze the construction of social problems and moral panics (e.g., smoking, "satanic" daycares, obesity) to explore how various moral entrepreneurs shape what some sociologists call a "culture of fear." Additionally, we investigate the impact on individuals of being labeled "deviant" either voluntarily or involuntarily, as a way of illustrating how both social control and social change operate in society.
Instructor(s): K. Schilt Terms Offered: Autumn
Equivalent Course(s): GNSE 20170
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: Winter
Equivalent Course(s): SOCI 30179

SOCI 20191. Social Change in the United States. 100 Units.
This course provides students with concepts, facts, and methods for understanding the social structure of the contemporary United States, recent changes in the U.S. social structure, survey data for measuring social structure and social change in contemporary industrial societies, and data analysis methods for distinguishing different types of change. This course is taught by traditional and nontraditional methods: traditional by a combination of readings, lectures, and discussions; and nontraditional by in-class, "live" statistical analysis of the cumulative file (1972–2004) of the NORC General Social Surveys (GSS).
Instructor(s): R. Stolzenberg Terms Offered: Spring
Prerequisite(s): Two prior sociology courses or consent of instructor
Equivalent Course(s): SOCI 30191

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): SOCI 30192
SOCI 20208. Internet and Society. 100 Units.
The course explores the Internet and its influence on modern life. We consider the history, growth and structure of the Internet, email and the World Wide Web; the meaning and consequence of the “digital divide” between rich and poor; online identities and intimacy; social media and community; political participation and polarization; media sharing, mash-ups and cultural diversity; the knowledge economy, online markets and the evolution of intellectual property; immersive and virtual reality; information overload; searching, surfing and distributed intelligence on the Internet. The course surveys a wide variety of arguments about these issues, generates new questions and theories about Internet and society, and interrogates them all in discussion and through online investigation and experiments.
Instructor(s): J. Evans Terms Offered: Spring
Equivalent Course(s): SOCI 30208

SOCI 20215. Urban Health. 100 Units.
This course examines health status, healthcare access, and healthcare service delivery in the urban environment. It draws on historic and contemporary research in urban sociology to frame these discussions and uses data from the City of Chicago to illustrate themes. Specific attention is given to race and ethnic differences in disease trajectories and neighborhood-level social and institutional resources. The course also explores both local and national policy implications.
Instructor(s): K. Cagney Terms Offered: Spring

SOCI 20219. Urban Ethnography. 100 Units.
The everyday experiences and cultural contours of urban life have long been a focal point for sociological study. Through weekly readings and discussion of influential texts, this course surveys the development of urban ethnography from the First Chicago School of the early twentieth century through current-day research. We will explore the substantive issues that have historically shaped urban life—from community dynamics to poverty to social control—as well as the epistemological and methodological concerns faced by those who study urban populations. The aim is to ground students in the foundational literature while preparing them to conduct their own urban ethnographies in the future.
Instructor(s): F. Stuart Terms Offered: Winter
Note(s): Third- and fourth-year undergraduates only
Equivalent Course(s): SOCI 30219

SOCI 20221. Crime and the City. 100 Units.
Cities have long been viewed as the natural home of crime, deviance, vice, and immorality. This course makes sociological sense of this relationship, examining how cities “breed,” “need,” and “fight” these stereotypical urban ills. Students will explore these topics from a number of perspectives, including criminological theory, up-close accounts of the drug economy, and portraits of everyday life in today’s hyper-policed ghettos. Through a series of field assignments, students utilize theories and concepts from the course to analyze issues of deviance, crime, and criminal justice in Chicago.
Instructor(s): F. Stuart Terms Offered: Autumn
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): PBPL 27070

SOCI 20226. Urban Schools and Communities. 100 Units.
This course explores the intersection of urban schools and community, with a focus on the evolution of urban communities, families, and the organization of schools. It emphasizes historical, anthropological, and sociological perspectives as we explore questions about the purpose and history of public schools, and factors that influence the character of school structure and organization in urban contexts, such as poverty, segregation, student mobility, etc. The topics covered provide essential intellectual perspectives on the history, work, and complexities of urban schools with a particular focus on the communities that surround them.
Instructor(s): S. Stoelinga Terms Offered: Autumn
Equivalent Course(s): CHDV 27821, PBPL 27821

SOCI 28063. Contentious Collective Action. 100 Units.
Why and how do human beings rebel? This course provides an introduction to contentious collective action, including social movements, revolutions, and various other forms of contention in history. By integrating previously separate theories, this course enables students to analyze these phenomena in novel lens. Readings are primarily selected from sociology, as well as from history, anthropology, and political science, in order to help students recombine the existing knowledge for better understanding people's contentions.
Instructor(s): Zhang, Yang Terms Offered: Winter

SOCI 28064. Gender and Sexuality in the Family. 100 Units.
This course introduces empirical findings on gendered and sexual experiences in contemporary family life as a means of understanding gender and sexuality as complex social processes that structure our everyday live. We study both the ways families reflect broader gender and sexual structures and inequalities and how they create and perpetuate them. Specific areas of family life we explore through a gender and sexualities lens include cohabitation and marriage, reproduction and parenting, domestic and emotional labor, and sexual desires and practices.
Instructor(s): Ocobock, Abigail Terms Offered: Spring

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: Autumn, Winter, Spring, Summer
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.

SOCI 29999. BA Honors Paper. 100 Units.
Open only to students who wish to be considered for honors. Students are required to submit the College Reading and Research Course Form. Must be taken for a quality grade.
Terms Offered: Summer, Autumn, Winter, Spring
Prerequisite(s): Consent of instructor and program chair.
The Department of South Asian Languages and Civilizations (SALC) offers a 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 the student's program of study. The student majoring in SALC will gain a broad knowledge of the literature and history of South Asia (e.g., Bangladesh, India, Nepal, Pakistan, Sri Lanka), and proficiency in at least one South Asian language that is equivalent to two years of study or greater. Students currently may study Bangla (Bengali), Hindi, Malayalam, Marathi, Pali, Sanskrit, Tamil, Telugu, 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); the student 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 follows the description of the major.

Program Requirements

Students must indicate their intent to major in SALC by meeting with the Director of Undergraduate Studies, preferably no later than the beginning of their third year of study and certainly no later than the Winter Quarter of their third year. Students must complete an "Intent to Complete SALC Major" form, which can be obtained from the SALC website or the SALC office, and have it signed by the Director of Undergraduate Studies. Once the major has been declared, students should plan to meet with the Director of Undergraduate Studies once each year to review their plans for completing the program requirements.

Ideally, students will begin the degree requirements with the two quarter sequence SALC 20100-20200 Introduction to the Civilizations of South Asia I-II and demonstrate competence in a South Asian language, through course work or examination, equivalent to one year of study. SALC 20100-20200 Introduction to the Civilizations of South Asia I-II meets the general education requirement in civilization studies, as does SOSC 23004-23005-23006 South Asian Civilizations in India I-II-III which is taught in Pune. The College's language competence requirement may be satisfied by demonstrated competency equivalent to one year of study of a South Asian language offered through SALC.

The major further requires three courses in a language offered through SALC at the second-year level or higher. These courses must bear University of Chicago
course numbers. Finally, the major requires six additional courses. These courses may be (1) listed as SALC courses or as one of the SALC languages (e.g., Bangla [Bengali], Hindi); or (2) courses focused on South Asia (i.e., with at least 50 percent South Asia content) that originate in other departments (subject to the approval of the SALC adviser). Three of these six courses may be language courses (advanced courses in the language taken to meet the departmental language requirement or courses in another South Asian language). Students should choose courses in consultation with the SALC adviser.

**SUMMARY OF REQUIREMENTS**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero to two courses of the following: *</td>
<td>0-200</td>
</tr>
<tr>
<td>SALC 20100-20200 Introduction to the Civilizations of South Asia I-II</td>
<td></td>
</tr>
<tr>
<td>SOSC 23000-23100 Introduction to the Civilizations of South Asia I-II</td>
<td></td>
</tr>
<tr>
<td>Three courses in a second-year (or higher) South Asian language **</td>
<td>300</td>
</tr>
<tr>
<td>Six courses on South Asia ***</td>
<td>600</td>
</tr>
<tr>
<td>Total Units</td>
<td>900-1100</td>
</tr>
</tbody>
</table>

* Two courses if the sequence has not been taken to meet the general education requirement in civilization studies; zero courses if the sequence has been taken to meet the general education requirement in civilization studies.

** These courses must bear University of Chicago course numbers.

*** Three of these six courses may be language courses (advanced courses in the language taken to meet the departmental language requirements, or courses in another South Asian language) and must be taken at the University of Chicago (which may include the South Asian Civilizations program in Pune, India). Advanced language course work taken at other institutions can be evaluated for transfer credit in the major by submitting a petition to the Director of Undergraduate Studies. Before registering for course work elsewhere, students must submit to the Office of the Dean of Students a petition requesting tentative approval for transfer credit.

Sample Programs

The following groups of courses would comprise a major.

**GROUP 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 25500</td>
<td>Cultural Politics of Contemporary India</td>
<td>100</td>
</tr>
<tr>
<td>SALC 20100-20200</td>
<td>Introduction to the Civilizations of South Asia I-II</td>
<td>200</td>
</tr>
<tr>
<td>SALC 20800</td>
<td>Music of South Asia</td>
<td>100</td>
</tr>
<tr>
<td>SALC 28700</td>
<td>The State in India</td>
<td>100</td>
</tr>
<tr>
<td>SALC 29000</td>
<td>Introduction To Tibetan Civilization</td>
<td>100</td>
</tr>
<tr>
<td>TBTN 20100-20200-20300</td>
<td>Second-Year Tibetan I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>URDU 10100-10200-10300</td>
<td>First-Year Urdu I-II-III</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td>Total Units</td>
<td>1200</td>
</tr>
<tr>
<td>GROUP 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH 21401</td>
<td>The Practice of Anthropology: Logic and Practice of Archaeology *</td>
<td>100</td>
</tr>
<tr>
<td>BANG 30100-30200-30300</td>
<td>Third-Year Bangla (Bengali) I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>SALC 20100-20200</td>
<td>Introduction to the Civilizations of South Asia I-II</td>
<td>200</td>
</tr>
<tr>
<td>SALC 20400</td>
<td>The Mahabharata in English Translation</td>
<td>100</td>
</tr>
<tr>
<td>SALC 20901</td>
<td>Indian Philosophy I: Origins and Orientations</td>
<td>100</td>
</tr>
<tr>
<td>SALC 20902</td>
<td>Indian Philosophy II: The Classical Traditions</td>
<td>100</td>
</tr>
<tr>
<td>SALC 23002</td>
<td>Gender and Literature in South Asia</td>
<td>100</td>
</tr>
<tr>
<td>SALC 29801</td>
<td>BA Paper</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Total Units</td>
<td>1100</td>
</tr>
<tr>
<td>GROUP 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 25500</td>
<td>Topics in Economic Development *</td>
<td>100</td>
</tr>
<tr>
<td>HIND 20100-20200-20300</td>
<td>Second-Year Hindi I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>SALC 25701</td>
<td>Rel/Sex/Pol/Release Anc India</td>
<td>100</td>
</tr>
<tr>
<td>SALC 27000</td>
<td>Survey/Lang/Lit of Pakistan</td>
<td>100</td>
</tr>
<tr>
<td>SALC 29900</td>
<td>Informal Reading Course</td>
<td>100</td>
</tr>
<tr>
<td>SOCI 20102</td>
<td>Social Change *</td>
<td>100</td>
</tr>
<tr>
<td>SOSC 23004-23005-23006</td>
<td>South Asian Civilizations in India I-II-III</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td>Total Units</td>
<td>1100</td>
</tr>
</tbody>
</table>

* Courses must have at least 50 percent South Asia content and be approved by the SALC adviser.

**HONORS**

To be eligible for honors, students must:
1. maintain an overall GPA of 3.0 or higher
2. maintain a departmental GPA of 3.3 or higher
3. complete a BA paper of superior quality.

In order to be eligible to write a BA paper in SALC, students must meet the first two requirements by Winter Quarter of their third year. Students must indicate their intent to earn honors in SALC by meeting with the Director of Undergraduate Studies no later than the Winter Quarter of their third year of study. They must complete an "Intent to Earn Honors" form, which can be obtained from the SALC website or the SALC office. The form must be signed by the Director of
Undergraduate Studies and by the student’s adviser. In Winter Quarter of their third year, students will arrange to work for two quarters of the following year with either an SALC faculty member or a faculty member on the Committee on Southern Asian Studies (see list at southasia.uchicago.edu/people/faculty). It is the student’s responsibility to locate and make an arrangement with an appropriate faculty member who will be in residence during the student’s fourth year.

Students will research, discuss, and write the BA paper in the context of SALC 29800-29801-29802 BA Paper. Students register for two of these courses in their fourth year. Credit toward the major is given for the second quarter of enrollment: if the student also registered for SALC 29800 BA Paper; if the student is also registered for SALC 29800 BA Paper or SALC 29801 BA Paper. The second quarter of enrollment is also the quarter in which the paper must be submitted.

The BA paper must be substantively different from any paper submitted to any other department, for honors or otherwise, and must be judged to be superior by the faculty adviser and by a second faculty reader who is a member of the Committee on Southern Asian Studies.

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.

MINOR PROGRAM IN SOUTH ASIAN LANGUAGES AND CIVILIZATIONS

The minor program in South Asian Languages and Civilizations requires a total of six or seven courses, depending on whether the sequence SALC 20100-20200 Introduction to the Civilizations of South Asia I-II or two quarters of the SOSC 23004-23005 South Asian Civilizations in India I-II sequence taught in Pune are used to meet the general education requirement or to meet the minor program. If SALC 20100-20200 Introduction to the Civilizations of South Asia I-II or SOSC 23004-23005 South Asian Civilizations in India I-II are not used to meet the general education requirement, two quarters must be included in the minor for a total of seven courses.

Students choose courses in consultation with the SALC adviser. Requirements include:

1. Two quarters of SALC 20100-20200 Introduction to the Civilizations of South Asia I-II, or two quarters of SOSC 23004-23005 South Asian Civilizations in India I-II, if not used to meet the general education requirement in civilization studies. If either sequence has been used to meet the general education requirement, then one course related to South Asian civilizations that is approved by the SALC adviser will substitute for this requirement.

2. Three courses bearing University of Chicago course numbers in a language offered through the SALC Department.
3. Two additional courses either (1) listed as SALC courses or as one of the SALC languages (e.g., Bangla [Bengali], Hindi), or (2) focused on South Asia that originate in other departments (subject to approval of SALC adviser).

Students must receive the approval of the SALC adviser on a form obtained from their College adviser and returned to their adviser by the end of Spring Quarter of their third year. Students must also indicate their intent to minor in SALC with a form obtained from the SALC 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. The following groups of courses would comprise a minor.

### Six-Course SALC Sample Minor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BANG 10100-10200-10300</td>
<td>First-Year Bangla (Bengali) I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>SALC 20508</td>
<td>Radical Cinema in India: From Decolonization to the Emergency</td>
<td>100</td>
</tr>
<tr>
<td>SALC 20800</td>
<td>Music of South Asia</td>
<td>100</td>
</tr>
<tr>
<td>SALC 27701</td>
<td>Mughal India: Tradition and Transition</td>
<td>100</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>600</td>
</tr>
</tbody>
</table>

### Seven-Course SALC Sample Minor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SALC 20100-20200</td>
<td>Introduction to the Civilizations of South Asia I-II</td>
<td>200</td>
</tr>
<tr>
<td>SALC 22900</td>
<td>Performance and Politics in India</td>
<td>100</td>
</tr>
<tr>
<td>SALC 27701</td>
<td>Mughal India: Tradition and Transition</td>
<td>100</td>
</tr>
<tr>
<td>TAML 20100-20200-20300</td>
<td>Second-Year Tamil I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>700</td>
</tr>
</tbody>
</table>

### Pune Program: South Asian Civilizations in India

**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 civilization 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. With a population of some four million, Pune is situated on the eastern foothills of the Indian western coastal mountains, or ghats, about one hundred miles southeast of Mumbai. Labeled famously by Jawahararl Nehru, India’s first prime minister, as “the Oxford and Cambridge of India,” Pune
is a major center for Indian art, religion, and higher education—an ideal site for cultural immersion.

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.

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 credits as SALC electives. One additional course credit for the SALC degree can be received for the Hindi language course. Course titles, units of credit, and grades will be placed on the Chicago transcript.

For further details, consult the Study Abroad website (study-abroad.uchicago.edu/programs/pune-south-asian-civilization-india). For more information about this and other study abroad programs, contact Lewis Fortner, Director of Study Abroad, at fortner@uchicago.edu. For information on other study abroad programs in South Asia, contact the SALC Director of Undergraduate Studies.

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).

SOUTH ASIAN LANGUAGES CIVILIZATIONS - MALAYALAM COURSES

MALA 10100-10200-10300. First-Year Malayalam I-II-III.
This sequence focuses on building basic reading, writing, speaking, and listening comprehension skills in Malayalam. The Malayalam script is introduced at the beginning of Autumn Quarter. Students are presented a range of materials, including audio and video material.

MALA 10100. First-Year Malayalam I. 100 Units.
Instructor(s): N. Kommattam Terms Offered: Autumn

MALA 10200. First-Year Malayalam II. 100 Units.
Instructor(s): N. Kommattam Terms Offered: Winter

MALA 10300. First-Year Malayalam III. 100 Units.
Instructor(s): N. Kommattam Terms Offered: Spring

MALA 10200. First-Year Malayalam II. 100 Units.
Instructor(s): N. Kommattam Terms Offered: Winter
MALA 10300. First-Year Malayalam III. 100 Units.
Instructor(s): N. Kommattam Terms Offered: Spring

MALA 20100-20200-20300. Second-Year Malayalam I-II-III.
This sequence continues to build up student's skills in reading, writing, speaking, and listening comprehension in Malayalam. This sequence transports students beyond basic Malayalam and widens vocabulary/register by providing deeper grammatical knowledge of the more complex levels of language.

MALA 20100. Second-Year Malayalam I. 100 Units.
Instructor(s): N. Kommattam Terms Offered: Autumn
Prerequisite(s): MALA 10100-10200-10300 or comparable level of language skills

MALA 20200. Second-Year Malayalam II. 100 Units.
Instructor(s): N. Kommattam Terms Offered: Winter
Prerequisite(s): MALA 10100-10200-10300 or comparable level of language skills

MALA 20300. Second-Year Malayalam III. 100 Units.
Instructor(s): N. Kommattam Terms Offered: Spring
Prerequisite(s): MALA 10100-10200-10300 or comparable level of language skills

South Asian Languages Civilizations - Telugu Courses

TLGU 10100-10200-10300. First-Year Telugu I-II-III.
First-year Telugu is designed to deal with all of the necessary language skills (i.e., speaking, writing, reading, oral comprehension). The primary goal is to equip students with basic communicative competence in Telugu. By the end of the first quarter, students are expected to be able to carry out day-to-day conversational situations with ease. Through this gradual learning process, students should be capable of reading simple authentic texts. The goal is to tune students to a native speaker's proficiency.

TLGU 10100. First-Year Telugu I. 100 Units.
Terms Offered: Autumn

TLGU 10200. First-Year Telugu II. 100 Units.
Terms Offered: Winter

TLGU 10300. First-Year Telugu III. 100 Units.
Terms Offered: Spring

TLGU 10200. First-Year Telugu II. 100 Units.
Terms Offered: Winter

TLGU 10300. First-Year Telugu III. 100 Units.
Terms Offered: Spring
**TLGU 20100-20200-20300. Second-Year Telugu I-II-III.**
Second-year Telugu is designed to expand the language skills in the four areas of speaking, writing, reading, and oral comprehension. To enhance these skills, students are required to read Telugu texts, according to their academic interests. Students are introduced to a different native speaker every other week as part of a luncheon discussion. Students watch popular Telugu films to gain overall understanding of vernacular cultural attitudes, and they are expected to give weekly oral presentations during the discussion session.

**TLGU 20100. Second-Year Telugu I. 100 Units.**
Terms Offered: Autumn
Prerequisite(s): TLGU 10300 or comparable level of language skills

**TLGU 20200. Second-Year Telugu II. 100 Units.**
Terms Offered: Winter
Prerequisite(s): TLGU 10300 or comparable level of language skills

**TLGU 20300. Second-Year Telugu III. 100 Units.**
Terms Offered: Spring
Prerequisite(s): TLGU 10300 or comparable level of language skills

**TLGU 20200. Second-Year Telugu II. 100 Units.**
Terms Offered: Winter
Prerequisite(s): TLGU 10300 or comparable level of language skills

**TLGU 20300. Second-Year Telugu III. 100 Units.**
Terms Offered: Spring
Prerequisite(s): TLGU 10300 or comparable level of language skills

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**SOUTH ASIAN LANGUAGES & CIVILIZATIONS - 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.**
Instructor(s): M. Bhaduri Terms Offered: Autumn

**BANG 10200. First-Year Bangla (Bengali) II. 100 Units.**
Instructor(s): M. Bhaduri Terms Offered: Winter

**BANG 10300. First-Year Bangla (Bengali) III. 100 Units.**
Instructor(s): M. Bhaduri Terms Offered: Spring

**BANG 10200. First-Year Bangla (Bengali) II. 100 Units.**
Instructor(s): M. Bhaduri Terms Offered: Winter

**BANG 10300. First-Year Bangla (Bengali) III. 100 Units.**
Instructor(s): M. Bhaduri Terms Offered: Spring
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.
Instructor(s): M. Bhaduri Terms Offered: Autumn
Prerequisite(s): BANG 10300 or consent of instructor

BANG 20200. Second-Year Bangla (Bengali) II. 100 Units.
Instructor(s): M. Bhaduri Terms Offered: Winter
Prerequisite(s): BANG 10300 or consent of instructor

BANG 20300. Second-Year Bangla (Bengali) III. 100 Units.
Instructor(s): M. Bhaduri Terms Offered: Spring
Prerequisite(s): BANG 10300 or consent of instructor

South Asian Languages & Civilizations - 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.
Instructor(s): J. Grunebaum Terms Offered: Autumn

HIND 10200. First-Year Hindi II. 100 Units.
Instructor(s): J. Grunebaum Terms Offered: Winter

HIND 10300. First-Year Hindi III. 100 Units.
Instructor(s): J. Grunebaum Terms Offered: Spring

HIND 10200. First-Year Hindi II. 100 Units.
Instructor(s): J. Grunebaum Terms Offered: Winter

HIND 10300. First-Year Hindi III. 100 Units.
Instructor(s): J. Grunebaum Terms Offered: Spring
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.
Instructor(s): J. Grunebaum Terms Offered: Autumn
Prerequisite(s): HIND 10300 or comparable level of language skills

HIND 20200. Second-Year Hindi II. 100 Units.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): HIND 10300 or comparable level of language skills

HIND 20300. Second-Year Hindi III. 100 Units.
Instructor(s): J. Grunebaum Terms Offered: Spring
Prerequisite(s): HIND 10300 or comparable level of language skills

HIND 20200. Second-Year Hindi II. 100 Units.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): HIND 10300 or comparable level of language skills

HIND 20300. Second-Year Hindi III. 100 Units.
Instructor(s): J. Grunebaum Terms Offered: Spring
Prerequisite(s): HIND 10300 or comparable level of language skills

South Asian Languages & Civilizations - 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.
Instructor(s): P. Engblom Terms Offered: Autumn

MARA 10200. First-Year Marathi II. 100 Units.
Instructor(s): P. Engblom Terms Offered: Winter

MARA 10300. First-Year Marathi III. 100 Units.
Instructor(s): P. Engblom Terms Offered: Spring

MARA 10200. First-Year Marathi II. 100 Units.
Instructor(s): P. Engblom Terms Offered: Winter

MARA 10300. First-Year Marathi III. 100 Units.
Instructor(s): P. Engblom Terms Offered: Spring
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.
Instructor(s): P. Engblom Terms Offered: Autumn
Prerequisite(s): MARA 10300 or equivalent

MARA 20200. Second-Year Marathi II. 100 Units.
Instructor(s): P. Engblom Terms Offered: Winter
Prerequisite(s): MARA 10300 or equivalent

MARA 20300. Second-Year Marathi III. 100 Units.
Instructor(s): P. Engblom Terms Offered: Spring
Prerequisite(s): MARA 10300 or equivalent

MARA 20200. Second-Year Marathi II. 100 Units.
Instructor(s): P. Engblom Terms Offered: Winter
Prerequisite(s): MARA 10300 or equivalent

MARA 20300. Second-Year Marathi III. 100 Units.
Instructor(s): P. Engblom Terms Offered: Spring
Prerequisite(s): MARA 10300 or equivalent

SOUTH ASIAN LANGUAGES & CIVILIZATIONS - PALI COURSES

PALI 10100-10200-10300. First-Year Pali I-II-III.
This sequence introduces the language of the Theravada Buddhist tradition. Essentials of grammar are emphasized, with readings in simpler texts by the end of the first quarter.

PALI 10100. First-Year Pali I. 100 Units.
Instructor(s): S. Collins Terms Offered: Not offered in 2014-15

PALI 10200. First-Year Pali II. 100 Units.
Instructor(s): S. Collins Terms Offered: Not offered in 2014-15

PALI 10300. First-Year Pali III. 100 Units.
Instructor(s): S. Collins Terms Offered: Not offered in 2014-15

PALI 10200. First-Year Pali II. 100 Units.
Instructor(s): S. Collins Terms Offered: Not offered in 2014-15

PALI 10300. First-Year Pali III. 100 Units.
Instructor(s): S. Collins Terms Offered: Not offered in 2014-15

PALI 20100-20200-20300. Second-Year Pali I-II-III.
Students in this intermediate Pali sequence read Pali texts that are chosen in accordance with their interests. The texts read in the introductory course are usually taken from a single, early stratum of Pali literature. The intermediate course takes examples of Pali from different periods and in different styles. Texts in Pali.
PALI 20100. Second-Year Pali I. 100 Units.
Instructor(s): S. Collins Terms Offered: Autumn
Prerequisite(s): PALI 10300 or consent of instructor

PALI 20200. Second-Year Pali II. 100 Units.
Instructor(s): S. Collins Terms Offered: Winter
Prerequisite(s): PALI 10300 or consent of instructor

PALI 20300. Second-Year Pali III. 100 Units.
Instructor(s): S. Collins Terms Offered: Spring
Prerequisite(s): PALI 10300 or consent of instructor

PALI 20200. Second-Year Pali II. 100 Units.
Instructor(s): S. Collins Terms Offered: Winter
Prerequisite(s): PALI 10300 or consent of instructor

PALI 20300. Second-Year Pali III. 100 Units.
Instructor(s): S. Collins Terms Offered: Spring
Prerequisite(s): PALI 10300 or consent of instructor

South Asian Languages & Civilizations - 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.
Instructor(s): W. Cox Terms Offered: Autumn

SANS 10200. First-Year Sanskrit II. 100 Units.
Instructor(s): W. Cox Terms Offered: Winter

SANS 10300. First-Year Sanskrit III. 100 Units.
Instructor(s): G. Tubb Terms Offered: Spring

SANS 10200. First-Year Sanskrit II. 100 Units.
Instructor(s): W. Cox Terms Offered: Winter

SANS 10300. First-Year Sanskrit III. 100 Units.
Instructor(s): G. Tubb Terms Offered: Spring

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.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): SANS 10300 or comparable level of language skills

SANS 20200. Second-Year Sanskrit II. 100 Units.
Instructor(s): W. Doniger Terms Offered: Winter
Prerequisite(s): SANS 10300 or comparable level of language skills
Equivalent Course(s): HREL 36000,SALC 48400

SANS 20300. Second-Year Sanskrit III. 100 Units.
Instructor(s): G. Tubb Terms Offered: Spring
Prerequisite(s): SANS 10300 or comparable level of language skills

SANS 20200. Second-Year Sanskrit II. 100 Units.
Instructor(s): W. Doniger Terms Offered: Winter
Prerequisite(s): SANS 10300 or comparable level of language skills
Equivalent Course(s): HREL 36000,SALC 48400

SANS 20300. Second-Year Sanskrit III. 100 Units.
Instructor(s): G. Tubb Terms Offered: Spring
Prerequisite(s): SANS 10300 or comparable level of language skills

South Asian Languages & Civilizations - South Asian Languages & 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,HIST 10800,SASC 20000,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): D. Chakrabarty Terms Offered: Spring
Equivalent Course(s): ANTH 24102,HIST 10900,SASC 20100,SOSC 23100

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): D. Chakrabarty Terms Offered: Spring
Equivalent Course(s): ANTH 24102,HIST 10900,SASC 20100,SOSC 23100
SALC 20400. The Mahabharata in English Translation. 100 Units.
A reading of the Mahabharata in English translation (van Buitenen, Narasimhan, Ganguli, and Doniger [ms.]), with special attention to issues of mythology, feminism, and theodicy. (C)
Instructor(s): W. Doniger Terms Offered: Autumn
Equivalent Course(s): RLST 26800, FNDL 24400, HREL 35000, SALC 48200

SALC 20508. Radical Cinema in India: From Decolonization to the Emergency. 100 Units.
What constitutes radicalism in cinema? All too often the expression radical has been reserved for films that come under the rubric of “art”, “parallel” or “third” cinema. Formally these films share certain commonalities with Latin American, Eastern European cinemas and even the various European new waves. Is it possible however to read a radical politics and ethics into films and filmmakers who did not self-consciously describe themselves as such? To what extent does political cinema and extra-cinematic discussions of such films compromise questions of formalism? This course will analyze these and related issues by looking closely at Indian cinema from 1947 to 1977. We will be watching and discussing both “popular” and “art” films to understand the ways in which they have addressed (or not) issues of mass politics, the state, and the people. You do not need a prior background in Indian films or Indian history to take this class but it is absolutely essential that you attend all the screenings and participate in class discussion.
Instructor(s): R. Majumdar Terms Offered: Spring 2015
Equivalent Course(s): CMST 24106, HIST 26707, HIST 36707, SALC 30508

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): CRES 24003, ANTH 24003, HIST 18303, SOSC 24003

SALC 20800. Music of South Asia. 100 Units.
This course examines the music of South Asia as an aesthetic domain with both unity and particularity in the region. The unity of the North and South Indian classical traditions is treated historically and analytically, with special emphasis placed on correlating their musical and mythological aspects. The classical traditions are contrasted with regional, tribal, and folk music with respect to fundamental conceptualizations of music and the roles it plays in society. In addition, the repertories of Pakistan, Afghanistan, and Sri Lanka, as well as states and nations bordering the region, are covered. Music is also considered as a component of myth, religion, popular culture, and the confrontation with modernity.
Terms Offered: Various
Prerequisite(s): Any 10000-level music course or consent of instructor
Note(s): This course typically is offered in alternate years.
Equivalent Course(s): MUSI 23700, SALC 30800
SALC 20900. Cultural Politics of Contemporary India. 100 Units.
Structured as a close-reading seminar, this class offers an anthropological immersion in the cultural politics of urban India today. A guiding thread in the readings is the question of the ideologies and somatics of shifting "middle class" formations; and their articulation through violence, gender, consumerism, religion, and technoscience.
Instructor(s): W. Mazzarella Terms Offered: Not offered 2014-15; will be offered 2015-16
Equivalent Course(s): ANTH 25500, ANTH 42600, SALC 30900

SALC 20901. Indian Philosophy I: Origins and Orientations. 100 Units.
A survey of the origins of Indian philosophical thought, emphasizing the Vedas, Upanisads, and early Buddhist literature. Topics include concepts of causality and freedom, the nature of the self and ultimate reality, and the relationship between philosophical thought and ritual or ascetic religious practice. (B)
Instructor(s): D. Arnold Terms Offered: Autumn
Equivalent Course(s): RLST 24201, DVPR 30200, HREL 30200, SALC 30901

SALC 20902. Indian Philosophy II: The Classical Traditions. 100 Units.
Continuing and building upon SALC 20901/30901, we focus on the development of the major classical systems of Indian thought. The course emphasizes Indian logic, epistemology, and philosophy of language. (B)
Instructor(s): M. Kapstein Terms Offered: Winter
Prerequisite(s): RLST 24201
Equivalent Course(s): RLST 24202, DVPR 30300, HREL 30300, SALC 30902

SALC 22900. Performance and Politics in India. 100 Units.
This seminar considers and pushes beyond such recent instances as the alleged complicity between the televised "Ramayana" and the rise of a violently intolerant Hindu nationalism. We consider the potentials and entailments of various forms of mediation and performance for political action on the subcontinent, from "classical" textual sources, through "folk" traditions and "progressive" dramatic practice, to contemporary skirmishes over "obscenity" in commercial films.
Instructor(s): W. T. S. Mazzarella Terms Offered: Not offered 2014-15; will be offered 2015-16
Equivalent Course(s): ANTH 22910
SALC 23103. Problems In the Study of Gender. 100 Units.
The notion of differential citizenship is a topic that exercises scholars the world over. In particular, those interested in issues of feminism and ethnicity have studied why women (and then some women more than others) or particular social groups experience disenfranchisement more than their counterparts. This is so even when officially many cultures grant them formal equality before the law. This course explores issues of disenfranchisement, inequality, and violence through a focus on South Asia. We will begin with a set of theoretical readings mainly John Locke and John Stuart Mill whose works demonstrate some early strands of thinking about the political and cultural role (or the lack thereof) of women within the (fraternal) social contract. We will then move to contemporary works such as Joan Scott’s Only Paradoxes to Offer (selections), Parite: Sexual Equality and the Crisis of French Universalism (selections), Leila Ahmed’s A Quiet Revolution (selections), Amy Dru Stanley’s From Bondage to Contract (selections) to frame the issue of differential citizenship and inequality in a historical and global context. Following this we turn to South Asia with a particular focus on gender and caste inequality and the violence unleashed by majoritarian politics (both overt and covert).
Instructor(s): R. Majumdar Terms Offered: Spring 2015
Note(s): Cross listed with GNSE 10100

SALC 25300. Love Connections: Stories of Famous Couples in Pre-Modern Indian Literature. 100 Units.
Is love a universal theme? What constitutes a good match? To what extent are love and desire culturally constituted? This course aims to answer such questions through the stories of five famous couples in pre-modern Indian literature. These couples—some divine, some human and some mixed—will provide multiple perspectives on central themes in Indian culture such as love, desire, and devotion as well as on the advantages and disadvantages of being human and/or of being divine where love is concerned. Readings in this course will include translations of classical Sanskrit texts their retellings in various regional languages and a few modern adaptations.
Instructor(s): Ilanit Loewy Shacham,Ilanit Lowey Shacham Terms Offered: Autumn 2014
Equivalent Course(s): GNSE 25310,RLST 26811
SALC 25300. Love Connections: Stories of Famous Couples in Pre-Modern Indian Literature. 100 Units.
Is love a universal theme? What constitutes a good match? To what extent are love and desire culturally constituted? This course aims to answer such questions through the stories of five famous couples in pre-modern Indian literature. These couples—some divine, some human and some mixed—will provide multiple perspectives on central themes in Indian culture such as love, desire, and devotion as well as on the advantages and disadvantages of being human and/or of being divine where love is concerned. Readings in this course will include translations of classical Sanskrit texts their retellings in various regional languages and a few modern adaptations.
Instructor(s): Ilanit Loewy Shacham
Terms Offered: Autumn 2014
Equivalent Course(s): GNSE 25310, RLST 26811

SALC 25701. Rel/Sex/Pol/Release Anc India. 100 Units.
Equivalent Course(s): FNDL 23601, GNDR 32200, HREL 32200, RLST 27300, SALC 35701, SCTH 35600

SALC 25900. South Asia Before the Buddha. 100 Units.
South Asia has a rich historical record, from the very beginnings of our species to the present, and yet the earlier part of this record is surprisingly little-known outside specialist circles. This course provides a broad overview of South Asian archaeology and early history, from the beginnings of agricultural production to the expansion of states and empires in the early days of textual records. We cover critical anthropological processes such as the origins and expansion of agriculture, the development of one of the world’s first urban societies—the Harappan or Indus civilization—the growth and institutionalization of social inequalities, and changing contexts of social and religious life. While the course actually extends a bit beyond the time of the Buddha, its major focus is on the periods up to and including the Early Historic. No prior experience of either South Asia or archaeology is assumed; indeed, we will think quite a bit about the nature of evidence and about how we know about the more distant past.
Instructor(s): K. Morrison
Terms Offered: Spring
Equivalent Course(s): SALC 39400
**SALC 27300. Comparative Modernisms: China and India in the Modern Literary World. 100 Units.**

This course takes a comparative approach to the literary term “modernism.” Instead of reading the term as originating in the West and subsequently travelling to the East, we will explore modernism as a plural and globally constituted literary practice. In doing so, we will also challenge the literary and real categories of “East” and “West.” Reading the roles and imaginations of China, North India, and the (differentiated) West in a variety of texts, we will question the aesthetics and politics of representation, of dynamic cultural exchange, and of the global individual in the modern literary world. Through novels, short stories, poetry, and theoretical orientations, we will conduct close readings and develop working definitions of cross-cultural comparative modernisms. Contributing to recent interest in China-India relationships, this course also aims to uncover new dialogues between Chinese and Indian writers during the modern period. Literary readings include E.M. Forster, Franz Kafka, Lu Xun, Yu Dafu, Premchand, Nirmal Verma, among others. We will also consider the theoretical works of Fredric Jameson, Edward Said, and Georg Lukacs, and others. All readings will be in English.

Instructor(s): A. Mangalagiri  
Terms Offered: Winter  
Equivalent Course(s): CMLT 25009

**SALC 27701. Mughal India: Tradition and 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: Winter  
Prerequisite(s): Advanced standing and consent of instructor. Prior knowledge of appropriate history and secondary literature.  
Equivalent Course(s): HIST 26602, HIST 36602, SALC 37701

**SALC 29800-29801-29802. BA Paper.**

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. 100 Units.**

Terms Offered: Autumn  
Prerequisite(s): Eligibility for honors, and consent of faculty supervisor and SALC adviser

**SALC 29801. BA Paper. 100 Units.**

Terms Offered: Winter  
Prerequisite(s): Eligibility for honors, and consent of faculty supervisor and SALC adviser

**SALC 29802. BA Paper. 100 Units.**

Terms Offered: Spring  
Prerequisite(s): Eligibility for honors, and consent of faculty supervisor and SALC adviser
SALC 29801. BA Paper. 100 Units.
Terms Offered: Winter
Prerequisite(s): Eligibility for honors, and consent of faculty supervisor and SALC adviser

SALC 29802. BA Paper. 100 Units.
Terms Offered: Spring
Prerequisite(s): Eligibility for honors, and consent of faculty supervisor and SALC adviser

SALC 29900-29901-29902. Informal Reading Course.
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.

SALC 29900. Informal Reading Course. 100 Units.
Terms Offered: Autumn
Note(s): Students are required to submit the College Reading and Research Course Form.

SALC 29901. Informal Reading Course. 100 Units.
Terms Offered: Winter
Note(s): Students are required to submit the College Reading and Research Course Form.

SALC 29902. Informal Reading Course. 100 Units.
Terms Offered: Spring
Note(s): Students are required to submit the College Reading and Research Course Form.

SALC 29901. Informal Reading Course. 100 Units.
Terms Offered: Winter
Note(s): Students are required to submit the College Reading and Research Course Form.

SALC 29902. Informal Reading Course. 100 Units.
Terms Offered: Spring
Note(s): Students are required to submit the College Reading and Research Course Form.
South Asian Languages & Civilizations - 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.
Instructor(s): E. Annamalai Terms Offered: Autumn
Equivalent Course(s): LGLN 10115

TAML 10200. First-Year Tamil II. 100 Units.
Instructor(s): E. Annamalai Terms Offered: Winter
Equivalent Course(s): LGLN 10215

TAML 10300. First-Year Tamil III. 100 Units.
Instructor(s): E. Annamalai Terms Offered: Spring
Equivalent Course(s): LGLN 10315

TAML 10200. First-Year Tamil II. 100 Units.
Instructor(s): E. Annamalai Terms Offered: Winter
Equivalent Course(s): LGLN 10215

TAML 10300. First-Year Tamil III. 100 Units.
Instructor(s): E. Annamalai Terms Offered: Spring
Equivalent Course(s): LGLN 10315
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.
Instructor(s): E. Annamalai Terms Offered: Autumn
Prerequisite(s): TAML 10300 or comparable level of language skills
Equivalent Course(s): LGLN 20115

TAML 20200. Second-Year Tamil II. 100 Units.
Instructor(s): E. Annamalai Terms Offered: Winter
Prerequisite(s): TAML 10300 or comparable level of language skills
Equivalent Course(s): LGLN 20215

TAML 20300. Second-Year Tamil III. 100 Units.
Instructor(s): E. Annamalai Terms Offered: Spring
Prerequisite(s): TAML 10300 or comparable level of language skills
Equivalent Course(s): LGLN 20315

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.
Instructor(s): K. Ngodup Terms Offered: Autumn

TBTN 10200. First-Year Tibetan II. 100 Units.
Instructor(s): K. Ngodup Terms Offered: Winter

TBTN 10300. First-Year Tibetan III. 100 Units.
Instructor(s): K. Ngodup Terms Offered: Spring

TBTN 10200. First-Year Tibetan II. 100 Units.
Instructor(s): K. Ngodup Terms Offered: Winter

TBTN 10300. First-Year Tibetan III. 100 Units.
Instructor(s): K. Ngodup Terms Offered: Spring

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.
Instructor(s): K. Ngodup Terms Offered: Autumn
Prerequisite(s): TBTN 10300 or comparable level of language skills, or consent of instructor

TBTN 20200. Second-Year Tibetan II. 100 Units.
Instructor(s): K. Ngodup Terms Offered: Winter
Prerequisite(s): TBTN 10300 or comparable level of language skills, or consent of instructor

TBTN 20300. Second-Year Tibetan III. 100 Units.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): TBTN 10300 or comparable level of language skills, or consent of instructor

TBTN 20200. Second-Year Tibetan II. 100 Units.
Instructor(s): K. Ngodup Terms Offered: Winter
Prerequisite(s): TBTN 10300 or comparable level of language skills, or consent of instructor

TBTN 20300. Second-Year Tibetan III. 100 Units.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): TBTN 10300 or comparable level of language skills, or consent of instructor
**SOUTH ASIAN LANGUAGES & CIVILIZATIONS - 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.

- **URDU 10100. First-Year Urdu I. 100 Units.**
  Instructor(s): E. Bashir Terms Offered: Autumn
  Prerequisite(s): Consent of instructor

- **URDU 10200. First-Year Urdu II. 100 Units.**
  Instructor(s): E. Bashir Terms Offered: Winter
  Prerequisite(s): Consent of instructor

- **URDU 10300. First-Year Urdu III. 100 Units.**
  Instructor(s): E. Bashir Terms Offered: Spring
  Prerequisite(s): 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.

- **URDU 20100. Second-Year Urdu I. 100 Units.**
  Instructor(s): E. Bashir Terms Offered: Autumn
  Prerequisite(s): Consent of instructor required; URDU 10300 recommended

- **URDU 20200. Second-Year Urdu II. 100 Units.**
  Instructor(s): E. Bashir Terms Offered: Winter
  Prerequisite(s): Consent of instructor required; URDU 10300 recommended

- **URDU 20300. Second-Year Urdu III. 100 Units.**
  Instructor(s): E. Bashir Terms Offered: Spring
  Prerequisite(s): Consent of instructor required; URDU 10300 recommended

**URDU 20200. Second-Year Urdu II. 100 Units.**
Instructor(s): E. Bashir Terms Offered: Winter
Prerequisite(s): Consent of instructor required; URDU 10300 recommended
URDU 20300. Second-Year Urdu III. 100 Units.
Instructor(s): E. Bashir Terms Offered: Spring
Prerequisite(s): Consent of instructor required; URDU 10300 recommended
Statistics

Program of Study

The modern science of statistics involves the invention, study, and development of principles and methods for modeling uncertainty through mathematical probability; for designing experiments, surveys, and observational programs; and for analyzing and interpreting empirical data. Mathematics plays a major role in all statistical activity, whether of an abstract nature or dealing with specific techniques for analyzing data. Statistics is an excellent field for students with strong mathematical 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 a solid training in mathematics and some exposure to computing, which is essential to nearly all modern data analysis. In addition, there is considerable elective freedom enabling interested students to examine those areas of knowledge in the biological, physical, and social sciences that are often subjected to detailed statistical analysis. The major provides a base 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 (http://collegecatalog.uchicago.edu/thecollege/statistics/#minorprograminstatistics) follows the description of the major.

General Course Information

Statistics Courses for Students in Other Majors

Courses at the 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, on the mathematical level, and in the direction of applications.

Explanations and comparisons of the various courses, both entry level and more advanced, are provided in the following sections. Students will also find the course descriptions (http://collegecatalog.uchicago.edu/thecollege/statistics/#courseinventory) to be helpful in choosing appropriate courses.

Introductory Courses and Sequences

To begin their studies in statistics, students can choose from several courses. These courses are outlined in this section and in the course description (http://collegecatalog.uchicago.edu/thecollege/statistics/#courseinventory) of the introductory courses make intensive use of computers to exemplify and explore statistical concepts and methods. The nature and extent of computer work varies according to the course and instructor. Statistics courses are not mathematics
Programs of Study

courses, but the mathematics prerequisites are a useful guide to the level of mathematical maturity assumed by a statistics course. Students with exposure to calculus are typically advised to begin with STAT 22000 Statistical Methods and Applications or higher.

Students and College advisers are encouraged to contact the Departmental Adviser for Introductory Courses for advice on choosing an appropriate first course.

For students who do not intend to continue to more advanced statistics courses, STAT 20000 Elementary Statistics is an alternative with no calculus prerequisite that places less emphasis on statistical techniques. STAT 20000 Elementary Statistics may not be taken either by students who have already taken STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods or by students who have received AP credit for statistics.

For their introductory statistics course, students with exposure to calculus might choose either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods (not both). Students may count either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods, but not both, toward the 42 credits required for graduation. Students and College advisers are encouraged to contact the Departmental Adviser for Introductory Courses for advice on choosing between STAT 22000 Statistical Methods and Applications and STAT 23400 Statistical Models and Methods.

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. Computers are used throughout the course. A score of 4 or 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 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. STAT 23400 Statistical Models and Methods is a required course for students who are majoring in economics, but the class is a one-quarter introduction to statistics that is appropriate for any student with a good command of univariate calculus.

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 and assumes some familiarity with multivariate calculus and with linear algebra.

Students considering a major in Statistics are encouraged to take STAT 24400-24500 Statistical Theory and Methods I-II rather than STAT 23400 Statistical Models and Methods. Although students with a strong mathematical background can and do take STAT 24400-24500 Statistical Theory and Methods I-II without prior course work in statistics or probability, some students find it helpful to take a more elementary course as preparation. Also, students who have already taken either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical
Models and Methods and wish to study statistics at a higher mathematical level are welcome to take STAT 24400-24500 Statistical Theory and Methods I-II.

Students considering a minor or major in Statistics and completing either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods prior to taking STAT 24400-24500 Statistical Theory and Methods I-II are encouraged to contact the Departmental Adviser for Introductory Courses for advice on integrating these courses into a coherent degree program.

STAT 24610 Pattern Recognition is a follow-up to STAT 24400-24500 Statistical Theory and Methods I-II that covers more advanced statistical methods. STAT 25100 Introduction to Mathematical Probability is an introductory course in probability. STAT 24400-24500 Statistical Theory and Methods I-II and STAT 25100 Introduction to Mathematical Probability form the core of the Statistics major. This is recommended as a cognate sequence to students in the quantitative sciences and Mathematics. Note that in 2014, a special section of STAT 24400 Statistical Theory and Methods I will be offered in Autumn Quarter for students who have already taken STAT 25100 Introduction to Mathematical Probability. This special section of STAT 24400 Statistical Theory and Methods I will include additional topics in statistics not normally covered in STAT 24400-24500 Statistical Theory and Methods I-II. Students taking either section of STAT 24400 Statistical Theory and Methods I will have appropriate preparation for STAT 24500 Statistical Theory and Methods II.

Additional Courses in Statistical Theory, Methods, and Applications

For students interested in exploring statistical methods and their applications, 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. These courses each emphasize a class of methods for the analysis of data. 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 a previous course in statistics (STAT 22000 Statistical Methods and Applications or higher) and experience using computers in data analysis (as in STAT 22000 Statistical Methods and Applications). 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 24610 Pattern Recognition, STAT 26100 Time Dependent Data, STAT 27400 Nonparametric Inference, and STAT 34300 Applied Linear Statistical Methods are recommended. In addition to STAT 34300 Applied Linear Statistical Methods, 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 course announcements.
Courses in Probability

Students interested in probability can begin with STAT 25100 Introduction to Mathematical Probability, 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. Students with a strong mathematical background can take STAT 31200 Introduction to Stochastic Processes I, STAT 31300 Introduction to Stochastic Processes II, STAT 38100 Measure-Theoretic Probability I, and STAT 38300 Measure-Theoretic Probability III.

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 24610 Pattern Recognition and STAT 27400 Nonparametric Inference. Graduate course offerings in machine learning include STAT 37601 Machine Learning and Large-Scale Data Analysis.

GRADING

Subject to College and divisional regulations, and with the consent of the instructor, all students except majors and minors in Statistics may register for quality grades or for P/F grading in any 20000-level Statistics course. A grade of P is given only for work of C- quality or higher. Students who are majoring or minoring in Statistics must receive a quality grade of at least C- in all of the courses required for their degree. A grade of P is not acceptable for any course counted toward the major or minor in Statistics.

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 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

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 and four prescribed statistics courses. Students should complete the four mathematics courses by the end of their third year. Additional requirements include three approved elective courses in Statistics, as well as one prescribed course in Computer
Science for the BA or two prescribed courses in Computer Science for the BS. The BS also requires an approved two-quarter sequence at the 20000 level in a field to which statistics can be applied. Students who are majoring in Statistics must receive a quality grade of at least C- in all of the courses required for their degree. A grade of P is not acceptable for any of these courses.

Prescribed Mathematics Courses

The four 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 25500 Basic Algebra II or MATH 25800 Honors Basic Algebra II). Note that MATH 19620 Linear Algebra may not be used to meet the Linear Algebra requirement.

For the BA, one of the following sequences is required: MATH 20000-20100 Mathematical Methods for Physical Sciences I-II or MATH 20400-20500 Analysis in Rn II-III or MATH 20800-20900 Honors Analysis in Rn II-III. 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 two courses: MATH 20100 Mathematical Methods for Physical Sciences II or MATH 27300 Basic Theory of Ordinary Differential Equations.

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 by taking both MATH 20100 Mathematical Methods for Physical Sciences II and STAT 24300 Numerical Linear Algebra.

Prescribed Statistics Courses

The four prescribed Statistics courses are STAT 24400-24500 Statistical Theory and Methods I-II, STAT 25100 Introduction to Mathematical Probability, and either STAT 22400 Applied Regression Analysis or STAT 34300 Applied Linear Statistical Methods. It is recommended that majors take either STAT 25100 Introduction to Mathematical Probability or STAT 24400 Statistical Theory and Methods I as their first course in probability and statistics. However, if a more elementary introduction is desired, a student may take either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods (but not both) as preparation for STAT 24400 Statistical Theory and Methods I. Note that in 2014, a special section of STAT 24400 Statistical Theory and Methods I will be offered in Autumn Quarter for students who have already taken STAT 25100 Introduction to Mathematical Probability. This special section of STAT 24400 Statistical Theory and Methods I will include additional topics in statistics not normally covered in STAT 24400-24500 Statistical Theory and Methods I-II. Students taking either section of
STAT 24400 Statistical Theory and Methods I will have appropriate preparation for
STAT 24500 Statistical Theory and Methods II.

Electives

Candidates for the BA are required to take three electives, at least two of which
must be on List B below. The third elective may be chosen from Lists B, C, or D.
If an elective from List D is chosen, it must have been taken before STAT 24400
Statistical Theory and Methods I. Students may count either STAT 22600 Analysis of
Categorical Data or STAT 22700 Biostatistical Methods, but not both, toward the BA.

Candidates for the BS are required to take three electives. A candidate for the BS
who has **not** taken STAT 34300 Applied Linear Statistical 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 a third elective from either List B or C. A candidate
for the BS who **has** taken STAT 34300 Applied Linear Statistical Methods as one of
the four prescribed statistics courses must take at least two electives from List B and
a third elective from either List B or C. Courses from List D cannot count toward the
BS in Statistics. Students may count either STAT 22600 Analysis of Categorical Data
or STAT 22700 Biostatistical Methods, but not both, toward the 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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 24610</td>
<td>Pattern Recognition</td>
</tr>
<tr>
<td>STAT 26100</td>
<td>Time Dependent Data</td>
</tr>
<tr>
<td>STAT 27400</td>
<td>Nonparametric Inference</td>
</tr>
</tbody>
</table>

Some additional graduate courses in Statistics (must be approved by
Departmental Adviser for Majors)

List B (Statistical Methodology)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
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<tbody>
<tr>
<td>STAT 22200</td>
<td>Linear Models and Experimental Design</td>
</tr>
<tr>
<td>STAT 22600</td>
<td>Analysis of Categorical Data *</td>
</tr>
<tr>
<td>STAT 22700</td>
<td>Biostatistical Methods *</td>
</tr>
<tr>
<td>STAT 24610</td>
<td>Pattern Recognition</td>
</tr>
<tr>
<td>STAT 26100</td>
<td>Time Dependent Data</td>
</tr>
<tr>
<td>STAT 26700</td>
<td>History of Statistics</td>
</tr>
<tr>
<td>STAT 27400</td>
<td>Nonparametric Inference</td>
</tr>
</tbody>
</table>

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 minor.

List C (Other Upper Level/Graduate Courses in Statistics)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>STAT 25300</td>
<td>Introduction to Probability Models</td>
</tr>
<tr>
<td>STAT 27725</td>
<td>Machine Learning</td>
</tr>
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The College

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 30900</td>
<td>Mathematical Computation I: Matrix Computation Course</td>
</tr>
<tr>
<td>STAT 31020</td>
<td>Mathematical Computation IIB: Nonlinear Optimization</td>
</tr>
<tr>
<td>STAT 31060</td>
<td>Further Mathematical Computation: Matrix Computation &amp; Optimization</td>
</tr>
<tr>
<td>STAT 31200</td>
<td>Introduction to Stochastic Processes I</td>
</tr>
<tr>
<td>STAT 35000</td>
<td>Principles of Epidemiology</td>
</tr>
</tbody>
</table>

Some additional graduate courses in Statistics (must be approved by Departmental Adviser for Majors)

List D (Introductory Courses)

<table>
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<tr>
<th>Course</th>
<th>Title</th>
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<tr>
<td>STAT 22000</td>
<td>Statistical Methods and Applications</td>
</tr>
<tr>
<td>STAT 23400</td>
<td>Statistical Models and Methods</td>
</tr>
</tbody>
</table>

Computer Science Requirement

Candidates for the BA are required to take one of the following computer science courses: CMSC 10500 Fundamentals of Computer Programming I or 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. For the BA, CMSC 10600 Fundamentals of Computer Programming II or higher is preferred. Candidates for 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 Two-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, two-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 the first course is a prerequisite for the second are preferred. Example sequences include BIOS 20197 Evolution and Ecology-BIOS 20198 Biodiversity, CHEM 22000-22100 Organic Chemistry I-II, CHEM 26100-26200 Quantum Mechanics; Thermodynamics, ECON 20000-20100 The Elements of Economic Analysis I-II, GEOS 21000 Introduction to Mineralogy-GEOS 21100 Introduction to Petrology, PHYS 22500-22700 Intermediate Electricity and Magnetism I-II, and PHYS 23400-23500 Quantum Mechanics I-II. All sequences must be approved by the Departmental Adviser for Majors.

SUMMARY OF REQUIREMENTS FOR THE BA IN STATISTICS

GENERAL EDUCATION

<table>
<thead>
<tr>
<th>Sequence</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>MATH 13100-13200</td>
<td>Elementary Functions and Calculus I-II</td>
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### Programs of Study

<table>
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<tbody>
<tr>
<td>MATH 15100-15200</td>
<td>Calculus I-II</td>
</tr>
<tr>
<td>MATH 16100-16200</td>
<td>Honors Calculus I-II</td>
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**Total Units:** 200

### MAJOR

**One of the following:** 100

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<td>MATH 13300</td>
<td>Elementary Functions and Calculus III</td>
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<tr>
<td>MATH 15300</td>
<td>Calculus III</td>
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<tr>
<td>MATH 16300</td>
<td>Honors Calculus III</td>
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</tbody>
</table>

**One of the following sequences:** 200

<table>
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<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>MATH 20000-20100</td>
<td>Mathematical Methods for Physical Sciences I-II</td>
</tr>
<tr>
<td>MATH 20400-20500</td>
<td>Analysis in Rn II-III</td>
</tr>
<tr>
<td>MATH 20800-20900</td>
<td>Honors Analysis in Rn II-III</td>
</tr>
</tbody>
</table>

**One of the following:** 100

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<tbody>
<tr>
<td>STAT 24300</td>
<td>Numerical Linear Algebra</td>
</tr>
<tr>
<td>MATH 25500</td>
<td>Basic Algebra II</td>
</tr>
<tr>
<td>MATH 25800</td>
<td>Honors Basic Algebra II</td>
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</tbody>
</table>

**All of the following:** 300

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>STAT 24400</td>
<td>Statistical Theory and Methods I</td>
</tr>
<tr>
<td>STAT 24500</td>
<td>Statistical Theory and Methods II</td>
</tr>
<tr>
<td>STAT 25100</td>
<td>Introduction to Mathematical Probability</td>
</tr>
</tbody>
</table>

**One of the following:** 100

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 22400</td>
<td>Applied Regression Analysis</td>
</tr>
<tr>
<td>STAT 34300</td>
<td>Applied Linear Statistical Methods</td>
</tr>
</tbody>
</table>

**One of the following:** ** 100

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>CMSC 10500</td>
<td>Fundamentals of Computer Programming I</td>
</tr>
<tr>
<td>CMSC 10600</td>
<td>Fundamentals of Computer Programming II</td>
</tr>
<tr>
<td>CMSC 12100</td>
<td>Computer Science with Applications I</td>
</tr>
<tr>
<td>CMSC 15100</td>
<td>Introduction to Computer Science I</td>
</tr>
<tr>
<td>CMSC 16100</td>
<td>Honors Introduction to Computer Science I</td>
</tr>
</tbody>
</table>

**Three approved elective courses in Statistics*** 300

**Total Units** 1200

* Credit may be granted by examination.
** CMSC 10600 Fundamentals of Computer Programming II or higher preferred
At least two of the electives must be on List B. The third elective may be chosen from List B, C, or D. If an elective from List D is chosen, it must have been taken before STAT 24400 Statistical Theory and Methods I. Students may count either STAT 22600 Analysis of Categorical Data or STAT 22700 Biostatistical Methods, but not both, toward the BA.

**SUMMARY OF REQUIREMENTS FOR THE BS IN STATISTICS**

**GENERAL EDUCATION**

<table>
<thead>
<tr>
<th>One of the following sequences:</th>
<th>200</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 13100-13200</td>
<td>Elementary Functions and Calculus I-II</td>
</tr>
<tr>
<td>MATH 15100-15200</td>
<td>Calculus I-II</td>
</tr>
<tr>
<td>MATH 16100-16200</td>
<td>Honors Calculus I-II</td>
</tr>
</tbody>
</table>

| Total Units | 200 |

**MAJOR**

<table>
<thead>
<tr>
<th>One of the following:</th>
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<tbody>
<tr>
<td>MATH 13300</td>
<td>Elementary Functions and Calculus III</td>
</tr>
<tr>
<td>MATH 15300</td>
<td>Calculus III</td>
</tr>
<tr>
<td>MATH 16300</td>
<td>Honors Calculus III</td>
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</table>

<table>
<thead>
<tr>
<th>One of the following:</th>
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</thead>
<tbody>
<tr>
<td>MATH 20000</td>
<td>Mathematical Methods for Physical Sciences I</td>
</tr>
<tr>
<td>MATH 20500</td>
<td>Analysis in Rn III</td>
</tr>
<tr>
<td>MATH 20900</td>
<td>Honors Analysis in Rn III</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<th>One of the following:</th>
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</thead>
<tbody>
<tr>
<td>MATH 20100</td>
<td>Mathematical Methods for Physical Sciences II</td>
</tr>
<tr>
<td>MATH 27300</td>
<td>Basic Theory of Ordinary Differential Equations</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>One of the following:</th>
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<tbody>
<tr>
<td>STAT 24300</td>
<td>Numerical Linear Algebra</td>
</tr>
<tr>
<td>MATH 25500</td>
<td>Basic Algebra II</td>
</tr>
<tr>
<td>MATH 25800</td>
<td>Honors Basic Algebra II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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</tr>
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<tbody>
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<tr>
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<td>STAT 25100</td>
<td>Introduction to Mathematical Probability</td>
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<tbody>
<tr>
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<td>Applied Regression Analysis</td>
</tr>
<tr>
<td>STAT 34300</td>
<td>Applied Linear Statistical Methods</td>
</tr>
</tbody>
</table>

| One of the following sequences: | 200 |
Programs of Study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSC 12100-12200</td>
<td>Computer Science with Applications I-II</td>
</tr>
<tr>
<td>CMSC 15100-15200</td>
<td>Introduction to Computer Science I-II</td>
</tr>
<tr>
<td>CMSC 16100-16200</td>
<td>Honors Introduction to Computer Science I-II</td>
</tr>
</tbody>
</table>

Three approved elective courses in Statistics ** 300
A coherent two-quarter sequence at the 20000 level in a field to which statistics can be applied *** 200

Total Units 1500

* Credit may be granted by examination.

** A candidate for the BS who has not taken STAT 34300 Applied Linear Statistical 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 a third elective from either List B or C. A candidate for the BS who has taken STAT 34300 Applied Linear Statistical Methods as one of the four prescribed statistics courses must take at least two electives from List B and a third elective from either List B or C. Courses from List D cannot count toward the BS in Statistics. Students may count either STAT 22600 Analysis of Categorical Data or STAT 22700 Biostatistical Methods, but not both, toward the BS.

*** Generally, this sequence should be in the natural or social sciences, but a sequence in another discipline might be acceptable. Courses in MATH or CMSC may not be used for this requirement. Sequences in which the first course is a prerequisite for the second are preferred. Example sequences include BIOS 20197 Evolution and Ecology-BIOS 20198 Biodiversity, CHEM 22000-22100 Organic Chemistry I-II, CHEM 26100-26200 Quantum Mechanics; Thermodynamics, ECON 20000-20100 The Elements of Economic Analysis I-II, GEOS 21000 Introduction to Mineralogy-GEOS 21100 Introduction to Petrology, PHYS 22500-22700 Intermediate Electricity and Magnetism I-II, and PHYS 23400-23500 Quantum Mechanics I-II. 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 PROGRAM

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 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 24400-24500 Statistical Theory and Methods I-II and STAT 24610 Pattern Recognition, which are required for the MS in Statistics, could also be used to meet part of the requirements of a BA or BS program in Mathematics for courses outside of Mathematics.

Other requirements include a master’s paper and participation in the Consulting Program of the Department of Statistics. For details, visit www.stat.uchicago.edu/admissions/ms-degree.shtml.

MINOR PROGRAM IN STATISTICS

The focus in the minor is on statistical methodology, whereas the Statistics major has a substantial theoretical component. The minor in Statistics requires an introductory course, one course in applied regression analysis, and three approved electives on statistical topics chosen to complement a student’s major or personal interests. Students who are minoring in Statistics must receive a quality grade of at least C- in all of the courses required for the minor. A grade of P is not acceptable for any of these courses. More than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

If the introductory course is a required component of a student’s major, the student will be allowed to substitute a statistics elective for the introductory course in the minor in Statistics. This elective requires approval from the Departmental Adviser for Minors.

Students completing STAT 22000 Statistical Methods and Applications, STAT 23400 Statistical Models and Methods, or STAT 24500 Statistical Theory and Methods II as a requirement for their major should consult the Departmental Adviser for Minors. Students who have completed either STAT 22000 Statistical
Methods and Applications or STAT 23400 Statistical Models and Methods and later plan to take STAT 24400-24500 Statistical Theory and Methods I-II should consult the Departmental Adviser for Minors. In no case can more than one introductory course be included in the minor.

No student at the University of Chicago may count both STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods toward the forty-two credits required for graduation.

Electives

Candidates for the minor are required to take three electives. One elective must be from List A below. The other two electives may be chosen from List A or B. Students may count either STAT 22600 Analysis of Categorical Data or STAT 22700 Biostatistical Methods, but not both, toward the minor.

If the introductory course is a required component of a student’s major or if AP credit for STAT 22000 Statistical Methods and Applications is used to satisfy the introductory course requirement, then one additional elective must be chosen from List A or B to complete the minimum five-course requirement for the minor in Statistics.

Note: The following lists 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 electives.

List A

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 22200</td>
<td>Linear Models and Experimental Design</td>
</tr>
<tr>
<td>STAT 22600</td>
<td>Analysis of Categorical Data *</td>
</tr>
<tr>
<td>STAT 22700</td>
<td>Biostatistical Methods *</td>
</tr>
</tbody>
</table>

* Students may count either STAT 22600 Analysis of Categorical Data or STAT 22700 Biostatistical Methods, but not both, toward the minor.

List B

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 24610</td>
<td>Pattern Recognition *</td>
</tr>
<tr>
<td>STAT 26100</td>
<td>Time Dependent Data *</td>
</tr>
<tr>
<td>STAT 26700</td>
<td>History of Statistics</td>
</tr>
<tr>
<td>STAT 27400</td>
<td>Nonparametric Inference *</td>
</tr>
<tr>
<td>STAT 31900</td>
<td>Causal Inference</td>
</tr>
<tr>
<td>STAT 35000</td>
<td>Principles of Epidemiology</td>
</tr>
<tr>
<td>STAT 35201</td>
<td>Introduction to Clinical Trials</td>
</tr>
<tr>
<td>STAT 35600</td>
<td>Applied Survival Analysis</td>
</tr>
<tr>
<td>STAT 35700</td>
<td>Epidemiologic Methods</td>
</tr>
<tr>
<td>STAT 35800</td>
<td>Statistical Applications</td>
</tr>
<tr>
<td>STAT 36900</td>
<td>Applied Longitudinal Data Analysis</td>
</tr>
<tr>
<td>SOCI 20112</td>
<td>Applications of Hierarchical Linear Models</td>
</tr>
<tr>
<td>HSTD 35100</td>
<td>Health Services Research Methods</td>
</tr>
</tbody>
</table>
The College

These courses may have a mathematics requirement beyond Calculus III (MATH 13300 Elementary Functions and Calculus III, MATH 15300 Calculus III, or MATH 16300 Honors Calculus III) and/or a statistics requirement of at least STAT 24400 Statistical Theory and Methods I or STAT 24500 Statistical Theory and Methods II. For any electives, students are advised to consult the prerequisites listed in the course descriptions (http://collegecatalog.uchicago.edu/thecollege/statistics/#courseinventory).

Summary of Requirements

One of the following introductory courses:

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>STAT 22000</td>
<td>Statistical Methods and Applications</td>
</tr>
<tr>
<td>STAT 23400</td>
<td>Statistical Models and Methods</td>
</tr>
<tr>
<td>STAT 24500</td>
<td>Statistical Theory and Methods II</td>
</tr>
</tbody>
</table>

STAT 22400 Applied Regression Analysis 100

Three electives on statistical topics 300

Total Units 500

The statistical topics courses on List A and List B are approved electives for the minor. 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, or STAT 24500 Statistical Theory and Methods II).

The following Statistics courses may not be included in a minor: STAT 20000 Elementary Statistics, STAT 24300 Numerical Linear Algebra, STAT 24400 Statistical Theory and Methods I, STAT 25100 Introduction to Mathematical Probability, STAT 25300 Introduction to Probability Models, STAT 27725 Machine Learning, or any graduate courses in probability.

Courses in the minor may not be double-counted toward the student’s major(s), other minors, or general education requirements. Any prerequisite mathematics courses needed are not a part of the minor and may be counted toward a major or toward general education requirements. If STAT 24500 Statistical Theory and Methods II is used as the introductory course in the minor, then the prerequisite STAT 24400 Statistical Theory and Methods I may not be counted toward the minor, but may be counted toward another major.

Students who elect the minor program in Statistics must meet with the Departmental Adviser for Minors before the end of Spring Quarter of their third year to declare their intention to complete the minor. The approval for the minor program, signed by the Departmental Adviser for Minors, should be submitted to a student’s College adviser by the deadline above on the Consent to Complete a Minor Program Form (https://college.uchicago.edu/sites/college.uchicago.edu/files/attachments/consent_minor_program.pdf) obtained from the College advisers office or website.
College-level Statistics courses are shown below. Graduate-level courses can be found on the Department of Statistics (http://graduateannouncements.uchicago.edu/graduate/departmentofstatistics/#courseinventory) page of the Graduate Announcements.

STATISTICS COURSES

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.
Terms Offered: Autumn, Winter, Spring
Note(s): Students with credit for STAT 22000 or 23400 not admitted. This course is recommended for students who do not plan to take advanced statistics courses, and it may not be used in the Statistics major or minor. This course meets one of the general education requirements 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 computers. 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, one- and two-sample problems, analysis of variance, linear regression, and analysis of discrete data.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Two quarters of calculus
Note(s): Students may count either STAT 22000 or 23400, but not both, toward the forty-two credits required for graduation.

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.
Terms Offered: Spring
Prerequisite(s): STAT 22000 or 23400 or 24500
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.
Terms Offered: Autumn
Prerequisite(s): STAT 22000 or 23400 or 24500 or HSTD 32100
Equivalent Course(s): HSTD 32400

STAT 22600. Analysis of Categorical Data. 100 Units.
This course covers statistical methods for the analysis of structured, counted data. Topics may include Poisson, multinomial, and product-multinomial sampling models; chi-square and likelihood ratio tests; log-linear models for cross-classified counted data, including models for data with ordinal categories and log-multiplicative models; logistic regression and logit linear models; and measures of association. Applications in the social and biological sciences are considered, and the interpretation of models and fits, rather than mathematical details of computational procedures, is emphasized.
Terms Offered: Winter
Prerequisite(s): STAT 22000 or 23400 or 24500
Equivalent Course(s): HSTD 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): H. Cao Terms Offered: Winter
Prerequisite(s): HSTD 32400, STAT 22400 or STAT 24500 or equivalent or consent of instructor.
Equivalent Course(s): HSTD 32700
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 simulation on a computer. 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 variances for one- and two-sample problems, correlation, and simple linear regression. Graphical description 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 univariate calculus, but it is less demanding than that required by STAT 24400.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): MATH 13300, 15300, or 16300
Note(s): Students may count either STAT 22000 or 23400, but not both, toward the forty-two credits required for graduation. Recommended sequence for Economics majors: MATH 19620, STAT 23400, ECON 21000 in consecutive quarters.

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 main objective is to provide a working knowledge of linear algebra and matrix computation suitable for advanced studies in which numerical methods are in demand, such as in statistics, econometrics, and scientific data organization and computation. Topics covered will include: Gaussian elimination, LU decomposition, vector spaces, linear transformations and their matrix representations, orthogonality and projections, QR factorization, eigenvectors and eigenvalues, diagonalization of real symmetric and complex Hermitian matrices, the spectral theorem, Cholesky decomposition, and Singular Value Decomposition. In addition, students will program in MATLAB or R using basic algorithms for linear systems, eigenvalue problem, matrix factorization, and sensitivity analysis.
Terms Offered: Autumn
Prerequisite(s): Multivariate calculus (MATH 19520 or 20000, or equivalent). Previous exposure to linear algebra is helpful.
Equivalent Course(s): STAT 30750
STAT 24400-24500. Statistical Theory and Methods I-II.
This course 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. The first quarter 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. The second quarter 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. Computers are used in the second quarter.

STAT 24400. Statistical Theory and Methods I. 100 Units.
Terms Offered: Autumn, Winter
Prerequisite(s): Multivariate calculus (MATH 19520 or 20000 or 20500, or equivalent)
Note(s): Some previous experience with statistics and/or probability and linear algebra helpful but not required. In 2014, a special section of STAT 24400 will be offered in Autumn Quarter for students who have already taken STAT 25100. This special section of STAT 24400 will include additional topics in statistics not normally covered in STAT 24400-24500. Students taking either section of STAT 24400 will have appropriate preparation for STAT 24500.

STAT 24500. Statistical Theory and Methods II. 100 Units.
Terms Offered: Winter, Spring
Prerequisite(s): Multivariate calculus (MATH 19520 or 20000 or 20500, or equivalent) and linear algebra (MATH 19620 or 25500 or STAT 24300 or equivalent)
Note(s): Some previous experience with statistics and/or probability helpful but not required.
STAT 24610. Pattern Recognition. 100 Units.
This course treats statistical models and methods for pattern recognition and machine learning. Topics include a review of the multivariate normal distribution, graphical models, computational methods for inference in graphical models in particular the EM algorithm for mixture models and HMM’s, and the sum-product algorithm. Linear discriminative analysis and other discriminative methods, such as decision trees and SVM’s are covered as well.
Terms Offered: Spring
Prerequisite(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 37500

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.
Terms Offered: Spring
Prerequisite(s): MATH 20000 or 20500, 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).
Terms Offered: Winter
Prerequisite(s): STAT 24400 or 25100
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.
Terms Offered: Winter or Spring
Prerequisite(s): STAT 24500 is required; alternatively STAT 22400 and exposure to multivariate calculus. Some previous exposure to Fourier series is helpful but not required.
Equivalent Course(s): STAT 33600
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): CHSS 32900, HIPS 25600, 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.
Terms Offered: Autumn
Prerequisite(s): STAT 22400 or 24400
Equivalent Course(s): STAT 37400

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; 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 15300, CMSC 15400. STAT 22000 or STAT 23400 strongly recommended.
Equivalent Course(s): CMSC 25400

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.
Terms Offered: Spring
Prerequisite(s): MATH 20500 or 20800; STAT 24300 or MATH 25500 or MATH 25800
**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.
Terms Offered: Autumn, Winter, Spring
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 nonmajors. May be taken either for quality grades or for P/F grading.

**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, Winter, Spring
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. May be taken for P/F grading. Credit for STAT 29900 may not be counted toward the major in Statistics.
THEATER AND PERFORMANCE STUDIES

PROGRAM OF STUDY

Theater and Performance Studies (TAPS) seeks to animate the intersection of theory and practice in the arts. The program is comparative in multiple ways, requiring its students to acquire facility in the practice of two media (e.g., theater, film, video, dance, music, creative writing) while gaining fluency in the critical analysis of those media. To this end, students receive training in both performance practice and analysis, acquiring the fundamental tools for artistic creation while developing a nuanced and sophisticated vocabulary with which to analyze creativity. In this way, the program aims to contest the ready separation of academic theory and artistic practice or, for that matter, theorists and practitioners.

The program is designed to be flexible (to afford students as much latitude as possible in pursuing their particular interests) and exacting (to guarantee the development of comparative practical skills and rigorous analytic capacities). Students should work closely with the Director of Undergraduate Studies and with the preceptor assigned to the program in order to shape an individual course of study that reflects the student’s interests while fulfilling the program’s interdisciplinary and comparative requirements. The student’s faculty adviser on the BA project (see below) will provide additional direction during the senior year.

Students in other fields of study may also complete a minor in TAPS. Information follows the description of the major.

PROGRAM REQUIREMENTS

Students in the TAPS program must meet the following requirements:

1. Six courses in theory and analysis, encompassing the history, theory, aesthetics, and analysis of theatrical and/or performance practice. These courses in the theory and analysis rubric may be selected from the TAPS course offerings listed below or from related course offerings in the College. Ideally, at least four of these courses will be taken from members of the faculty or resource faculty in TAPS. Course selection is subject to the approval of the Director of Undergraduate Studies.

2. Six courses in artistic practice. Of these, no more than four will include the student’s primary medium; at least two will include a qualitatively different medium. Many of these courses will be found in the practical course offerings of TAPS listed below, as well as the course offerings in the Committee on Cinema and Media Studies, the Committee on Creative Writing, the Department of Visual Arts, and the Department of Music, among others. Students may need to supplement these course offerings with individually designed "reading" courses. Here, too, the student undertakes course selection in consultation with, and subject to the approval of, the Director of Undergraduate Studies.
3. One course (TAPS 29800 Theater and Performance Studies BA Colloquium) devoted to the preparation of the BA project to be taken in the student's fourth year.

BA Project

As the culmination of an undergraduate program combining aesthetic theory and practice, BA projects in Theater and Performance Studies will encompass both performance of an original work (e.g., staged reading, site-specific installation, solo performance, choreography) and analysis (e.g., BA paper).

The first step in the BA process takes the form of a critical paper which serves as the foundation for the final BA paper. Students complete a documentation of the performance including a theoretical component. The length of the critical paper varies (i.e., dance may be fewer pages than a full length play).

BA project proposals are developed by the student in consultation with the Director of Undergraduate Studies, subject to the approval of the Chair of Theater and Performance Studies, and supervised by a faculty member. Selecting a BA project adviser from the core and resource faculty in TAPS is encouraged but not required.

A preceptor (typically a lecturer with professional experience) assigned to the program will serve as a supplementary adviser for all BA projects, working with students on the mechanics of writing and providing tutorial assistance.

The problems addressed and encountered in the BA project will be further explored in the TAPS 29800 Theater and Performance Studies BA Colloquium taken during the student's fourth year. TAPS 29800 extends over two quarters; students receive one course credit and one grade. Deadlines for the BA project, assuming spring graduation date, are as follows: a completed draft of the creative project by the end of Winter Quarter; the final draft by Friday of fifth week in Spring Quarter for honors consideration and by Friday of eighth week in Spring Quarter for graduation.

The Chair of TAPS and the Director of Undergraduate Studies will jointly coordinate the evaluation of BA projects as a final degree requirement, in consultation with the faculty adviser and preceptor assigned to each case, and will report recommendations to the Associate Dean and Master of the Humanities Collegiate Division as to any recommendation concerning honors.

SUMMARY OF REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Units</th>
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<tbody>
<tr>
<td>Six theory and analysis courses</td>
<td>600</td>
</tr>
<tr>
<td>Six artistic practice courses</td>
<td>600</td>
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<tr>
<td>TAPS 29800 Theater and Performance Studies BA Colloquium</td>
<td>100</td>
</tr>
<tr>
<td>Total Units</td>
<td>1300</td>
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Application

Students wishing to enter the program should consult with the Director of Undergraduate Studies in Spring Quarter of their first year or as soon as possible thereafter. Students apply to the program by the beginning of Spring Quarter.
of their second year or, in extraordinary circumstances, no later than the end of Autumn Quarter of their third year. Participation in the program must be approved by the Director of Undergraduate Studies before declaring the major. TAPS majors will be added to the TAPS listhost.

**GRADING**

All courses in the major must be taken for a quality grade.

**HONORS**

Eligibility for honors requires an overall cumulative GPA of 3.25 or higher, a GPA of 3.5 or higher in the courses taken for the Theater and Performance Studies major, and a BA project that is judged by the first and second readers to display exceptional intellectual and creative merit.

**MINOR PROGRAM IN THEATER AND PERFORMANCE STUDIES**

Students who elect the minor program 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 obtain written approval for the minor program from the undergraduate adviser and submit it to their College adviser by the deadline on the form obtained from the undergraduate adviser.

The TAPS minor requires a total of six courses plus a public performance of original work (e.g., staged reading, site specific installation, solo performance piece, choreography). At least two of the required courses must be advanced-level TAPS courses (i.e., 20000-level or higher). The remaining required courses must bear a clear and coherent relationship specifically related to the intended creative work component of the TAPS minor. At least one of these courses must encompass critical theory and analysis.

In addition, each student must register for TAPS 29800 Theater and Performance Studies BA Colloquium to develop his or her critical analysis and resulting creative work. The focus of this course will be on a public performance of the student’s TAPS minor project, as described above, to be presented by the fifth week of the quarter in which the student intends to graduate. Each student must also submit a statement of critical methods (a critical analysis accompaniment to the public performance). This statement will be a supplement to the creative work, not a paper equal to it as is required for the major. The participation demanded for the minor will not be as extensive as for the major, and will be calibrated accordingly over the two-quarter period.

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.
Summary of Requirements for the Minor Program

Two 20000-level or higher TAPS courses .......................... 200

One critical theory course with specific relevance to the TAPS BA project (e.g., History and Theory of Drama, Visual Theory, Film Theory) .......................... 100

Two arts electives (e.g., ARTV, CMST, MUSI, TAPS) ............... 200

TAPS 29800 Theater and Performance Studies BA Colloquium ......... 100

A public performance of the creative component by fifth week of the graduating quarter

Statement of critical methods (a critical analysis accompaniment to the public performance)

Total Units .......................................................... 600

Approved Courses from Outside TAPS

Students may use most courses offered by Cinema and Media Studies, Creative Writing, Music, and Visual Arts to count toward the TAPS major. Students are encouraged to consult with the TAPS administrator or the Director of Undergraduate Studies for clarification as needed. Courses from outside those departments may also be appropriate, but students must receive prior consent from the TAPS administrator.

COURSES

TAPS 10100. Drama: Embodiment and Transformation. 100 Units.

Students examine the performance and the aesthetics of two dramatic works in contrasting styles but with unifying themes. The goal of this course is to develop an appreciation and understanding of a variety of techniques and of the processes by which they are theatrically realized. Rather than focus on the dramatic text itself, we concentrate on the piece in performance, including the impact of cultural context on interpretation. To achieve this, students are required to act, direct, and design during the course.

Instructor(s): D. New, P. Pascoe, S. Bockley, M. Gawyrk, S. Murray

Terms Offered: Autumn, Winter, Spring

Note(s): Attendance at first class meeting is mandatory. At least three sections are offered per quarter, with class limited to twenty students. This course meets the general education requirement in the dramatic, musical, and visual 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): D. New, P. Pascoe, C. Sullivan, H. Kays

Terms Offered: Autumn, Winter, Spring

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 dramatic, musical, and visual 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 dramatic, musical, and visual arts. Workshops in dramatic technique and attendance at performances at Chicago theaters, in addition to class time, are required.

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>TAPS 10300</td>
<td>Text and Performance</td>
<td>100</td>
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<tr>
<td>TAPS 10500</td>
<td>Staging Terror</td>
<td>100</td>
</tr>
<tr>
<td>TAPS 10600</td>
<td>Staging Desire</td>
<td>100</td>
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TAPS 10300. Text and Performance. 100 Units.
Many contemporary plays purposely eschew traditional forms of realistic staging, yet most contemporary theater makers are only trained to execute traditional, realistic scenes. This course is a reading of several plays and essays to learn to look at a play with an adaptable, creative mind. We develop tools that draw from contemporary theorists and non-realistic theorists of the past. The goal is to provide students with a wide theatrical vocabulary with which to approach these contemporary plays with ideas that they may not have witnessed before.
Instructor(s): H. Coleman, D. Levin, L. Kruger, P. Pascoe, S.Bockley Terms Offered: Autumn, Winter, Spring
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 dramatic, musical, and visual arts.

TAPS 10500. Staging Terror. 100 Units.
This course meets the general education requirement in the dramatic, musical, and visual arts. This course explores 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 Grand Guignol, Shakespeare, Gothic novels, and horror films.
Instructor(s): H. Coleman Terms Offered: Autumn
Note(s): Attendance at the first class is mandatory. This course is offered in alternate years. This course meets the general education requirement in the dramatic, musical, and visual arts.

TAPS 10600. Staging Desire. 100 Units.
Experience in dramatic analysis or performance not required. This course meets the general education requirement in the dramatic, musical, and visual arts.
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 dramatic, musical, and visual arts.
TAPS 10700. Introduction to Stage Design. 100 Units.
Course explores the application of the visual and aural arts to the varied forms of design for the stage (i.e., scenic, lighting, costume, sound). We pay particular attention to the development of a cogent and well-reasoned analysis of text and an articulate use of the elements of design through a set of guided practical projects. Instructor(s): M. Gawryk, J. Wardell Terms Offered: Autumn, Spring Note(s): Lab fee is required. Attendance at first class meeting is mandatory. This course meets the general education requirement in the dramatic, musical, and visual arts.

TAPS 15000. Beginning Playwrighting. 100 Units.
This course is a writing workshop introducing students to the art of play-writing. The workshop introduces a range of strategies for writing dramatic text, with a special focus on the playwright as collaborator, use of source materials and found text, and the writer’s relationship to practices of staging and styles of performance. Students read several contemporary and classic plays from a range of styles to develop a play-writing vocabulary that includes the concepts of character, dramatic action, voice and mise-en-scene. Students write three complete scenes in contrasting styles over the course of the quarter and engage in active discussion of the writing presented by their colleagues during each workshop session. Writers are required to complete weekly exercises and post responses to the reading list on a class website. Instructor(s): Staff Terms Offered: Autumn Note(s): Attendance at first class meeting is mandatory.

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. Instructor(s): J. Petrakis Terms Offered: Autumn, Winter

TAPS 18600. Introduction to Puppetry. 100 Units.
This course explores the basic history and theory of puppetry as a performance art (both Eastern and Western traditions). Lectures are included, but our focus is on construction and performance techniques of basic puppet forms (e.g., hand, shadow, rod, bunraku styles). Instructor(s): J. Wardell Terms Offered: Winter Note(s): This course is offered in alternate years.
TAPS 20100. Twentieth-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.
Instructor(s): H. Coleman Terms Offered: Autumn
Note(s): Attendance at first class meeting is mandatory. This course is offered in alternate years.

TAPS 21600. Acting Workshop. 100 Units.
This advanced acting course will prep you for the professional industry. The classes are based on the Meisner Technique and the Black Box Acting Studio Method. You will work on technique, auditions, and learn to consistently bring your full self to the table.
Instructor(s): A. Francis Terms Offered: Winter, Spring
Note(s): Attendance at first class meeting is mandatory. CONSENT ONLY.

TAPS 22100. Solo Performance. 100 Units.
This goal of this course is to develop solo work and investigate the unique performer-to-audience dynamic of solo performance and its particular challenges and power. This experience offers insight into the collaborative process and develops the ability to evaluate work from an interior and an exterior perspective, through independent as well as group work. Inspired by Oulipian constraint-based exercises, students generate new works through in-class and take-home assignments. Sources include journals, personal research, improvisation, the use of multi-media, and viewpoints. The course culminates in a performance of solo works for UT Day.
Instructor(s): Staff Terms Offered: Winter
Note(s): Attendance at first class meeting is mandatory. Prior solo work not required.

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): Staff Terms Offered: Autumn
Note(s): Attendance at first class meeting is mandatory.
TAPS 23100. Advanced Directing. 100 Units.
This course introduces students to fundamental skills of directing for the stage, from first contact with the script to final performance. After a preliminary examination of directing theory, the course provides practical experience in script analysis, composition work, blocking, and the rehearsal process. Students are expected to prepare a minimum of three assigned scenes ranging in style (e.g., Williams, Brecht, Shakespeare) with actors outside of class for critique, with final scenes performed publicly during tenth week.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): TAPS 23000
Note(s): Attendance at first class meeting is mandatory. This course is offered in alternate years.

TAPS 23500. Aerial and Circus with Actors Gymnasium. 100 Units.
Students gain an introduction to aerial and circus arts, developing a basic skill set while increasing their strength and flexibility. Skills covered in class may include: trapeze, silks, lyra, unicycling, juggling, tightrope, tumbling, and acro. While no acrobatic experience is necessary to enroll in this class, it is recommended that participants be in good physical health. Students should wear comfortable clothes to class, being aware that they will be, at times, upside down.
Instructor(s): Actor’s Gymnasium Terms Offered: Spring
Note(s): Attendance at first class meeting is mandatory. CONSENT ONLY.

TAPS 23600. Improv and Sketch. 100 Units.
This class will explore the many different schools of thought in the Chicago improv comedy community, including but not limited to The Second City, iO, and The Annoyance. Organic discovery and plot will be highlighted within scenework as well as the group dynamic, with comedy as the result. Come ready to play and play hard.
Instructor(s): S. Messing Terms Offered: Autumn
Note(s): Attendance at first class meeting is mandatory. This course is offered in alternate years.

TAPS 23700. Playwriting: Creating Natural Dialogue for the Stage. 100 Units.
This course employs collaboration among the students to help each individual writer create natural dialogue for the stage. Students will utilize improvisation to write a contemporary scene focusing on the natural rhythms and nuances of modern communication. Through these improvisations, the students create a framework for their narrative with a special 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 explore the voices of their characters. In addition to the weekly assignments, students write two complete scenes that will receive readings by their classmates.
Instructor(s): E. Linder 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: Winter
Note(s): Attendance at first class meeting is mandatory.

TAPS 23900. Playwriting: Sketch to Play. 100 Units.
This course follows a story from outline to sketch to short play. Using improvisation with their fellow classmates, writers will create sketches that will be the foundation for a short play. These improvisations will help each writer learn more about the characters they are writing, helping a stock character in a sketch grow to a fully dimensional character for their short play. Classes will include roundtable discussions and active improvisation with their classmates. In addition to the weekly assignments, students write three complete sketches and one short play that will receive a reading by their classmates.
Instructor(s): E. Linder
Terms Offered: Spring
Note(s): Attendance at first class is mandatory.

TAPS 24000. Director/Designer Collaboration. 100 Units.
The concept phase of the shared creative process in theater requires clarity of vision and impulse to dream while negotiating the realities of budget and space. With students in the roles of director and designer, this class tackles the pre-production period from initial concept meetings to design presentations for rehearsal. Students develop vocabulary that fully expresses the director’s vision and simultaneously provides creative room for the designer.
Instructor(s): H. Coleman, J. Wardell, M. Gawryk
Terms Offered: Spring
Note(s): Attendance at first class meeting is mandatory. This course is offered in alternate years.

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.
Instructor(s): H. Coleman
Terms Offered: Spring
Note(s): Attendance at first class meeting is mandatory. This course is offered in alternate years.
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: Autumn
Note(s): Attendance at first class meeting is mandatory.

TAPS 25500. Advanced Screenwriting. 100 Units.
This course requires students to complete the first draft of a feature-length screenplay (at least ninety pages in length), based on an original idea brought to the first or second class. No adaptations or partially completed scripts are allowed. Weekly class sessions include reading of script pages and critique by classmates and instructor.
Instructor(s): J. Petrakis Terms Offered: Spring
Prerequisite(s): TAPS 15500, and consent of instructor based on fifteen-page writing sample in screenplay format.
Note(s): Class limited to eight students.
Equivalent Course(s): CRWR 27103

TAPS 26000. Modern Dance. 100 Units.
The revolutionary ideas behind modern dance created perceptual shifts in how dance performance and the body itself were viewed. In this course, students learn physical skills specific to modern dance technique through the perspective of the artists who originated these ideas. Students physically embody the history of modern dance, perceiving how technique and the body became an agent of both aesthetic and cultural transformation. Major artists include Isadora Duncan, Martha Graham, Doris Humphrey, Merce Cunningham, Alvin Ailey, and the Judson Church artists, as well as such contemporary artists as Twyla Tharp and Mark Morris.
Instructor(s): J. Rhoads Terms Offered: Autumn
Note(s): Attendance at first class meeting is mandatory. This course is offered in alternate years.
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. This course is offered in alternate years.

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): J. Wardell Terms Offered: Autumn
Note(s): Attendance for first class meeting is mandatory. This course is offered in alternate years.

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: Autumn
Note(s): Attendance at the first class meeting is mandatory.

TAPS 27800. Story through Music and Sound. 100 Units.
This course will explore ways in which music and sound can be used to tell and support a story in the theater. We will examine how in the simplest moment to the more layered and complex, music and sound are used to create time, place, or emotional context. We will analyze the connections of plot, dialogue, music, and sound in the theater. We will also be learning the basics of Pro Tools and sound system design enabling us to create our own audio productions interacting with live performance.
Instructor(s): R. Bodeen, M. Milburn Terms Offered: Spring
Note(s): Attendance at first class meeting is mandatory. CONSENT ONLY.
TAPS 27900. 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 24550, ARTV 34550

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): J. Wardell Terms Offered: Spring
Prerequisite(s): TAPS 10700 or consent of instructor required; previous experience in stage design or visual art recommended.
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. Gawryk Terms Offered: Winter
Note(s): Attendance at first class meeting is mandatory.
TAPS 28200. Onstage Presence. 100 Units.
The relationship to one’s partners is the single most predictably generative asset we have on stage. How can we use this reliable relationship to create work that is truthful and grounded in the real, so that we can forge experience with audiences rather than asking them to "suspend disbelief." In this class we will explore action and liveness in theater performance and creation. At the very core of the theatrical act is the live interaction between the actor and her/his partners. We will look at improvisation, action art, and 500 Clown technique as ways of finding ourselves present on stage. There will be writing (creative and papers) and reading (you know...books), but this class is mostly a time to acquire knowledge with the body. We will be stretching physically and emotionally each class period. Journaling will be required, as will clothes that allow for free movement with no flashiness or logos. (Burlap sack not required). Performance experience not required. If you’re not interested in performance though, why are still reading this? 500 Clown is a Clown-theater company founded in 1999. The core members of which have developed a way of teaching performance which produces visceral and accessible theater. Adrian Danzig is the founding Artistic Director of 500 Clown.
Instructor(s): A. Danzig Terms Offered: Winter

TAPS 28400. History and Theory of Drama I. 100 Units.
The course is a survey of major trends and theatrical accomplishments in drama from the ancient Greeks through the Renaissance: Aeschylus, Sophocles, Euripides, Aristophanes, classical Sanskrit theater, medieval religious drama, Japanese Noh drama, Kyd, Marlowe, Shakespeare, and Molière, along with some consideration of dramatic theory by Aristotle, Sir Philip Sidney, Corneille, and others. Students have the option of writing essays or putting on short scenes in cooperation with other members of the course. The goal of these scenes is not to develop acting skill but, rather, to discover what is at work in the scene and to write up that process in a somewhat informal report. End-of-week workshops, in which individual scenes are read aloud dramatically and discussed, are optional but highly recommended. (D)
Instructor(s): D. Bevington Terms Offered: Autumn
Prerequisite(s): Preference given to students with third- or fourth-year standing.
Note(s): May be taken in sequence with ENGL 13900/31100 or individually. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): ENGL 13800, CLAS 31200, CLCV 21200, CMLT 20500, CMLT 30500, ENGL 31000
TAPS 28401. History and Theory of Drama II. 100 Units.
This course is a survey of major trends and theatrical accomplishments in Western drama from the eighteenth century into the twentieth (i.e., Sheridan, Ibsen, Chekhov, Strindberg, Wilde, Shaw, Brecht, Beckett, Pinter, Stoppard, Churchill, Kushner). Attention is also paid to theorists of the drama (e.g., Stanislavsky, Artaud, Grotowski). Students have the option of writing essays or putting on short scenes in cooperation with other members of the course. The goal of these scenes is not to develop acting skill but, rather, to discover what is at work in the scene and to write up that process in a somewhat informal report. End-of-week workshops, in which individual scenes are read aloud dramatically and discussed, are optional but highly recommended. (D)
Instructor(s): D. Bevington Terms Offered: Winter
Prerequisite(s): Third- or fourth-year standing
Note(s): May be taken in sequence with ENGL 13800/31000 or individually. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): ENGL 13900,CMLT 20600,CMLT 30600,ENGL 31100

TAPS 28414. 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): W. Pope.L Terms Offered: Autumn
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 24301,ARTV 34301
TAPS 28417. Munich-Chicago Performance Laboratory: Jephta’s Daughter. 100 Units.
In July 2015, the Bavarian State Opera in Munich will present the world premiere of a piece tentatively titled Jephta’s Daughter, to be directed by Saar Magal (choreographer and director, Tel Aviv) and conceived by Magal in collaboration with University of Chicago professor David Levin. Magal and Levin will offer a laboratory course in which to prepare the piece. As presently conceived, the piece will combine theater, dance, oratorio, film, contemporary composition, and a variety of contemporary performance idioms to adapt and interrogate the story of Jephta’s daughter (in the Book of Judges, from which the story is adapted, she remains nameless). We are hoping to attract students keen to explore a broad cross-section of materials through seminar-style discussion and experimentation on stage. (We will work through biblical criticism, films like Harmony Korine’s Spring Breakers (2013) or Ulrich Seidl’s Paradise: Love-Faith-Hope, operas like Mozart’s Idomeneo, oratorios like Handel’s Jephta and Carissimi’s Jephta, and a range of critical theory, including Rene Girard’s Violence and the Sacred and Derek Hughes’s Culture and Sacrifice). Stage work will encompass improvisational, physical, and text-based work. Students with an interest in any of the following are especially welcome: adaptation, theater practice, performance theory, dramaturgy, design, and/or editing.
Instructor(s): David Levin, Saar Magal Terms Offered: Autumn
Prerequisite(s): Undergraduate students require consent of instructor.
Equivalent Course(s): GRMN 28914, GRMN 38914, MUSI 28914, MUSI 38914, RLIT 38914, RLST 28914

TAPS 28429. Improvisational Dramaturgy. 100 Units.
Team-taught by Catherine Sullivan and visiting composers Sean Griffin and George Lewis, Improvisational Dramaturgy explores interdisciplinary and improvisational strategies for performance. Course work will be integrated with the development of a staging of an operatic composition by Lewis. Tentatively titled “Afterword,” the piece explores the ecology of Lewis’s 2008 award-winning book, A Power Stronger Than Itself: The A.A.C.M. and American Experimental Music. Issues of public assembly, spatial language, music as social text, documentation, collaboration, and the dynamics of improvisation will be explored in theory, history, and practice. The class will work as an ensemble, contributing original material and working with various groups both on and off campus. Students working in all disciplines are welcome. This course is sponsored by a Mellon Fellowship for Arts Practice and Scholarship at the Gray Center for Arts and Inquiry.
Instructor(s): C. Sullivan, S. Griffin, G. Lewis Terms Offered: Spring
Equivalent Course(s): ARTV 23833, ARTV 33833, CRES 23833, CRES 38333, MUSI 26114, MUSI 38214
TAPS 28438. Before and After Beckett: Theater and Theory. 100 Units.
Beckett is conventionally typed as the playwright of minimalist scenes of
unremitting bleakness but his experiments with theatre and film echo the irreverent
play of popular culture (vaudeville on stage and screen, e.g., Chaplin and Keaton)
as well as the artistic avant garde (Jarry). This course will juxtapose these early
20th century models with Beckett’s plays on stage and screen and those of his
contemporaries (Ionesco, Genet, Duras). Contemporary texts include Vinaver,
Minyana, in French, Pinter, Churchill, Kane in English. Theorists include Barthes,
Badiou, Bert States, and others. Comparative Literature students will have the
opportunity to read French originals. (D, G, H)
Instructor(s): L. Kruger Terms Offered: Winter
Prerequisite(s): PQ: HUM and TAPS course; this course is for juniors and seniors
only; not open to first-year College students
Equivalent Course(s): ENGL 24408,CMLT 24408

TAPS 28442. Thinking Tragedy: Nietzsche’s Geburt der Tragödie. 100 Units.
The Focus of this seminar exploring (German) theories of tragedy will be Friedrich
Nietzsche’s Birth of Tragedy. In order to understand better this work’s iconoclasm
we will first survey some of the more seminal theorizations of the tragic genre
starting with Aristotle but concentrating on the contributions of German idealist
philosophers and thinkers such as Schiller, Hegel, and Schelling, before we then turn
to a close critical reading of Nietzsche’s text. Readings and discussions in English.
Instructor(s): C. Wild Terms Offered: Spring
Equivalent Course(s): FNDL 25202,GRMN 28714

TAPS 28443. Multiples in Wood and Metal. 100 Units.
This class aims to problematize both computerized and manual approaches to
reproduction in wood and metal. Through discussion and project development, we
will find productive space to employ hybrid processes, while maintaining critical
inquiry into the meaning and conceptual avenues they create. We will focus on the
following prototyping equipment: CNC, Laser Cutter, and 3-D printer. Additionally,
welding and woodworking are major components to this class. It is not required that
you have previous experience working with either of these materials, just fortitude
and enthusiasm to learn about them.
Instructor(s): H. Givler Terms Offered: Winter
Equivalent Course(s): ARTV 24552,ARTV 34552
TAPS 28444. 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 class for the full first week to confirm enrollment. Pink slip/wait list requests are due several weeks before the quarter begins. Sign up for the wait list at dova.uchicago.edu/content/wait-list-core-courses-0.
Terms Offered: Autumn, Winter, Spring
Note(s): ARTV 10100, 10200, and 10300 may be taken in sequence or individually. This course meets the general education requirement in the dramatic, musical, and visual arts. Previous experience in media-based studio courses not accepted as a substitute for this course.
Equivalent Course(s): ARTV 10100

TAPS 28445. 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. Students must attend class for the full first week to confirm enrollment. Pink slip/wait list requests are due several weeks before the quarter begins. Sign up for the wait list at dova.uchicago.edu/content/wait-list-core-courses-0.
Terms Offered: Autumn, Winter, Spring
Note(s): ARTV 10100, 10200, and 10300 may be taken in sequence or individually. This course meets the general education requirement in the dramatic, musical, and visual arts. Previous experience in media-based studio courses not accepted as a substitute for this course.
Equivalent Course(s): ARTV 10200
TAPS 28448. 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): G. Oppenheimer Terms Offered: Winter
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 22200,ARTV 32000

TAPS 28452. Media Ecology: Embodiment and Software. 100 Units.
Media ecology examines how the structure and content of our media environments —online and offline, in words, images, sounds, and textures—affect human perception, understanding, feeling, and value; or alternatively, media ecology investigates the massive and dynamic interrelation of processes and objects, beings and things, patterns and matter. At stake are issues about agency—human or material—and about determinism—how does society or culture interact with or shape its technologies, or vice versa? This course investigates theories of media ecology by exploring systems of meanings that humans embody (cultural, social, ecological) in conjunction with the emerging field of software studies about the cultural, political, social, and aesthetic impacts of software (e.g., code, interaction, interface). In our actual and virtual environments, how do we understand performing our multiple human embodiments in relation to other bodies (organism or machine) in pursuit of social or political goals?
Instructor(s): M. Browning Terms Offered: Autumn
Equivalent Course(s): HUMA 25202,HIPS 25203,LLSO 27801,CMST 25204

28500-29600. Advanced Topics in Theater. PQ: Advanced experience in theater and consent of instructor. These courses are designed for students wishing to pursue advanced study in a specific field of theater/performance. Intensive study and reading is expected. Attendance at performances and labs required. Interested students should contact the TAPS office.

TAPS 28500. Advanced Study: Acting. 100 Units.
Terms Offered: Autumn, Winter, Spring

TAPS 28600. Advanced Study: Directing. 100 Units.
Terms Offered: Autumn, Winter, Spring

TAPS 28700. Advanced Study: Playwriting. 100 Units.
Terms Offered: Autumn, Winter, Spring

TAPS 28800. Advanced Study: Scenic Design. 100 Units.
Terms Offered: Autumn, Winter, Spring

TAPS 28900. Advanced Study: Costume Design. 100 Units.
Terms Offered: Autumn, Winter, Spring
TAPS 29000. Advanced Study: Lighting Design. 100 Units. 
Terms Offered: Autumn, Winter, Spring

TAPS 29100. Advanced Study: Choreography. 100 Units. 
Terms Offered: Autumn, Winter, Spring

TAPS 29200. Advanced Study: Dance. 100 Units. 
Terms Offered: Autumn, Winter, Spring

TAPS 29300. Advanced Study: General. 100 units. Units. 
Instructor(s): Staff Terms Offered: Autumn, Winter, Spring

TAPS 29500. Advanced Study: Directing Study. 100 Units. 
Instructor(s): H. Coleman Terms Offered: Autumn, Winter, Spring

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.
Tutorial Studies

Program of Study

Tutorial Studies is a program only in an administrative sense; it serves as an alternative for students who propose a coherent course of studies that clearly will not fit within a regular major. Students in the College may be admitted to Tutorial Studies at any point in their careers; their requirements will then be written to fill the time they have left until graduation. On the whole, the New Collegiate Division prefers to admit students to this format late rather than early: for a senior year in Tutorial Studies rather than a two-year program and for two years rather than three. Admission to Tutorial Studies is handled separately from admission to other New Collegiate Division programs.

Students in Tutorial Studies are held to all College requirements and to the New Collegiate Division requirements, including the production of substantial written work. Tutorial Studies makes no other requirements of students admitted to the program, but particular students may be held to certain requirements judged appropriate by the tutor or the program chairman.

Students in Tutorial Studies have no major; instead, all students have a tutor. A tutor is a member of the Chicago faculty who has agreed to take responsibility for their work. An individual student’s education is worked out between the student and the tutor under the general supervision of the program chairman. Because of the special burden placed on the tutor, the rule states: the student and the tutor are admitted together. Students may enter Tutorial Studies only when they have found a tutor and after there has been sufficient discussion among student, tutor, and program chairman to establish to the satisfaction of all three that:

1. the student knows what he or she wants to do
2. the tutor understands it and wants to take charge of it
3. it is something worth doing and something that will constitute an appropriate segment of a College education
4. it can be done with the available resources
5. it cannot be done effectively within any existing College program.

A student in Tutorial Studies, like other New Collegiate Division students, takes both regular courses and reading courses. Reading courses may be taken with members of the faculty other than the tutor.

In the past, successful Tutorial Studies students have generally belonged to one of two categories:

1. students who wish to focus on some relatively narrow topic (the poetry of Baudelaire, for example) but in a rather broad way, that is, in terms of poetics, culture history, psychology, and so on.
2. students who wish to construct some more conventional program that the College does not offer: American studies, for instance, or education.
PROGRAM REQUIREMENTS

Admissions to Tutorial Studies are made by the master of the New Collegiate Division upon the recommendation of the program chairman. In the nature of the case, requirements in Tutorial Studies can hardly be specified. It is expected that thirteen courses will be devoted to the immediate purposes of the student’s project, of which several will be individual study courses with the principal tutor or other faculty members. NOTE: Courses used to meet requirements for the Tutorial Studies major must be chosen in consultation with the faculty tutor and completed subsequent to admission into the program.

GRADING, TRANSCRIPTS, AND RECOMMENDATIONS

The independent study and major papers required by the New Collegiate Division are best evaluated in faculty statements on the nature and quality of the work. In support of the independent study grades of Pass, Fail, and Incomplete, faculty supervisors are asked to submit such statements to student files maintained in the New Collegiate Division office. Responses to the major papers and copies of the papers themselves are also available in this collection of statements, which is used to support graduate applications and to evaluate New Collegiate Division candidates for Phi Beta Kappa, College honors, and other awards. Students should request statements of reference from faculty with whom they have worked.

HONORS

Honors are awarded in all the New Collegiate Division majors. In Tutorial Studies the essential requirement for honors is an exceptionally distinguished senior paper. Papers considered worthy of honors by the initial readers are referred to a third reader whose identity is unknown to the student. In addition, honors depend on the student’s grades, especially in the Tutorial Studies program; a 3.50 GPA is roughly the floor but, because a good deal of New Collegiate Division work tends to be ungraded, the GPA standard cannot be stated precisely. Faculty evaluations of ungraded work are taken into account along with grades.
VISUAL ARTS

PROGRAM OF STUDY

The Department of Visual Arts (DOVA) is concerned with the making of art 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. ARTV 10100 Visual Language: On Images, ARTV 10200 Visual Language: On Objects, and ARTV 10300 Visual Language: On Time and Space are intended for students with no studio background and meet the general education requirement in the dramatic, musical, and visual arts. More advanced courses presume that students have taken at least one of these three courses. (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 and also include readings and visits to local museums and galleries. These courses engage principles of visual language stressing the relationship of form and meaning.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTV 10100</td>
<td>Visual Language: On Images</td>
<td>100</td>
</tr>
<tr>
<td>ARTV 10200</td>
<td>Visual Language: On Objects</td>
<td>100</td>
</tr>
<tr>
<td>ARTV 10300</td>
<td>Visual Language: On Time and Space</td>
<td>100</td>
</tr>
</tbody>
</table>

ARTV 15000 Art Practice and Theory, which is primarily intended for students majoring or minoring in visual arts, examines the place of artistic practice in contemporary culture.

ARTV courses numbered 20000 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, selected nonstudio courses in the theory and criticism of art, and courses in theater and set design.

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. Because of the diversity of student interests and the department’s interdisciplinary orientation, requirements for the major are flexible.

All students take ARTV 10100 Visual Language: On Images, ARTV 10200 Visual Language: On Objects, or ARTV 10300 Visual Language: On Time and Space, and ARTV 15000 Art Practice and Theory in the first two years of their studies. (NOTE: Students majoring in visual arts cannot use an ARTV course to meet the general education requirement in the dramatic, musical, and visual arts.) After completing these core 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 five of the courses beyond the core must be drawn from the second level of predominantly studio-oriented offerings (studio art courses numbered 20000 and above). The remaining three courses may be any intellectually consistent combination of visual arts studio courses, visual arts critical and theory courses, and any other relevant offerings in the College. Up to two independent study courses that are relevant to the major may be counted toward these three electives. (For more information, consult the sample programs of study that follow.)

Students take ARTV 29600 Junior Seminar in Spring Quarter of their third year. This studio seminar examines approaches to independent studio projects. At the end of the Junior Seminar, students may choose to apply for the visual arts honors track. Places in the honors track are limited. Applicants will be reviewed by a faculty committee at the end of their third year, and honors track decisions will be announced before the start of the Autumn Quarter of fourth year. Students in the honors track present their work in a thesis exhibition and may be eligible to receive shared studio space in their senior year; studio space and the exhibition are limited to students in the honors track. (See “Honors” section below for more details.)

All visual arts majors must take ARTV 29850 Senior Seminar in the Autumn Quarter of their fourth year. Students in the honors track take an additional course, ARTV 29900 Senior Project, which serves as a forum to prepare for the thesis exhibition in the spring. (See “Honors” section below for more details.)

Summary of Requirements for Majors

General Education

<table>
<thead>
<tr>
<th>Introductory art history, drama, or music course *</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Units</td>
<td>100</td>
</tr>
</tbody>
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Major

<table>
<thead>
<tr>
<th>One of the following:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ARTV 10100 Visual Language: On Images</td>
<td>100</td>
</tr>
<tr>
<td>ARTV 10200 Visual Language: On Objects</td>
<td>100</td>
</tr>
<tr>
<td>ARTV 10300 Visual Language: On Time and Space</td>
<td>100</td>
</tr>
<tr>
<td>ARTV 15000 Art Practice and Theory</td>
<td>100</td>
</tr>
<tr>
<td>ARTV 29600 Junior Seminar</td>
<td>100</td>
</tr>
</tbody>
</table>
ARTV 29850                     Senior Seminar                      100
5 studio art courses numbered 20000 and above                   500
3 Electives relevant to the major                                    300
Total Units                                                 1200

* Students majoring in visual arts cannot use an ARTV course to meet the general education requirement in the dramatic, music, and visual arts.

Sample Programs

The Department of Visual Arts encourages its students either to focus their major in the studio or to construct interdisciplinary major programs combining studio and nonstudio courses that focus on a particular theme. The following examples are not prescriptive, only suggestive:

1. A program that explores relationships of image and text in the construction of narratives, combining courses in drawing and graphics with courses in creative writing, literature, and art history.

2. A program that explores issues of identity construction through image making, and combines courses in painting, sculpture, drawing, and photography with courses in anthropology, art history, and gender studies.

3. A program in the practice of painting exploring aesthetic form as a vehicle for individual expression, including art history and philosophy courses.

4. A studio-based program in photography that concentrates on black-and-white silver-gelatin processes, and includes a thorough investigation of the history and conceptual framework of the medium.

5. A program that investigates issues surrounding representations of the body (including an engagement with contemporary and historic practices in visual art and film, as well as feminist, gender, race, and class theory) and concludes in an installation of a series of photographs.

6. A studio-based program in sculpture that examines how our sensory or kinesthetic knowledge of our bodies differs greatly from how we are seen as objects in space by others (possibly including additional courses in the history of art and in anatomy).

Grading

Students majoring in visual arts must receive quality grades for the thirteen 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.

Honors

Visual arts majors may apply for the honors track at the end of their third year. Places in the honors track are limited. Applicants will be reviewed by a faculty committee at the end of the third year, and honors track decisions will be announced before the start of the Autumn Quarter of fourth year. Honors track students work in consultation with the Director of Undergraduate Studies and the visual arts faculty to mount a thesis exhibition at the end of their senior year. Honors 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, honors track students take ARTV 29900 Senior Project in the Winter Quarter of their final year, in preparation for their thesis exhibition. The grade for ARTV 29900 Senior Project is recorded at the end of the Spring Quarter of the fourth year, after completion of the exhibition.

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.

**SUMMARY OF REQUIREMENTS FOR HONORS TRACK MAJORS**

**GENERAL EDUCATION**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory art history, drama, or music course</td>
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</tr>
<tr>
<td>Total Units</td>
<td>100</td>
</tr>
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</table>

**MAJOR**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTV 10100</td>
<td>Visual Language: On Images</td>
<td>100</td>
</tr>
<tr>
<td>ARTV 10200</td>
<td>Visual Language: On Objects</td>
<td>100</td>
</tr>
<tr>
<td>ARTV 10300</td>
<td>Visual Language: On Time and Space</td>
<td>100</td>
</tr>
<tr>
<td>ARTV 15000</td>
<td>Art Practice and Theory</td>
<td>100</td>
</tr>
<tr>
<td>ARTV 29600</td>
<td>Junior Seminar</td>
<td>100</td>
</tr>
<tr>
<td>ARTV 29850</td>
<td>Senior Seminar</td>
<td>100</td>
</tr>
<tr>
<td>ARTV 29900</td>
<td>Senior Project</td>
<td>100</td>
</tr>
<tr>
<td>5 studio art courses numbered 20000 and above</td>
<td>500</td>
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</tr>
<tr>
<td>3 Electives relevant to the major</td>
<td>300</td>
<td></td>
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<tr>
<td>Total Units</td>
<td>1300</td>
<td></td>
</tr>
</tbody>
</table>

* Students majoring in visual arts cannot use an ARTV course to meet the general education requirement in the dramatic, music, and visual arts.

**MINOR PROGRAM IN THE DEPARTMENT OF VISUAL ARTS**

The minor in visual arts requires six courses: two are 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 ARTV 15000 Art Practice and Theory) and four are drawn from visual arts studio courses chosen in consultation with the Director of Undergraduate Studies. (NOTE: Students minoring in visual arts cannot use an ARTV course to meet the general education requirement in the dramatic, musical, and visual arts.)

Students who elect the minor program in visual arts 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.

The following group of courses would comprise a minor in visual arts:

Requirements for the Visual Arts Minor

GENERAL EDUCATION

<table>
<thead>
<tr>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory art history, drama, or music course</td>
<td>100</td>
</tr>
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Total Units 100

MINOR

<table>
<thead>
<tr>
<th>Description</th>
<th>Units</th>
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<tbody>
<tr>
<td>One of the following:</td>
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<tr>
<td>ARTV 10100 Visual Language: On Images</td>
<td></td>
</tr>
<tr>
<td>ARTV 10200 Visual Language: On Objects</td>
<td></td>
</tr>
<tr>
<td>ARTV 10300 Visual Language: On Time and Space</td>
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</tr>
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</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTV 15000 Art Practice and Theory</td>
<td>100</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 studio art courses numbered 20000 and above</td>
<td>400</td>
</tr>
</tbody>
</table>

Total Units 600

* Students minoring in visual arts cannot use an ARTV course to meet the
general education requirement in the dramatic, music, and visual arts.

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 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 class for the full first week to confirm enrollment. Pink slip/wait list requests are due several weeks before the quarter begins. Sign up for the wait list at dova.uchicago.edu/content/wait-list-core-courses-0.
Terms Offered: Autumn, Winter, Spring
Note(s): ARTV 10100, 10200, and 10300 may be taken in sequence or individually. This course meets the general education requirement in the dramatic, musical, and visual arts. Previous experience in media-based studio courses not accepted as a substitute for this course.
Equivalent Course(s): TAPS 28444

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. Students must attend class for the full first week to confirm enrollment. Pink slip/wait list requests are due several weeks before the quarter begins. Sign up for the wait list at dova.uchicago.edu/content/wait-list-core-courses-0.
Terms Offered: Autumn, Winter, Spring
Note(s): ARTV 10100, 10200, and 10300 may be taken in sequence or individually. This course meets the general education requirement in the dramatic, musical, and visual arts. Previous experience in media-based studio courses not accepted as a substitute for this course.
Equivalent Course(s): TAPS 28445
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 the time schedule for details. Visits to museums and other fieldwork required, as is participation in studio exercises and group critiques. Students must attend class for the full first week in order to confirm enrollment. Pink slip/wait list requests are due several weeks before the quarter begins. Sign up for the wait list at dova.uchicago.edu/content/wait-list-core-courses-0.
Terms Offered: Autumn, Winter, Spring
Note(s): ARTV 10100, 10200, and 10300 may be taken in sequence or individually. This course meets the general education requirement in the dramatic, musical, and visual arts. Previous experience in media-based studio courses not accepted as a substitute for this course.
Equivalent Course(s): CMST 10300, TAPS 23400

ARTV 15000. Art Practice and Theory. 100 Units.
This course examines the place of artistic practice in contemporary culture and the rhetoric of images. Emphasis is placed on the visual arts, examining discourses such as the assignment of value to works, the formation of taste, the relationship between individual production and institutional practices, the role of authorship (intentionality) in the construction of meaning, the gate-keeping functions of curatorial and critical practice, the function and maintenance of categorical distinctions constituting "otherness" (high/low, naive, primitive, outside), the relationship between truth and authenticity, and the uses of art (e.g., transcendence, decoration, activism, therapy, play). Visits to museums, galleries, and other cultural and commercial sites required, as is attendance at designated events.
Instructor(s): Z. Cahill, S. Huffman. Terms Offered: Autumn, Winter
Note(s): It is recommended that students who are majoring in visual arts enroll in this required course before their fourth year. Open to nonmajors with consent of instructor. This course does not meet the general education requirement in the dramatic, musical, and visual arts.
ARTV 21001. Figure Drawing: Trans/Figuration. 100 Units.
Figure drawing is an experience that engages us visually, physically, emotionally, and psychologically. This many-faceted relationship is examined through the use of a variety of traditional and experimental materials, set-ups, and drawing methods. Assignments and class critiques investigate different models of stylistic invention, ranging from realism to comic expression. This studio class includes readings, field trips, and class projects that address the human form as source for developing your own visual responses to related issues—such as identity, narrative, and social critique.
Instructor(s): K. Desjardins Terms Offered: Winter
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 31001

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 21700. Drawing as Process. 100 Units.
Drawing is often understood as a means to an end. The drawing, since the early Renaissance, has stood as an iconic representation for how thinking works: In preparation lines are forged to flesh out form, strike propositions, or experiment in possibilities. What this has come to mean historically is that drawing is a stage looking to an inevitable greater focus in another medium. Drawings will lead to final paintings, sculptures, or moving images. But, sometimes too, drawings believe in themselves to be their own economy, to be succinct, and to be in their own right a finished statement. Sometimes a drawing is the only way a set of criteria can be made clear. In this course, we will analyze the nature of drawing's history and embrace the notion of process as a questionable thing. If drawing is a form of vitality, then why not consider it as an end? Through exercises and problems posed, drawing will be a process of understanding and a making known, while at once being a venture into a seeing through, to drawing, its primordial function, and the making of a finite work as a statement in itself.
Instructor(s): D. Schutter Terms Offered: Autumn
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 31700
ARTV 21900. Color Theory and Practice. 100 Units.
This course will introduce students to practical aspects of color mixing and the visual impacts of specific color combinations through a series of studio exercises and projects. Conceptual and theoretical investigations into optics, the science of color, and psychological and symbolic effects will contribute to an overall understanding of color in relation to visual culture and perception.
Instructor(s): S. Wolniak Terms Offered: Winter
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 31900

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.
  Instructor(s): K. Desjardins Terms Offered: Winter
  Prerequisite(s): ARTV 10100, 10200, or 10300
  Equivalent Course(s): ARTV 32200

  ARTV 22002. Introduction to Painting II. 100 Units.
  Instructor(s): K. Desjardins Terms Offered: Winter
  Prerequisite(s): ARTV 10100, 10200, or 10300
  Equivalent Course(s): ARTV 32202

ARTV 22002. Introduction to Painting II. 100 Units.
Instructor(s): K. Desjardins Terms Offered: Winter
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 32202

ARTV 22306. Hybridity and the Multiple: A Course on Moldmaking. 100 Units.
Hybridity is the commingling of two or more entities, the mash-up, the crossover, the mutation, and the reformulation. Thinking of objects as tools for collage, this course will begin with the art of casting. Once you have acquired the skill of multiple production, you will be free to reproduce, alter, and reformulate objects to create hybrid forms. Questioning the multiple, the serial, and the unique, this course will use the positive and negative space of object production as an experimental tool to explore material, installation, and production.
Instructor(s): A. Ginsburg Terms Offered: Winter
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 32306
ARTV 22308. Build a Building Fit for a Kiln. 100 Units.
Take up the hammer, the saw, and the trowel in an exploration of hands-on architecture and design. In this course, the class will work collaboratively to build a freestanding structure adjacent to the Logan Center for the Arts. You will have the opportunity to create a lasting sculpture that will house kilns for the Department of Visual Arts. The building is the result of the winning design from a previous student driven design course entitled How to House a Kiln. Rather than simply following directions, you will be privy to the design process and intentions of the building. This course is an opportunity to work at an unusually ambitious scale.
Instructor(s): A. Ginsburg Terms Offered: Spring
Prerequisite(s): ARTV 10100, 10200 or 10300
Note(s): No prior building experience necessary.
Equivalent Course(s): ARTV 32308

ARTV 22500. Digital 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: Spring
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 32500, CMST 28801, CMST 38801

ARTV 22502. Data and Algorithm in Art. 100 Units.
An introduction to the use of data sources and algorithmic methods in visual art, this course explores the aesthetic and theoretical possibilities of computational art-making. Focusing on the diverse and ever expanding global data-feed, we will craft custom software processes to create works investigating the visual transformation of information. Additionally, software programming may be deployed independently, without a connection to source material. While placing an emphasis on creating new work, we will also survey the history of this type of art practice.
Instructor(s): J. Salavon Terms Offered: Spring
Prerequisite(s): ARTV 10100, 10200, or 10300
Note(s): No prior experience with programming is necessary.
Equivalent Course(s): ARTV 32502

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: Spring
Prerequisite(s): ARTV 10100, 10200 or 10300
Equivalent Course(s): ARTV 33801, CMST 28903
ARTV 23804. Experimental Animation. 100 Units.
Individually directed video shorts will be produced in this intensive studio course. Experimental and improvised approaches to stop-animation and motion picture art will combine digital production and post-production with analog and material methods of picture making. Early and experimental cinema, puppetry and contemporary low-tech animation strategies will be presented as formal and technical examples.
Instructor(s): S. Wolniak Terms Offered: Autumn
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 33804

ARTV 23848. Grain. 100 Units.
Grain is an elemental property of film, wood, and the human voice. This production seminar investigates the essential structure of these three materials through screenings, discussions, and studio work in 16mm film production, sculpture, and performance. Emphasis will be on direct manipulation of material—hand processing and editing black and white 16mm film and woodworking with hand tools. Texts by Bergson, Deleuze, Barthes, and Sennet will inform our engagement with matter and perception as will a 16mm film series including works by Griffith, Frampton, Snow, and Andersen, and sound works by Beuys, Cage, and others.
Instructor(s): K. Pandian Terms Offered: Autumn
Prerequisite(s): ARTV 10100, 10200 or 10300
Equivalent Course(s): ARTV 33848, CMST 28005

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): S. Wolniak Terms Offered: Autumn
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 33900

ARTV 23904. Senior Creative Thesis Workshop. 100 Units.
This seminar will focus on how to craft a creative thesis in film or video. Works-in-progress will be screened each week, and technical and structural issues relating to the work will be explored. The workshop will also develop the written portion of the creative thesis. The class is limited to seniors from CMS and DOVA, and MAPH students working on a creative thesis.
Instructor(s): J. Hoffman Terms Offered: Winter
Prerequisite(s): CMST 23930; CMST 23931; departmental approval of senior creative thesis project.
Equivalent Course(s): CMST 23904, ARTV 33904
ARTV 23905. Creative Thesis Workshop. 100 Units.
This seminar will focus on how to craft a creative thesis in film or video. Works-in-progress will be screened each week, and technical and structural issues relating to the work will be explored. The workshop will also develop the written portion of the creative thesis. The class is limited to seniors from CMS and DOVA, and MAPH students working on a creative thesis.
Instructor(s): Judy Hoffman Terms Offered: Autumn, Winter
Prerequisite(s): CMST 23930; CMST 23931 or 27600; departmental approval of senior creative thesis project.
Equivalent Course(s): CMST 33905, ARTV 33905

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 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 class, 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): S. Huffman, L. Letinsky Terms Offered: Autumn, Spring
Prerequisite(s): ARTV 10100, 10200, or 10300
Note(s): Camera and light meter required.
Equivalent Course(s): ARTV 34000, CMST 27600, CMST 37600
ARTV 24112. Advanced Problems in Sculpture. 100 Units.
Advanced problems in sculpture is class that is open to all manifestation of sculptural practice broadly defined, including performance and film/video. A particular focus of the class will be spent 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. Prerequisites of at least introduction to sculpture will be required or instructors permission.
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 24210. Multi-media Studio: The Aleatoric. 100 Units.
ale·a·tor·ic: adj \#ā-lē-ə-#t#r-ik: characterized by chance or indeterminate elements.
This studio course addresses how artists throughout time and across cultures have embraced chance and “randomness” as an integral part of the creative process. Through a series of studio projects, you will be challenged to explore how “official” Western aesthetic canons of taste (such as artistic skill, control, and “genius”) were brought into question through chance and aleatoric strategies, particularly during the 20th century. This opened doors to experimentation with unorthodox methodologies, exploration of the unconscious, re-consideration of so-called “outsider” art—and more. Readings, discussions, and field trips put these practices into cultural and theoretical context. Although this course employs drawing-based tools for developing ideas, you will be afforded ample room to expand beyond 2D—into sculpture, video, installation, photography, performance, and/or hybrids forms—in order to realize a clear and contemporary response to our theme as a final project.
Instructor(s): K. Desjardins Terms Offered: Spring
Prerequisite(s): ARTV 10100, 10200, or 10300
Note(s): All media and levels welcome.
Equivalent Course(s): ARTV 34210

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): W. Pope.L Terms Offered: Autumn
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 34301,TAPS 28414
ARTV 24405. Color Photography. 100 Units.
Light, space-time, movement, and color; these are the mediums of photography which the student is encouraged to question and work with throughout this course. What is color? What does it do? We will analyze the nature of photography, “writing with light,” through the specific exploration and use of color by working hands-on in its control, distribution, and manipulation. Techniques in non-traditional color printing, as well as experimentation, working against popular conventions and methodologies in photography are introduced and encouraged. Being grounded in the mechanical and technical basis of photography leads us to pursue understanding of the mediums of light, space-time, and movement, all inseparable from knowledge of the physics of our world. The goal is to experiment, investigate, and share how these core phenomena, the foundation of photography, shape the way one makes and takes a photographic image, how one sees the world.
Instructor(s): S. Huffman Terms Offered: Autumn
Prerequisite(s): ARTV 10100, 10200 or 10300; ARTV 24000
Equivalent Course(s): ARTV 34405

ARTV 24406. Un-suspending Disbelief: The Subject of Pictures. 100 Units.
We will address questions regarding what the photograph pictures as opposed to what the photograph “means,” giving close attention to sussing out a more precise ontological mapping of the relationship between pictures and photography. Despite our long-standing knowledge that what we see, how we see, and how we “picture” is not natural but rather a complex negotiation of physiological, psychological, historical, and social factors, the photograph’s ubiquity naturalizes its ways of describing. What is “pictured” in a photograph is regularly taken as evidentiary, and in identity discourse, what is pictured matters. However, like ink squiggles on a white page that form letters and words—creating a whole complex of signification subject to interpretation—what the photograph actually means is in fact rarely self-evident and equally relative. This course builds on the symposium of the same name to be held in November 2014 in conjunction with an exhibition at the Logan Center, The Faculty of Belief, co-curated by Letinsky and Monika Szewczyk. Through a variety of perspectives including readings and students’ art production, we will examine the lamination of content and subject within photography.
Instructor(s): L. Letinsky Terms Offered: Winter
Prerequisite(s): ARTV 10100, 10200, 10300 or consent of instructor
Equivalent Course(s): ARTV 34406
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, TAPS 27900

ARTV 24552. Multiples in Wood and Metal. 100 Units.
This class aims to problematize both computerized and manual approaches to reproduction in wood and metal. Through discussion and project development, we will find productive space to employ hybrid processes, while maintaining critical inquiry into the meaning and conceptual avenues they create. We will focus on the following prototyping equipment: CNC, Laser Cutter, and 3-D printer. Additionally, welding and woodworking are major components to this class. It is not required that you have previous experience working with either of these materials, just fortitude and enthusiasm to learn about them.
Instructor(s): H. Givler Terms Offered: Winter
Equivalent Course(s): ARTV 34552, TAPS 28443

ARTV 25300. 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 Hitchcock, Porter, Griffith, Eisenstein, Lang, Renoir, Sternberg, and Welles.
Instructor(s): Y. Tsivian, Staff Terms Offered: Autumn, Spring
Note(s): Required of students majoring in Cinema and Media Studies
Equivalent Course(s): CMST 10100, ARTH 20000, ENGL 10800

ARTV 26000. Introduction to Stage Design. 100 Units.
This course explores the application of the visual and aural arts to the varied forms of design for the stage (i.e., scenic, lighting, costume, sound). We pay particular attention to the development of a cogent and well-reasoned analysis of text and an articulate use of the elements of design through a set of guided practical projects.
Instructor(s): T. Burch Terms Offered: Autumn
Note(s): Lab fee required. This course is offered in alternate years.
Equivalent Course(s): ARTV 36300
ARTV 26214. On Art and Life. 100 Units.
This class is an multidisciplinary intensive into the ways in which artistic production is dependent on and part of larger cultural tropes. Utilizing contemporary culture as a framework, how does art form connective tissues with the worlds that happen outside of the artists studio? Visual art is a communicative form that requires subject matter and this class will investigate the myriad of ways that artists mine culturally meaningful materials, forms, and images as both subjects and as palette. Participation in several field trips and out-of-class film screenings is required. Reference materials are drawn from a variety of disciplines.
Instructor(s): G. Oppenheimer Terms Offered: Spring
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 36214

ARTV 26218. Art-Rock. 100 Units.
Rock n’ Roll has long had a kinship with the visual arts. Whether it was artists who got interested and became part of the music scene, or musicians influenced by artists; there seems to be a sense of common cause. While there could be numerous reasons for these affinities none perhaps is more significant than a desire for new forms. This desire to break with established convention curiously stems from both a rage for authenticity and conversely a delight in artifice, camp, and kitsch. Art-Rock then is problematic that gives us access to larger cultural questions that motivate music and artistic practice. This class will endeavor to understand what it means to be a "cross-over artist" in the broadest sense of the term and seek to further understand the mysterious group dynamics involved in the composition of a rock band. Equal parts theory and practice, this OPC Seminar will result in the production of a concert and all attendant materials such as posters, press releases, t-shirts etc. Readings will include Dan Graham’s Rock My Religion, Super Natural Strategies for Making a Rock ‘n’ Roll Group by Ian Svenonius, Kim Gordon’s Is It My Body, Dave Hickey’s Air Guitar, among others. Special guests will lecture on their work with subject including Anthony Elms and others to be announced.
Instructor(s): Z. Cahill Terms Offered: Spring
Prerequisite(s): ARTV 10100, 10200, 10300 or consent of instructor
Equivalent Course(s): ARTV 36218

ARTV 26500-26600. 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.
ARTV 26500. History of International Cinema I: Silent Era. 100 Units.
This course introduces what was singular about the art and craft of silent film. Its general outline is chronological. We also discuss main national schools and international trends of filmmaking.
Instructor(s): T. Gunning
Terms Offered: Autumn
Prerequisite(s): Prior or concurrent registration in CMST 10100 required.
Required of students majoring in Cinema and Media Studies.
Note(s): This is the first part of a two-quarter course.
Equivalent Course(s): CMST 28500, ARTH 28500, ARTH 38500, ARTV 36500, CMLT 22400, CMLT 32400, CMST 48500, ENGL 29300, ENGL 48700, MAPH 36000

ARTV 26600. 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): T. Gunning
Terms Offered: Winter
Prerequisite(s): Prior or concurrent registration in CMST 10100 required.
Required of students majoring in Cinema and Media Studies.
Note(s): CMST 28500/48500 strongly recommended
Equivalent Course(s): CMST 28600, ARTH 28600, ARTH 38600, CMLT 22500, CMLT 32500, CMST 48600, ENGL 29600, ENGL 48900, MAPH 33700

ARTV 26600. 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): T. Gunning
Terms Offered: Winter
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring in Cinema and Media Studies.
Note(s): CMST 28500/48500 strongly recommended
Equivalent Course(s): CMST 28600, ARTH 28600, ARTH 38600, CMLT 22500, CMLT 32500, CMST 48600, ENGL 29600, ENGL 48900, MAPH 33700
ARTV 26750. Chicago Film History. 100 Units.
Students in this course screen and discuss films to consider whether there is a Chicago style of filmmaking. We trace how the city informs documentary, educational, industrial, narrative feature, and avant-garde films. If there is a Chicago style of filmmaking, one must look at the landscape of the city; and the design, politics, cultures, and labor of its people, as well as how they live their lives. The protagonists and villains in these films are the politicians and community organizers, our locations are the neighborhoods, and the set designers are Mies van der Rohe and the Chicago Housing Authority.
Instructor(s): J. Hoffman Terms Offered: Spring
Equivalent Course(s): CMST 21801, ARTV 36750, CMST 31801, HMRT 25104, HMRT 35104

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): K. Desjardins, D. Schutter Terms Offered: Autumn, Spring
Prerequisite(s): ARTV 10100, 10200, or 10300; and 22000 or 22002
Equivalent Course(s): ARTV 37200

ARTV 27910. Drawing After 1953. 100 Units.
For course description contact Art History.
Equivalent Course(s): ARTH 27610, ARTH 37610, ARTV 37910

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): S. Wolniak, A. Ginsburg Terms Offered: Spring
Prerequisite(s): For Visual Arts majors only
Note(s): It is recommended that students who are majoring in visual arts enroll in this required course in Spring Quarter of their third year

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, Winter, Spring
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 Terms Offered: Autumn
Prerequisite(s): Consent of Director of Undergraduate Studies
Note(s): Required of students who are majoring in visual arts

ARTV 29900. Senior Project. 100 Units.
For Visual Arts majors in the Honors 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): L. Letinsky Terms Offered: Winter
Prerequisite(s): Consent of Director of Undergraduate Studies
Note(s): Required of students who are majoring in visual arts. Students are required to submit the College Reading and Research Course Form.
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 may also wish to plan their own programs in one of these areas: Tutorial
Studies (p. 1124) or Interdisciplinary Studies in the Humanities (p. 647). Students
should discuss these options with their College advisers.

- Astronomy and Astrophysics (p. 1146)
- Big Problems (p. 1152)
- Chicago Studies (p. 1168)
- Computational Neuroscience (p. 1177)
- Creative Writing (p. 1181)
- Education (p. 1193)
- Human Rights (p. 1199)
- Molecular Engineering (p. 1208)
ASTRONOMY AND ASTROPHYSICS

Astrophysics deals with some of the most majestic themes known to science. Among these are the evolution of the universe from the Big Bang to the present day; the origin and evolution of planets, stars, galaxies, and the elements themselves; the unity of basic physical law; and the connection between the subatomic properties of nature and the observed macroscopic universe.

Three sequences of courses present the study of these topics in different scope and depth:

1. PHSC 11900-12000 Stellar Astronomy and Astrophysics; The Origin of the Universe and How We Know is a two-quarter sequence that satisfies the general education requirements in the physical sciences. It covers the formation and evolution of stars, the galaxy, and the extragalactic universe. NTSC 10100-10200-10300-10400 Evolution of the Natural World I-II-III; Environmental Ecology is a four-quarter sequence that satisfies the general education requirements in the physical and biological sciences. NTSC 10200 Evolution of the Natural World II: Evolution of the Universe deals with the evolution of the universe.

2. For students seeking a more in-depth examination of selected astrophysical topics, astronomy courses numbered in the 18000s are offered, usually to be taken in their second year or later. These courses are intended for students from throughout the College.

3. For students considering graduate work in astrophysics, the Department of Astronomy and Astrophysics recommends the program leading to a degree of BA in Physics with Specialization in Astrophysics. For details, see the Physics section of this catalog. Tutorial and research courses are available in addition to more informal opportunities for work and study in the Department of Astronomy and Astrophysics. Participation in a weekly seminar on current topics in astrophysical research is also recommended.

ASTRONOMY AND ASTROPHYSICS COURSES

ASTR 18100. The Milky Way. 100 Units.
In this course, students study what is known about our galaxy, the Milky Way. We discuss its size, shape, composition, location among its neighbors, motion, how it evolves, and where we are located within it, with an emphasis on how we know what we claim to know. L.
Instructor(s): R. Kron Terms Offered: Autumn
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 discusses how the laws of nature allow us to understand the origin, evolution, and large-scale structure of the universe. After a review of the history of cosmology, we see how discoveries in the twentieth century (i.e., the expansion of the universe and the cosmic background radiation) form the basis of the hot Big Bang model. Within the context of the Big Bang, we learn how our universe evolved from the primeval fireball.
Instructor(s): N. Gnedin Terms Offered: Winter
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): D. Harper Terms Offered: TBD
Prerequisite(s): Any two-course 10000-level general education sequence in chemistry, geophysical sciences, physical sciences, or physics.
Equivalent Course(s): PHSC 18300

ASTR 20000. Tutorial in Astronomy and Astrophysics. 100 Units.
Students in this tutorial read topics in astronomy and astrophysics under the supervision of a faculty member. Instructors meet with one to three students for approximately two hours each week to discuss readings on topics they choose together.
Terms Offered: Summer, Autumn, Winter, Spring
Prerequisite(s): Any 10000-level general education sequence in chemistry, geophysical sciences, physical sciences, or physics.
Note(s): Class limited to six students. Available for either quality grades or for P/F grading.

ASTR 21300. Origin and Evolution of the Solar System. 100 Units.
Representative topics include abundance and origin of the elements; formation, condensation, and age of the solar system; meteorites and the historical record of the solar system they preserve; comets and asteroids; the planets and their satellites; temperatures and atmospheres of the planets; and the origin of the Earth’s lithosphere, hydrosphere, atmosphere, and biosphere. (L)
Instructor(s): L. Grossman Terms Offered: Winter
Prerequisite(s): Consent of instructor required; knowledge of physical chemistry recommended
Note(s): This course is offered in alternate years.
Equivalent Course(s): GEOS 22000
ASTR 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.

Prerequisite(s): Third- or fourth-year standing
Equivalent Course(s): BPRO 23000, RLST 23603

ASTR 24100. **The Physics of Stars and Stellar Systems. 100 Units.**

Building upon a student’s previous knowledge of physics, this course introduces the astrophysics of stars and stellar systems with an emphasis on the physical nature of stars. Topics include the tools of astronomy, both observational and theoretical Hertzsprung-Russell diagrams, structure and evolution of stars, binary stars, star clusters, and end states of stars (e.g., white dwarfs, neutron stars, black holes). L.

Instructor(s): H.-W. Chen Terms Offered: Autumn
Prerequisite(s): PHYS 23400 or consent of instructor.

ASTR 24200. **The Physics of Galaxies and the Universe. 100 Units.**

Physical laws are applied in the study of the structures and evolution of galaxies, quasars, clusters of galaxies, and the universe at large.

Instructor(s): W. Hu Terms Offered: Winter
Prerequisite(s): ASTR 24100 or consent of instructor.

ASTR 28200. **Current Topics in Astrophysics. 100 Units.**

This course explores in considerable detail an area of current research interest in astrophysics. The topic varies, but recent examples include the early universe, high-energy astrophysics, magneto-hydrodynamics in astrophysics, and observational cosmology.

Instructor(s): D. Harper Terms Offered: Spring
Prerequisite(s): ASTR 24100 and 24200, or consent of instructor.
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.
Terms Offered: Summer, Autumn, Winter, Spring
Prerequisite(s): Third- or fourth-year standing and consent of instructor and departmental counselor.
Note(s): 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.

OTHER COURSES OF INTEREST
PHSC 11900-12000. Stellar Astronomy and Astrophysics; The Origin of the Universe and How We Know.
Must be taken in sequence. PHSC will be taught in Autumn and Winter Quarters, and PHSC 12000 will be taught in Winter and Spring Quarters.

PHSC 11900. Stellar Astronomy and Astrophysics. 100 Units.
This course explores the observational and theoretical bases for our present understanding of the structures and evolution of stars. After a brief introduction to descriptive astronomy and a survey and interpretation of the relevant observations, we develop the theoretical principles governing the physical properties and dynamics of stars. Subsequently, we apply such observational and theoretical methods to studies of the formation of stars and their planetary systems, the life and death of stars, and the formation of the chemical elements. This course also will be offered to students in the Paris study abroad program in Spring Quarter.
Prerequisite(s): MATH 10500 or placement in MATH 13100 or higher.

PHSC 12000. The Origin of the Universe and How We Know. 100 Units.
The universe is made of galaxies, which are made of aggregates of stars. Stellar aggregates allow us to map the positions of the galaxies in the universe. Studies of galaxy motions and of supernovae allow us to explore the nature of space to the edge of the visible universe. Our description of space allows us to build falsifiable models of cosmology, the origin of all that exists. The course consists of exploring how we know what we know about cosmology and why our perceptions have gradually changed over 2000 years. The fundamental theories and observations on which our knowledge rests are explored in detail. This course also is offered to students in the Paris study abroad program in Spring Quarter.
Instructor(s): E. Kolb, Winter; S. Dodelson, Spring. L: P. Privitera, Winter; J. Carlstrom, Spring Terms Offered: Winter, Spring
Prerequisite(s): PHSC 11900 or consent of instructor
PHSC 12000. The Origin of the Universe and How We Know. 100 Units.

The universe is made of galaxies, which are made of aggregates of stars. Stellar aggregates allow us to map the positions of the galaxies in the universe. Studies of galaxy motions and of supernovae allow us to explore the nature of space to the edge of the visible universe. Our description of space allows us to build falsifiable models of cosmology, the origin of all that exists. The course consists of exploring how we know what we know about cosmology and why our perceptions have gradually changed over 2000 years. The fundamental theories and observations on which our knowledge rests are explored in detail. This course also is offered to students in the Paris study abroad program in Spring Quarter.

Instructor(s): E. Kolb, Winter; S. Dodelson, Spring. L: P. Privitera, Winter; J. Carlstrom, Spring Terms Offered: Winter, Spring

Prerequisite(s): PHSC 11900 or consent of instructor

PHYS 29100-29200-29300. Bachelor’s Thesis.

This yearlong 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 (e.g., astrophysics) 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 the required undergraduate physics courses 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, the faculty adviser, post-docs, and graduate students are, of course, available for consultation.

PHYS 29100. Bachelor’s Thesis. 100 Units.

Terms Offered: Autumn

Prerequisite(s): Open to students who are majoring in Physics with fourth-year standing and consent of instructor.

Note(s): 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 29200. Bachelor’s Thesis. 100 Units.

Terms Offered: Winter

Prerequisite(s): PHYS 29100

Note(s): 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 29300. Bachelor’s Thesis. 100 Units.
Terms Offered: Spring
Prerequisite(s): PHYS 29200
Note(s): 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 29200. Bachelor’s Thesis. 100 Units.
Terms Offered: Winter
Prerequisite(s): PHYS 29100
Note(s): 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 29300. Bachelor’s Thesis. 100 Units.
Terms Offered: Spring
Prerequisite(s): PHYS 29200
Note(s): 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.
The Big Problems courses that follow are among a growing number of capstone experiences offered as electives to fourth-year students in the College. Under special circumstances involving senior project needs, third-year students may petition for permission to register for a Big Problems course.

"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 encourage linkage to BA papers, research experiences, or internships. They use interdisciplinary team teaching, seeking to cross disciplines and divisions and to transcend familiar models of content, organization, and instruction.

Each year a Big Problems Lecture Series features outside speakers and additional workshops for interested students.

**BIG PROBLEMS COURSES**

**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 2014-2015
Prerequisite(s): Third- or fourth-year standing
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 2014-2015
Prerequisite(s): Third- or fourth-year standing

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 2014-2015
Prerequisite(s): Third- or fourth-year standing. Completion of the general education requirement in civilization studies through a College-sponsored study abroad program.

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): M. Merritt, Staff
Terms Offered: Not Offered 2014-2015
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):

BPRO 22600. Autonomy and Medical Paternalism. 100 Units.
This course does not meet requirements for the biological sciences major. This course is an in-depth analysis of what we mean by autonomy and how that meaning might be changed in a medical context. In particular, we focus on the potential compromises created by serious illness in a person with decision-making capacity and the peculiar transformations in the meaning of autonomy created by advance directives and substituted judgment.
Instructor(s): D. Brudney, J. Lantos
Terms Offered: Not Offered 2014-2015
Prerequisite(s): Third- or fourth-year standing
BPRO 22610. Medical Ethics: Who Decides and on What Basis? 100 Units.
Decisions about medical treatment take place in the context of changing health care systems, changing ideas about rights and obligations, and among doctors and patients who have diverse religious and cultural backgrounds. By means of historical, philosophical, and medical readings, this course examines such issues as paternalism, autonomy, the commodification of the body, and the enhancement of mental and/or physical characteristics. (A)
Instructor(s): D. Brudney, Staff Terms Offered: Winter 2015
Prerequisite(s): Third- or fourth-year standing
Note(s): This course does not meet requirements for the biological science major.
Equivalent Course(s): BIOS 29313,HIPS 21911,PHIL 21610

BPRO 22800. Drinking Alcohol: Social Problems 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? chemical definition, cultural forms, production processes, biological effects; The early history of alcohol: archaeological studies; Histories of drinking in ancient, medieval, and modern times; Alcohol and the political economy: trade, politics, regulation, resistance; Alcohol as a cultural artifact: the social roles of drinking; Styles of drinking and intoxication; Alcohol, addiction, and social problems: the interplay of biology, culture, and society; Alcohol and religion: integration vs. prohibition; Alcohol and health benefits: ancient beliefs and modern scientific research; Comparative case studies of drinking: ethnographic examples, historical examples, contemporary America (including student drinking).
Instructor(s): M. Dietler, W. Green Terms Offered: Not offered in 2014-2015; will be offered in 2015-16.
Prerequisite(s): Third- or fourth-year standing. This course does not meet requirements for the biological sciences major.
Equivalent Course(s): ANTH 25310,BIOS 02280
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.
Prerequisite(s): Third- or fourth-year standing
Equivalent Course(s): ASTR 23000, RLST 23603

BPRO 23400. Is Development Sustainable? 100 Units.
This discussion course grapples with the “big problem” of sustainable development. We analyze problematical issues underlying population growth, resource use, environmental transformation, and the plight of developing nations through a consideration of economic, political, scientific, and cultural institutions and processes. Since the very concept of development in modern societies is correlated with increasingly intensive use of environmental energy resources, the course will also address questions concerning the sustainability of energy systems as an underlying theme.
Instructor(s): L. Mets, Staff Terms Offered: Not offered in 2014-2015
Prerequisite(s): Third- or fourth-year standing
Note(s): Background in environmental issues not required

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 2014-2015
Prerequisite(s): Third- or fourth-year standing
**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 2014-2015
Prerequisite(s): Third- or fourth-year standing

**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 2014-2015
Prerequisite(s): Third- or fourth-year standing
Note(s): This course does not meet the requirements for the biological sciences major.
Equivalent Course(s):

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**Equivalency:**

**Equivalent Course(s):**
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 2014-2015
Prerequisite(s): Third- or fourth-year standing

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 2014-2015
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.
BPRO 24000. Understanding Wisdom. 100 Units.
Thinking about the nature of wisdom goes back to Aristotle and has changed in many ways over the history of thought. However, in modern times the term "wisdom" has appeared less in popular discourse except as a synonym for being "smart" or "clever." This course examines the basic question of how wisdom has been defined and how the definition has changed. We examine whether wisdom really exists or whether it is simply a creation of mythology or fiction or wishful thinking. Further, the course considers whether and how wisdom can be studied scientifically, that is, how it can be measured and experimentally manipulated. Readings are drawn from philosophy, classics, history, behavioral economics, neuroscience, and psychology. In addition to considering the theoretical concept of wisdom and how it can be studied scientifically, the course explores how concepts of wisdom can be applied in business, education, medicine, and the law. We conclude by discussing the notion of how practical wisdom can be applied in daily life to increase human flourishing.
Instructor(s): H. Nusbaum, B. Keysar, B. Hoeckner, A. Henly Terms Offered: Autumn
Prerequisite(s): Third- or fourth-year standing
Equivalent Course(s): HUMA 24005, PSYC 24050, PSYC 34050

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): R. Perlman, Staff Terms Offered: Not Offered 2014-2015
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 2014-2015
Prerequisite(s): Third- or fourth-year standing
Note(s): The class meets for six hours a week.
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 2014-2015
Prerequisite(s): Third- or fourth-year standing

BPRO 24200. Psychoneuroimmunology: Links between the Nervous and Immune Systems. 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 2014-2015
Prerequisite(s): Third- or fourth-year standing, and BIOS 20180s or 20190s
Note(s): This course meets requirements for the biological sciences major.

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., Hobsbawn, Williams, Arrighi, Polanyi) and economists (e.g., Palley, Taylor, Stretton, Marglin, Eatwell, MacEwan, Blecker, Brenner).
Instructor(s): M. Rothenberg, Staff Terms Offered: Not Offered 2014-2015
Prerequisite(s): Third- or fourth-year standing

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 2014-2015
Prerequisite(s): Third- or fourth-year standing
BPRO 24500. Language and Globalization. 100 Units.
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 and their impact on the evolution of languages.
Instructor(s): S. Mufwene, W. Wimsatt Terms Offered: Not Offered 2014-2015
Prerequisite(s): Third- or fourth-year standing

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. Bartch, Staff Terms Offered: Not Offered 2014-2015
Prerequisite(s): Third- or fourth-year standing

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 2014-2015
Prerequisite(s): Third- or fourth-year standing

BPRO 24800. The Complex Problem of 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 2014-2015
Prerequisite(s): Third- or fourth-year standing

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 2014-2015
Prerequisite(s): Third- or fourth-year standing
Note(s): This course does not meet requirements for the biological sciences major.
Equivalent Course(s): 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 2014-2015
Prerequisite(s): Third- or fourth-year standing required; knowledge of Japanese not required.

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 2014-2015
Prerequisite(s): Third- or fourth-year standing

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 2014-2015
Prerequisite(s): Third- or fourth-year standing

BPRO 25300. Utopias. 100 Units.
This course surveys significant moments in utopian practice, choosing case studies from among Plato’s Republic, Sir Thomas More’s Utopia, national experiments, utopian communities, socialism, technophily, new social movements, radical conservatism, and fundamentalisms. We focus on literature and art (e.g., music, painting, architecture and urbanism, film and digital media).
Instructor(s): L. Berlant, R. Zorach Terms Offered: Not Offered 2014-2015
Prerequisite(s): Third- or fourth-year standing
BPRO 26050. Memory, Commemoration, and 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 2014-2015
Prerequisite(s): Third- or fourth-year standing

BPRO 26101. On Love: Classical and Modern Perspectives. 100 Units.
The nature and function of love in human life have been a major concern of Western thought from classical antiquity to the present. This course examines and compares views of love from selective perspectives in classical philosophy (Plato on eros, Aristotle on philia) and modern personality psychology (Freud on libidinal development, Bowlby on attachment and care-giving). Authors will be studied in their own right and as they shed light on the love relationships depicted in Tolstoy’s novel *Anna Karenina*. Classes will include lectures and discussion periods.
Instructor(s): D. Orlinsky, Staff Terms Offered: Not Offered 2014-2015
Prerequisite(s): Third- or fourth-year standing
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 or monster—but on the institutional situation of madness, its place in a social and disciplinary context. Put simply, we want to consider films that portray both insanity and the sanatorium, both the deranged subject and the asylum, both the madwoman and the (often male) psychiatrist, both the irrational subject and the rational system. The overall aim of the seminar, then, is to raise the question of what movies bring to madness that was not representable in pre-cinematic media such as theater, opera, and literature, and what it was that the subject of madness brought to cinema, not only as a thematic issue but as defining possibility of film form as such. A more specific aim will be to establish a context for focusing on American Cold War movies, as well as more recent films that look back to the Cold War era, and films that directly address the anti-psychiatry movement of the 1960s. (H) 
Instructor(s): W. J. T. Mitchell, J. Hoffman Terms Offered: Not offered 2014-2015
Prerequisite(s): Third- or fourth-year standing
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 2014-2015
Prerequisite(s): Third- or fourth-year standing. Previous experience in an arts studio or creative writing course recommended, but not required.

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): Y. Tsivian, Staff Terms Offered: Not Offered 2014-2015
Prerequisite(s): Third- or fourth-year standing

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 2014-2015
Prerequisite(s): Third- or fourth-year standing
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 2014-2015
Prerequisite(s): Third- or fourth-year standing
Note(s): This course does not meet requirements for the biological sciences major.

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): P. Friedrich, Staff
Terms Offered: Not Offered 2014-2015
Prerequisite(s): Third- or fourth-year standing

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 2014-2015
Prerequisite(s): Third- or fourth-year standing
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 point the 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-visions 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: Will be offered 2014-2015
Prerequisite(s): Third- or fourth-year standing
Equivalent Course(s): RLST 23403

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 2014-2015
Prerequisite(s): Third- or fourth-year standing
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): E. Lyon, H. Saussy Terms Offered: Winter. Not offered in 2014-2015; will be offered in 2015-16.
Prerequisite(s): Third- or fourth-year standing. This course does not meet requirements for the biological sciences major.
Equivalent Course(s): BIOS 29323, CMLT 28900, HMRT 28602

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 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: Autumn
Prerequisite(s): Third- or fourth-year standing. For ECON 26800: ECON 26500 and consent of instructor.
Equivalent Course(s): CHSS 37502, ECON 26800, ENST 29000, PBPL 29000, PPHA 39201, PSMS 39000

BPRO 29100. What Do the Genomes Teach Us about Evolution? 100 Units.
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. Shapiro, M. Long Terms Offered: Not offered 2014-2015
Prerequisite(s): Third- or fourth-year standing
Note(s): This course does not meet requirements for the biological sciences major.
CHICAGO STUDIES

The Chicago Studies Program incorporates opportunities for students to engage academically and experientially with the city of Chicago. The program seeks to provide students with occasions to study Chicago in much the same way that they study other major cities of the world by participating in civilization studies study abroad programs. When students are abroad they enjoy a unique chance to combine, under the direction of Chicago faculty and local community members, classroom work, reading, writing, and experiential learning in world-class cities. With Chicago Studies, the College seeks to make possible the same kinds of intensive academic and experiential encounters with Chicago.

Chicago Studies publishes in book form the Chicago Studies Annual, a journal containing the best essays written by College students on the city of Chicago—its history, politics, and cultural life. A selection committee of College faculty considers submissions, which may be from any discipline. Essays then undergo a rigorous editing process.

Chicago Studies includes any College course in which some aspect of the city’s life and culture plays an important role. The program includes close collaboration between the College and the University Community Service Center (UCSC). Chicago Studies also works closely with Career Advancement to identify Metcalf Internships that will give College students opportunities for substantive internships with organizations engaged in the life of the city.

Under the aegis of Chicago Studies, UCSC creates co-curricular experiences in conjunction with faculty in the College. Faculty may draw on the services and the expertise of UCSC to create experiences in the city that are relevant to a particular course using Chicago Course Connections. (http://ucsc.uchicago.edu/page/faculty) At the same time, independent of particular courses, UCSC facilitates student and faculty access to resources and events in the city and about the city.

UCSC also works with students to connect to organizations and institutions in the Chicago area. Students can connect with community organizations through individual volunteer referral, off-campus work-study positions, and volunteer and paid summer opportunities with community organizations and institutions. UCSC’s Summer Links program matches up to thirty University of Chicago students in ten-week, paid, substantive internships with nonprofit organizations, government agencies, and businesses in the city.

Many College courses offer opportunities to study aspects of Chicago’s ecology, culture, politics, history, social structure, and economic life. The courses listed below are a sample of what is available.
COURSES

ANTH 21201. Intensive Study of a Culture: Chicago Blues. 100 Units.
The 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
Equivalent Course(s): CRES 21201

ARTH 17400. University of Chicago Campus. 100 Units.
An introduction to architecture and planning, this course examines the changes in thinking about the University campus from its origins in the 1890s to the present. Many of the University’s choices epitomize those shaping American architecture generally and some of our architects are of national significance. The course develops skill in analyzing architecture and urban form in order to interpret: how the University images itself in masonry, metal, and lawn; how it works with architects; the role of buildings in social and intellectual programs and values; the effects of campus plans and the siting of individual buildings; and the impact of technological change. Includes many sessions around campus and study of archival documents.
Instructor(s): K. Taylor Terms Offered: Spring
Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.

ARTV 23930. Documentary Production I. 100 Units.
This class is intended to develop skills in documentary production so that students may apply for Documentary Production II. Documentary Production I focuses on the making of independent documentary video. Examples of various styles of documentary will be screened and discussed. Issues embedded in the documentary genre, such as the ethics and politics of representation and the shifting lines between fact and fiction will be explored. Pre-production methodologies, production, and post-production techniques will be taught. Students will be expected to develop an idea for a documentary video, crews will be formed, and each crew will produce a five-minute documentary. Students will also be expected to purchase an external hard drive.
Instructor(s): J. Hoffman Terms Offered: Autumn
Note(s): Prior or concurrent enrollment in CMST 10100 recommended
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 2014-2015
Prerequisite(s): Third- or fourth-year standing

CMST 21801. Chicago Film History. 100 Units.
Students in this course screen and discuss films to consider whether there is a Chicago style of filmmaking. We trace how the city informs documentary, educational, industrial, narrative feature, and avant-garde films. If there is a Chicago style of filmmaking, one must look at the landscape of the city; and the design, politics, cultures, and labor of its people, as well as how they live their lives. The protagonists and villains in these films are the politicians and community organizers, our locations are the neighborhoods, and the set designers are Mies van der Rohe and the Chicago Housing Authority.
Instructor(s): J. Hoffman Terms Offered: Spring
Equivalent Course(s): ARTV 26750, ARTV 36750, CMST 31801, HMRT 25104, HMRT 35104

ECON 26600. Economics of Urban Policies. 100 Units.
This course covers tools needed to analyze urban economics and address urban policy problems. Topics include a basic model of residential location and rents; income, amenities, and neighborhoods; homelessness and urban poverty; decisions on housing purchase versus rental (e.g., housing taxation, housing finance, landlord monitoring); models of commuting mode choice and congestion and transportation pricing and policy; urban growth; and Third World cities.
Instructor(s): G. Tolley, K. Ierulli Terms Offered: Spring
Prerequisite(s): ECON 20100
Equivalent Course(s): GEOG 26600, GEOG 36600, LLSO 26202, PBPL 24500
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

ENGL 22800. Chicago. 100 Units.
In this course we will sample some of Chicago’s wonders, exploring aspects of its history, literature, architecture, neighborhoods, and peoples. We begin with study of the 1893 World’s Columbian Exposition and the early history of Chicago as a mecca for domestic and international immigrants. In subsequent weeks we will examine the structure of neighborhood communities, local debates about cultural diversity and group assimilation, and the ideology and artifacts of art movements centered in Chicago. This is an interdisciplinary course focusing not only on literary and historical texts, but also analyzing Chicago’s architecture, visual artifacts and public art forms, local cultural styles, museum collections and curatorial practices. We will first explore Chicago sites textually, then virtually via the web, and finally in “real time”: Students will be required to visit various Chicago neighborhoods and cultural institutions.
Instructor(s): J. Knight Terms Offered: Winter
Note(s): Cross listed courses are designed for advanced undergraduate and graduate students.
Equivalent Course(s): AMER 40800, ENGL 42800, MAPH 42800

ENGL 25952. Reading the Suburbs. 100 Units.
From midcentury writers like John Cheever, John Updike, and Richard Yates to the more contemporary work of Richard Ford, Tom Perrotta and the film, American Beauty, the suburbs have largely been thought of as a place of homogenous unhappiness. In this class, we will look at how this narrative has been constructed and contested over the last sixty years with help from authors Anne Petry, Chang Rae Lee, Vladimir Nabokov, and Alice Childress. Alongside fiction, we will look at history, advertising, and film contextualizing the rise of the suburbs, helping us understand the key role this space played in the accumulation of wealth, racial mobility, second wave feminism, and the rise of the modern Republican party.
Instructor(s): A. Brown Terms Offered: Autumn
ENGL 25953. Transmedia Game. 100 Units.
This experimental course explores the emerging game genre of “transmedia” or “alternate reality” gaming. Transmedia games use the real world as their platform while incorporating text, video, audio, social media, websites, and other forms. We will approach new media theory through the history, aesthetics, and design of transmedia games. Course requirements include weekly blog entry responses to theoretical readings; an analytical midterm paper; and collaborative participation in a single narrative-based transmedia game project. No preexisting technical expertise is required but a background in any of the following areas will help: creative writing, literary or media theory, web design, visual art, computer programming, performance, and game design.
Instructor(s): P. Jagoda Terms Offered: Autumn

ENST 27300. Freshwater Ecosystems of the Calumet Region. 100 Units.
The Calumet region contains a wide range of important freshwater ecosystems. The Great Lakes are possibly the world’s most valuable freshwater ecosystem, while the Kankakee marshes previously supported a massive diversity and abundance of waterfowl and other native species. Since European colonization most of the marshes of the Calumet region have been drained for agriculture, urbanization, or to create new land for industry. All remaining freshwater ecosystems in the Calumet region, including Lake Michigan, have been affected by invasive species, chemical pollution, overfishing, and numerous other factors. This course examines the history of impacts on the extent and functioning of freshwater ecosystems in the Calumet region. Particular attention is paid to the pre-European state of Calumet freshwaters, the impacts of land-use change and invasive species, and the prospects for restoration. The entire course is framed within the context of the economic conditions that allowed freshwater habitats in the Calumet region to be so strongly modified and how current economic conditions affect the likely future of these ecosystems.
Instructor(s): R. Keller Terms Offered: Spring

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.
Instructor(s): M. Conzen Terms Offered: Winter
Note(s): This course offered in even years.
Equivalent Course(s): GEOG 33500
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. 
Instructor(s): M. Conzen Terms Offered: Autumn 
Note(s): This course offered in odd years.
Equivalent Course(s): ENST 26100,GEOG 36100,HIST 28900,HIST 38900

HIST 27705. Introduction to Black Chicago, 1893 to 2008. 100 Units.
This course surveys the history of African Americans in Chicago, from before the 20th century to the present. In referring to that history, we treat a variety of themes, including: migration and its impact, origins and effects of class stratification; relation of culture and cultural endeavor to collective consciousness, rise of institutionalized religions, facts and fictions of political empowerment, and the correspondence of Black lives and living to indices of city wellness (service, 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, as well as 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: Spring 
Equivalent Course(s): CRES 27705,HIST 37705,LLSO 22210

HIST 29613. Colloquium: Hyde Park and Chicago's South Side as Historical Laboratory. 100 Units.
This colloquium uses Hyde Park and Chicago's South Side as a case study to introduce students to issues and methodologies in the history and historical geography of American urban life during the past century and a half. Discussions will focus on both primary and secondary source readings, and each participant will design and carry out an original research project. 
Instructor(s): K. Conzen Terms Offered: Autumn 
Prerequisite(s): Priority registration for third-year history majors
PBPL 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
Equivalent Course(s): CRES 25405

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 Terms Offered: Autumn, Winter, Spring

SOSC 25501-25502-25503. Schools and Communities; Human Development and Learning; Teaching and Learning in Urban Schools.
This is a yearlong sequence on the foundations of education in urban contexts.

SOSC 25501. Schools and Communities. 100 Units.
This course focuses on communities, families, and the organization of schools. It emphasizes historical, anthropological, and sociological perspectives as students explore questions about why we have public schools, why they are organized as they are (especially in urban contexts), and how these institutions might be reformed. The topics covered represent essential intellectual perspectives for any professional who seeks to work in an urban school context. This course has been designed to afford students with multiple analytic lenses to complement and integrate students’ academic, field experiences, tutoring work, and “soul strand” reflections across the year. The course project requires students to use what they have learned to conduct an in-depth school study.
Terms Offered: Autumn
Equivalent Course(s): UTEP 35501
SOSC 25502. Human Development and Learning. 100 Units.
The focus of this course is the child, and the course provides a variety of lenses through which to look at children. Using the rich professional resources of the Center for Urban School Improvement and the University of Chicago Charter School, students are introduced to approaches to observing children for different purposes; the prominent, and sometimes contradictory, theories of learning and child development; what we know about motivation and engagement and implication for the classroom; and the sociocultural contexts that influence both student performance and the way we look at children. Each section of the course includes an observation assignment that builds towards the final assignment of producing a study of a schoolchild that the student has tutored.
Terms Offered: Winter, Spring
Equivalent Course(s): UTEP 35502

SOSC 25503. Teaching and Learning in Urban Schools. 100 Units.
Elementary Program: In this course, students explore the roots of the progressive and critical traditions in education, with a particular focus on John Dewey and Paulo Freire. Students will analyze historical and more contemporary philosophies of education in an attempt to integrate and make meaning of their relevance in the current context of Chicago Public Schools in 2014. The dilemma of how to enact educational theory, through reflection and action, or praxis, is central to the course. For the final assignment, students will develop and teach a piece of curriculum that reflects their understandings from the course. Secondary Program: This course is designed to help you to think deeply and philosophically about education by studying the growth of an imaginary person from birth to young adulthood. In 1762, Jean-Jacques Rousseau published his book Emile, subtitled On Education, which details his thought-experiment to create Emile, making him an ideal citizen. Among the many questions Rousseau raises are what is education, what is a teacher, can education set us free, are there particular times of readiness to learn certain lessons, and should we want the same educational aims for all children? For the final assignment, students conduct a teacher study and revise their own philosophy in light of the course readings and discussions.
Terms Offered: Spring
Equivalent Course(s): UTEP 35503
SOCI 20142. The Chicago School of Sociology. 100 Units.
This course introduces students to the classical work of the Chicago School and to the research stance that has characterized Chicago sociology from its beginnings. The course emphasizes reading original works rather than covering the history, although there is some study of the relevant historiography. Although the course focuses on the First Chicago School, it also considers the Second Chicago School period and other revivals. Texts to be studied could include The Polish Peasant in Europe and America, The Hobo, The Gold Coast and the Slum, The Gang, The Taxidance Hall, and Black Metropolis, as well as such general works as Introduction to the Science of Sociology and The City. From later periods we might consider works from such authors as Goffman, Becker, Strauss, Turner, Freidson, Janowitz, and Suttles.
Instructor(s): A. Abbott Terms Offered: Winter
Equivalent Course(s): SOCI 30142

SOCI 20215. Urban Health. 100 Units.
This course examines health status, healthcare access, and healthcare service delivery in the urban environment. It draws on historic and contemporary research in urban sociology to frame these discussions and uses data from the City of Chicago to illustrate themes. Specific attention is given to race and ethnic differences in disease trajectories and neighborhood-level social and institutional resources. The course also explores both local and national policy implications.
Instructor(s): K. Cagney Terms Offered: Spring

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.
Instructor(s): H. Coleman Terms Offered: Spring
Note(s): Attendance at first class meeting is mandatory. This course is offered in alternate years.
Computational Neuroscience

Computational neuroscience is a relatively new interdisciplinary area of inquiry that is concerned with how components of animal and human nervous systems interact to produce behaviors. It relies on quantitative and modeling approaches to understand the function of the nervous system and to design human-made devices that duplicate behaviors. Course work in computational neuroscience can prepare students for graduate studies in neurobiology or psychology, in the mathematical or engineering sciences, or in areas of medicine such as neurology or psychiatry. It can lead either to traditional academic careers or to opportunities in the corporate world.

An undergraduate degree in computational neuroscience is not available at the University of Chicago, but a minor in computational neuroscience is offered by the Biological Sciences Collegiate Division. This minor is a good option for students who are majoring in biological sciences and are interested in mathematical approaches to biology; or for students who are majoring in computer science, mathematics, physics, psychology, or statistics and are interested in neuroscience. For details, see the Biological Sciences (p. 112) section in this catalog.

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 biological sciences.

Summary of Requirements for the Minor in Computational Neuroscience

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 24231</td>
<td>Methods in Computational Neuroscience</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 24232</td>
<td>Computational Approaches to Cognitive Neuroscience</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 26210-26211</td>
<td>Mathematical Methods for Biological Sciences I-II</td>
<td>200</td>
</tr>
<tr>
<td>BIOS 29408</td>
<td>Signal Analysis and Modeling for Neuroscientists</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

Instead of completing a formal minor, students can easily fashion an organized course of study in computational neuroscience by selecting appropriate general education courses and electives.

For updated information on computational neuroscience activities and undergraduate programs, visit cns.bsd.uchicago.edu.

Suggested General Education Courses

Students majoring in biological sciences can elect either the BIOS 20180s or the BIOS 20190s sequence.

One of the following sequences:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 15100-15200</td>
<td>Calculus I-II</td>
<td>200</td>
</tr>
<tr>
<td>MATH 16100-16200</td>
<td>Honors Calculus I-II</td>
<td></td>
</tr>
</tbody>
</table>
SOSC 14100-14200-14300

**Mind I-II-III**

### SUGGESTED ELECTIVES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 24203</td>
<td>Introduction to Neuroscience</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 24204</td>
<td>Cellular Neurobiology</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 24205</td>
<td>Systems Neuroscience</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 24208</td>
<td>Survey of Systems Neuroscience</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 24246</td>
<td>Neurobiology of Disease I</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 24247</td>
<td>Neurobiology of Disease II</td>
<td>100</td>
</tr>
<tr>
<td>PSYC 20300</td>
<td>Biological Psychology</td>
<td>100</td>
</tr>
<tr>
<td>PSYC 20400</td>
<td>Cognitive Psychology</td>
<td>100</td>
</tr>
<tr>
<td>PSYC 20700</td>
<td>Sensation and Perception</td>
<td>100</td>
</tr>
</tbody>
</table>

**Faculty**

Faculty associated with this interdisciplinary area participate in a three-quarter sequence in computational neuroscience, teach upper-level courses relevant to computational neuroscience, and participate in an ongoing computational neuroscience seminar series.

### COMPUTATIONAL NEUROSCIENCE COURSES

**BIOS 24231. Methods in Computational Neuroscience. 100 Units.**

Topics include (but are not limited to): Hodgkin-Huxley equations, Cable theory, Single neuron models, Information theory, Signal Detection theory, Reverse correlation, Relating neural responses to behavior, and Rate vs. temporal codes.

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

Prerequisite(s): BIOS 26210 and BIOS 26211 which must be taken concurrently, or consent of instructor.

Equivalent Course(s): 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: Spring

Prerequisite(s): BIOS 26210, a course in systems neuroscience, and knowledge using Matlab, or consent of instructor.

Equivalent Course(s): CPNS 33200, ORGB 34650, PSYC 34410, CPNS
BIOS 24246. Neurobiology of Disease I. 100 Units.
This seminar course is devoted to basic clinical and pathological features and pathogenic mechanisms of neurological diseases. The first semester is devoted to a broad set of disorders ranging from developmental to acquired disorders of the central and peripheral nervous system. Weekly seminars are given by experts in the clinical and scientific aspects of the disease under discussion. For each lecture, students are given a brief description of clinical and pathological features of a given set of neurological diseases followed by a more detailed description of the current status of knowledge of several of the prototypic pathogenic mechanisms.
Instructor(s): C. Gomez, Staff Terms Offered: Winter
Prerequisite(s): NURB 31800 or BIOS 24203
Equivalent Course(s): CPNS 34600, NURB 34600, CCTS 40100

BIOS 26210-26211. Mathematical Methods for Biological Sciences I-II.

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.
Prerequisite(s): BIOS 20151 or BIOS 20152 or consent of the instructor
Equivalent Course(s): CPNS 31000, PSYC 36210

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.
Prerequisite(s): BIOS 26210
Equivalent Course(s): CPNS 31100, PSYC 36211
**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 Equivalent
Equivalent Course(s): CPNS 31100, PSYC 36211

**BIOS 29408. Signal Analysis and Modeling 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
Prerequisite(s): BIOS 26210 and 26211, or consent of instructor.
Note(s): This course meets requirements for the biological sciences major only for students specializing in neuroscience.
Equivalent Course(s): CPNS 32110
Students at the University of Chicago pursue creative writing within the larger context of academic study. While the purpose of the program is, above all, to give students a rigorous background in the fundamentals of creative work by providing them with the opportunity to study with established poets and prose writers, it differs from the free-standing creative writing programs at other universities in seeing itself as an integral part of the intellectual life of the University of Chicago, and most particularly in providing opportunities for interdisciplinary work. A playwright working through University Theater under the auspices of Interdisciplinary Studies in the Humanities may take writing workshops in fiction or poetry as part of the process of developing scripts. Students in the visual arts may join forces with writers in work on graphic novels. And students in non-English languages and literatures may find themselves taking not only literature courses but also poetry or fiction writing workshops as part of developing translation projects. It is this commitment to interdisciplinary work, coupled with the program’s insistence on teaching the elements of creative writing that underlie all genres, that accounts for the program’s vitality and explains why creative writing at Chicago is currently the largest initiative in the humanities for the College.

Students can pursue their creative writing interests within the formal requirements of the two interdisciplinary majors below; within the formal requirements of the minor program in English and Creative Writing described below; in other programs of study, with approval to count writing courses toward requirements; or among the eight to eighteen electives available to students across the range of other programs of study.

Interdisciplinary Studies in the Humanities

Students wishing to engage the dialogues between creative writing and other studies in the humanities, including artistic media (e.g., dance, film, theater, visual arts), may apply to explore writing opportunities through one of the options in the Interdisciplinary Studies in the Humanities (p. 647) major.

English Language and Literature

Students majoring in English Language and Literature (p. 421) may choose to produce a creative writing thesis to satisfy part of the requirement for honors. Prior to the end of their third year, students must complete at least two creative writing courses in the genre (poetry, fiction, or nonfiction) of their BA project. At least one must be an advanced course, in which the student has earned a B+ or higher. In Winter Quarter of their fourth year, students will work intensively on their projects in the context of a designated creative writing thesis seminar.

To do a creative writing BA project, students must fill out a declaration form available at the English undergraduate office by the spring of their third year. On this form they declare their intent to write a creative writing BA project in a specific genre and list the two creative writing courses in the relevant genre that they have taken as prerequisites for doing the BA project.
Students work on their project over three quarters. Early in Autumn Quarter of their fourth year, students will be assigned a graduate student preceptor. In Autumn Quarter, students will attend a series of colloquia led by their graduate preceptor. In Winter Quarter, students will continue meeting with their graduate preceptor. In addition, students must enroll in one of the creative BA project workshops in their genre. Students are not automatically enrolled in a workshop; they must receive the consent of the workshop instructor, who will also serve as their faculty adviser for their creative BA project. These workshops are advanced courses limited to eight students and will include not only students majoring in English but also those in Interdisciplinary Studies in the Humanities (ISHU) and the Master of Arts Program in the Humanities (http://maph.uchicago.edu) (MAPH) who are producing creative theses. Students will work closely with their faculty adviser and with their peers in the workshops and will receive course credit as well as a final grade for the workshop. Students should be aware that because of the high number of students wishing to write fiction for their BA projects, students will not necessarily get their first choice of workshop instructor and faculty adviser.

In consultation with their faculty adviser and graduate preceptor, students revise and resubmit a near final draft of their creative BA projects by the beginning of the third week of Spring Quarter. Students submit the final version of their creative BA project to their preceptor, faculty adviser, and the undergraduate program assistant by the beginning of the fifth week of Spring Quarter. The project will then be evaluated by the faculty adviser, graduate preceptor, and director of undergraduate studies to determine whether the student will be recommended.

MINOR PROGRAM IN ENGLISH AND CREATIVE WRITING

Students who are not English 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) courses, with at least one at the intermediate or advanced level. The remaining required courses must be taken in the English department (ENGL). In addition, students must submit a portfolio of their work (e.g., a selection of poems, one or two short stories or chapters from a novel, a substantial part or the whole of a play, two or three nonfiction pieces) to the undergraduate program assistant in the English department by the end of the fifth week in the quarter in which they plan to graduate.

Students who elect the minor program in English and Creative Writing must meet with the undergraduate program assistant in the English department 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 undergraduate program assistant. The undergraduate program assistant’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. NOTE: Students completing this minor will not be given enrollment preference for CRWR courses, and they must follow all relevant admission procedures described at the Creative Writing (https://creativewriting.uchicago.edu) website.
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**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 CRWR courses (at least one at the intermediate or advanced level)</td>
<td>200</td>
</tr>
<tr>
<td>4 CRWR or ENGL electives</td>
<td>400</td>
</tr>
<tr>
<td>A portfolio of the student’s work</td>
<td></td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td>600</td>
</tr>
</tbody>
</table>

**Two Sample Plans of Study**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRWR 10200</td>
<td>Beginning Fiction Workshop</td>
<td>100</td>
</tr>
<tr>
<td>CRWR 12000</td>
<td>Intermediate Fiction Workshop</td>
<td>100</td>
</tr>
<tr>
<td>CRWR 12103</td>
<td>Reading as a Writer</td>
<td>100</td>
</tr>
<tr>
<td>CRWR 26001</td>
<td>Writing Biography</td>
<td>100</td>
</tr>
<tr>
<td>ENGL 10700</td>
<td>Introduction to Fiction: The Short Story</td>
<td>100</td>
</tr>
<tr>
<td>ENGL 16500</td>
<td>Shakespeare I: Histories and Comedies</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>a portfolio of the student’s work (two short stories)</td>
<td></td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td>600</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRWR 13000</td>
<td>Intermediate Poetry Workshop</td>
<td>100</td>
</tr>
<tr>
<td>CRWR 23100</td>
<td>Advanced Poetry Workshop</td>
<td>100</td>
</tr>
<tr>
<td>ENGL 10400</td>
<td>Introduction to Poetry</td>
<td>100</td>
</tr>
<tr>
<td>ENGL 15800</td>
<td>Medieval Epic</td>
<td>100</td>
</tr>
<tr>
<td>ENGL 23413</td>
<td>Introduction to Literary Theory</td>
<td>100</td>
</tr>
<tr>
<td>ENGL 25600</td>
<td>The Poet In The Novel</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>a portfolio of the student’s work (ten short poems)</td>
<td></td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td>600</td>
<td></td>
</tr>
</tbody>
</table>

**Program Structure**

Creative Writing courses are cross-listed to enable students to apply to courses based on their level of preparation rather than on their level in the degree program. Classes are organized in the following way:

**Core**

Core courses are multigenre introductions to creative writing that satisfy the general education requirement for the arts. The courses fall into two categories, Introduction to Genres and Reading as a Writer, though each may be pitched with a unique focus, such as science fiction or crime and story. Admission is by open bid. Enrollment in each class is limited to fifteen students.
Beginning

Beginning courses are intended for students who wish to gain experience in a particular genre. Admission is by open bid. Enrollment in each class is limited to twelve students.

Intermediate

Intermediate courses are intended for students with some writing experience in a particular genre. Admission requires completion of a beginning class in the same genre and/or consent of instructor based on submission of a writing sample. For specific submission requirements, see course descriptions. The submission process must be completed online in advance of the term by the deadline. Enrollment in each class is limited to twelve students.

Advanced

Advanced courses are intended for students with substantive writing experience in a particular genre. Admission requires completion of an intermediate class in the same genre and/or consent of instructor based on submission of a writing sample. For specific submission requirements, see course descriptions. The submission process must be completed online in advance of the term by the deadline. Enrollment in each class is limited to ten students.

Thesis/Major Projects Seminar

This course is required for students who are working on their BA or MA theses in fiction, poetry, or creative nonfiction. If space permits, these seminars may also be open to advanced students who are interested in writing or revising a substantial project. Students must obtain the consent of the instructor in advance by submission of a writing sample. Enrollment in each class typically is limited to eight students.

Special Topics

Several special topics courses are offered each year. These courses vary in terms of subject matter, requirements for the submission of writing samples, and enrollment limitations.

Cross-Listed Courses

Courses originated by other departments that include creative writing components are cross listed by Creative Writing (CRWR).

Required Writing Samples

Consent of instructor is typically required to enroll in Creative Writing courses, based on faculty review of student writing samples. For specific sample submission requirements, see course descriptions. Submission deadlines are:

- Autumn Quarter, September 15
- Winter Quarter, November 21
- Spring Quarter, February 23

For more information on Creative Writing courses and opportunities, visit the Creative Writing (https://creativewriting.uchicago.edu) website.
Faculty and Visiting Lecturers

For a current listing of Creative Writing faculty, visit the Creative Writing (https://creativewriting.uchicago.edu/faculty) website.

CREATIVE WRITING COURSES

CRWR 10200. Beginning Fiction Workshop. 100 Units.
This beginning-level fiction writing class uses a wide range of exercises and activities to help students discover their oral and written voices. Point of view, seeing-in-the-mind, gesture, audience, and other aspects of story are emphasized so that students can attempt to incorporate basic storytelling principles, forms, and techniques into their own writing. The major goals of the class are to guide students to discover and use the power of their individual voices, heighten their imaginative seeing and sense of imaginative options, and develop their overall sense for story structure and movement. Students select at least one of the assignments undertaken, rewrite it extensively, and attempt a complete story movement (short story or novel excerpt) of publishable quality.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Open bid through classes.uchicago.edu. If course is full, sign up for wait list at creativewriting.uchicago.edu/courses/waiting-list.
Note(s): Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 30200

CRWR 10300. Beginning Poetry Workshop. 100 Units.
Based on the premise that successful experimentation stems from a deep understanding of tradition, this course will help students gain a foundation in poetic constructions while encouraging risk-taking in expression and craft. It will expose students to ways that poets have both employed and resisted patterns in meter, line, and rhyme, and it will ask students to experiment with constraints as a way of playing with formal limitations in their own poems. Students will also explore innovations in diction, syntax, and voice, and apply what they learn from these investigations in workshop discussions. While delving into work by both canonical and emerging poets, students will draft and revise a significant portfolio of their own poems.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Open bid through classes.uchicago.edu. If course is full, sign up for wait list at creativewriting.uchicago.edu/courses/waiting-list.
Note(s): Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 30300
CRWR 10400. Beginning Creative Nonfiction. 100 Units.
In this workshop you are free to write about anything at all as long as you do so in an intimate and personal, rather than academic, voice. To that end you will try your hand at a true story—be it a memoir, travelogue, anecdote, character study, essay or argument—and submit it to your classmates, who will edit and critique it. Together we will refine our narratives and our prose, primarily by insisting on rigorous reflection and total honesty. Finding your voice takes time, but we have only ten weeks. So come to the first day of class with ideas and work already underway and ready to share. Be prepared to finish three total rewrites of your work in progress. We will also read and discuss published exemplars of the form. You will leave this class with a polished work sample to use for admission to more advanced courses.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Open bid through classes.uchicago.edu. If course is full, sign up for wait list at creativewriting.uchicago.edu/courses/waiting-list.
Note(s): Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 30400

CRWR 12000. Intermediate Fiction Workshop. 100 Units.
This intermediate fiction workshop will build on the fundamental elements of craft laid out in Beginning Fiction Writing and encourage you to begin cultivating your own aesthetic—not merely your own writing style, but more importantly your unique perspective on the world that necessarily informs and is informed by that style. We will read a selection of writers (like Raymond Carver, Paul Bowles, Gabriel Garcia Marquez, Haruki Murakami, Lorrie Moore) who have very unique and identifiable voices, and then complement those readings with writing exercises that will help you contextualize, refine, and expand your emerging voice. As always, there will be an emphasis on the workshop process so that you are actively engaging with your own work and the work of your peers. For the course, you will complete one full-length story, which you will present for class critique, and then write a significant revision of that story, which you will either present for a second workshop or turn into me at the end of the quarter. Please come to class prepared to share your work, your ideas, your enthusiasm, and your honesty.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): To apply, submit writing through online form at creativewriting.uchicago.edu/courses/creative-writing-submission-form.
Note(s): Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 32000
CRWR 12101. Reading as a Writer: Chicago Stories. 100 Units.
This course invites writers to reconsider the influence of Chicago’s public and private 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 “Chicago epic”? Working through these questions, students analyze and explore the technical vocabularies of other writers’ responses in a variety of literary genres. Examples here include how political or social conflicts have shaped fiction writers’ definition of characters and point of view in Chicago writing. Similarly, how have the city’s historical geographies of South Side, the Great Migration, and the suburb influenced form in poetry and creative nonfiction? What theoretical approaches have been particularly influential in understanding “place” among Chicago writers? Using workshop format, students develop their own creative responses, building connections to their adopted critical approaches. To these ends, we examine work by writers including Nelson Algren, Gwendolyn Brooks, John Conroy, Aleksandar Hemon, and Sterling Plumpp, as well as the city’s rich legacies in drama, the visual arts, and music.
Terms Offered: Autumn
Prerequisite(s): Open bid through classes.uchicago.edu. Sign up for wait list by contacting instructor if class is full.
Note(s): This course meets the general education requirement for dramatic, musical, and visual arts.

CRWR 12104. Introduction to Genres: Four Western Myths. 100 Units.
Consider the proposition that myths inform the fabric of our thought, from its structures to its particularities. If this is so, how do we understand the power these myths exert on our imaginations? Is this power always benign? Is there a malevolent shadow these myths can cast on our collective soul? Let’s examine four myths that arise out of the Western tradition. Two of them are old: the story of King Oedipus and the myth of the Holy Grail. The other two are newer: the story of the Wizard of Oz, the first complete American myth, and the story of Star Wars, as much a commentary on myth as a myth itself. Both of these newer myths have insinuated themselves into the popular imagination, in ways that the earlier myths are so ingrained they have the ability to be continually made novel. In this course, you will read texts that transmit these myths (Sophocles, Chrétien de Troyes, and L. Frank Baum), you will consider films that depict these myths (Edipe Re by Pasolini, The Da Vinci Code by Howard, The Wizard of Oz by Fleming, and Star Wars by Lucas), you will examine theories that interpret these myths (Freud, Weston, Lévi-Strauss, and Campbell, respectively), and, finally, and perhaps most importantly, you will generate your own versions of these myths in various creative forms: poetry, fiction, creative non-fiction, screenplays, and drama.
Terms Offered: Spring
Prerequisite(s): Open bid through classes.uchicago.edu. If course is full, sign up for wait list at creativewriting.uchicago.edu/courses/waiting-list.
Note(s): This course meets the general education requirement for dramatic, musical, and visual arts.
CRWR 13000. Intermediate Poetry Workshop. 100 Units.
Poets often turn to the constraints and conventions of lyric forms (sonnets, sestinas, pantoums, etc.) as a way to generate material and experiment within a poetic tradition. The history of poetry, however, is as rich in genres as it is in forms. How is genre different from form? How do the two intersect? How have different genres evolved over time? In this course we will study various traditional genres (the elegy, the epistle, the dramatic monologue, for example) alongside such "non-poetic" genres as the essay, the obituary, and the travelogue, in the hopes of expanding and refining our encounter with the art.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): To apply, submit writing through online form at creativewriting.uchicago.edu/courses/creative-writing-submission-form.
Note(s): Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 33000

CRWR 13006. Investigations through Rhyme. 100 Units.
Rhyme, and its almost necessary companion, meter, have found their way into almost every form of expressive language, low and high: from sonnets to limericks, quatrains to playground insults, plays to songs, mnemonic devices for school children to didactic sermons, raps to jingles—even the occasional novel. Though it may be something of a mystery as to why, that rhyme can be pleasing to the reader (and listener) is established. What practical use, however, might it be to the writer? This course—welcoming writers of any stamp—will explore how composing in rhyme uncovers previously unsuspected pathways in a writer’s imagination and is a powerful editing tool as well. Rhymed poetic, dramatic, and rhetorical writings and basic verse structures (the Onegin stanza, sonnet, quatrain, etc.) will be introduced and analyzed. The focus, however, will be on the "translation" of works of prose—some selected, but mostly pieces original with the student—into rhymed verse, with the aim of exploding/unfolding those works out in fresh directions. Possible texts/authors/artists: Shakespeare, Pope, William Blake, Chuck D, Emily Dickinson, Yip Harburg, Cole Porter, Magnetic Fields, Ogden Nash.
Terms Offered: Spring
Prerequisite(s): PQ: Instructor consent required. To apply, submit writing sample online at creativewriting.uchicago.edu/courses/creative-writing-submission-form.
Once given consent, attendance on the first day is mandatory.
Note(s): Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 33006
CRWR 14000. Intermediate Creative Nonfiction. 100 Units.
In this course we will examine what is creative about so-called creative nonfiction. What makes a personal essay or literary journalism different from straight journalism or editorial opinion? By what alchemy do we transmute facts into art? Through daily and weekly reading, writing, and editing you will learn to combine the facts of the matter at hand with your own retrospection and reflection. Your grade will be based on the artistry you display in balancing the factual with the personal and in recognizing how they can both complement and contradict one another. This is a workshop, so come to the first day of class with work underway and ready to share. Be prepared to write every day of the week and to finish two complete rewrites of an essay of fifteen or so pages. We will also read and discuss published exemplars of the form.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): To apply, submit writing through online form at creativewriting.uchicago.edu/courses/creative-writing-submission-form.
Note(s): Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 34000

CRWR 22100. Advanced Fiction Workshop. 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 and style. In our workshops, we will focus on the fundamentals of craft like language, voice, and plot and character development, but with an eye also on expanding our perspective on our subject matter and the form we use to write about it. To that end, we will read a selection of writers (like Jorge Luis Borges, Julio Cortazar, Donald Barthelme, Alice Munro, George Saunders, Tim O’Brien) who experiment with form, who unravel the rules of a well-made story and reconstitute it in order to tell their own particular narratives in a more meaningful way. Our goal in this class is to create a constructive, critical atmosphere that facilitates and demands the process of revision, and that expands the horizon of expression for each student while also refining their emerging voice. For the course, you will complete one full-length story, which you will present for class critique, and then write a significant revision of that story, which you will either present for a second workshop or turn into me at the end of the quarter. Please come to class prepared to share your work, your ideas, your enthusiasm, and your honesty.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): To apply, submit writing through online form at creativewriting.uchicago.edu/courses/creative-writing-submission-form.
Note(s): Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 42100
CRWR 23100. Advanced Poetry Workshop. 100 Units.
In this course, we will examine various formal, theoretical, and sociological currents in contemporary American poetry as a means of provoking and informing our own creative work in the lyric field. While the class will be a “writing workshop” first and foremost, we will also study recent books of poetry from a variety of contemporary “schools” at work in the fertile, sectarian, and maddeningly complex landscape of today’s lyric writing. We will also attend poetry readings by some of these authors here at the University in order to explore the world of contemporary verse as fully as possible. It is important to keep in mind, however, that this is ultimately a course about your work as a poet. Throughout the semester, we will read one another’s writing within the broad context of contemporary American poetics, and yet we will respect the solitary and idiosyncratic nature of the lyric enterprise as well.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): To apply, submit writing through online form at creativewriting.uchicago.edu/courses/creative-writing-submission-form.
Note(s): Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 43100

CRWR 24100. Advanced Creative Nonfiction Workshop. 100 Units.
The goal of this workshop is to attempt the kind of nonfiction published by magazines aimed at the smart, general reader: the New Yorker, Harper’s, and the Atlantic Monthly, as well as smaller journals. You may write a personal essay, argument, memoir, character study or travelogue, as well as a more journalistic profile of a person, place, or culture. We also welcome reportorial, researched, and investigative pieces. No matter what rubric your nonfiction falls under, we will help you to distinguish between what Vivian Gornick has called The Situation—that is, the plot, or facts at hand—and The Story, the larger, more universal meaning that arises naturally from these facts. By developing the two and by tying them more artfully you will make your piece as appealing as it can be to editors and a discerning audience. Come to the first day of class with ideas and work underway and ready to share. Be prepared to write every day and to finish three full revisions of your work in progress. We will also read and discuss successful published work. You will leave this class with a polished sample of your best work.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): To apply, submit writing through online form at creativewriting.uchicago.edu/courses/creative-writing-submission-form.
Note(s): Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 44100
CRWR 28200. Journalism: Arts Reviewing. 100 Units.
In this course we will study and practice the craft of arts reviewing for newspapers, magazines, and online publications. We will strive to write fair, effective reviews of several art forms, including but not limited to movies, books, theater, music, cuisine, and visual arts. We will examine and adhere to the legal and ethical standards of the profession of journalistic arts reviewing. As much as possible we will emulate the pace of the job, completing weekly reviews for a specific audience.
Terms Offered: Autumn
Prerequisite(s): To apply, submit writing through online form at creativewriting.uchicago.edu/courses/creative-writing-submission-form.
Note(s): Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 48200

CRWR 29200. Thesis/Major Projects Seminar: 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, a novella, etc.), 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. To supplement our workshops, we will read and discuss published fiction relevant and hopefully informative to your specific projects, while also exploring the potential avenues towards publication.
Terms Offered: Winter
Prerequisite(s): Required for students working on BA or MA thesis in fiction; for others to apply, submit writing through online form at creativewriting.uchicago.edu/courses/creative-writing-submission-form.
Note(s): Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 49200
CRWR 29300. Thesis/Major Projects Seminar: Poetry. 100 Units.
This course is an advanced seminar intended primarily for seniors and MAPH students writing honors theses in creative writing as well as advanced students who are working on major projects. 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.
Terms Offered: Winter
Prerequisite(s): Required for students working on BA or MA thesis in poetry; for others to apply, submit writing through online form at creativewriting.uchicago.edu/courses/creative-writing-submission-form.
Note(s): Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 49300

CRWR 29400. Thesis/Major Projects Seminar: Creative Nonfiction. 100 Units.
This course is for BA and MA thesis students and those writing a long piece of nonfiction. It can be an extended essay, a memoir or travelogue, literary journalism, or an interrelated collection thereof. It is a workshop, so come to the first day of class with your work underway and ready to submit. You are required to 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 will 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.
Terms Offered: Winter
Prerequisite(s): Required for students working on BA or MA thesis in creative nonfiction; for others to apply, submit writing through online form at creativewriting.uchicago.edu/courses/creative-writing-submission-form.
Note(s): Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 49400
Students interested in UChicago UTEP should consult with Ron Gorny, the BA/MA adviser, at 773.702.8615, rlg2@uchicago.edu; and with Diane New-Hardy and Melissa Martin, UChicago UTEP’s recruitment team. They can be reached at 773.702.6192 or recruit@utepchicago.org.

Education is an area of practice and policy that is subject to scholarly inquiry from a variety of disciplinary perspectives. A number of departments (e.g., comparative human development, psychology, public policy, sociology) offer courses relevant to education and teaching. Many education courses can be used to meet undergraduate program requirements in those departments and help students explore their interests within the field.

**UrbAn Teacher Education Program (UChicago UTEP)**

For students who are particularly interested in teaching children in grades K-12, the University offers a nationally acclaimed certification and master’s degree program. The University of Chicago Urban Teacher Education Program (UChicago UTEP) prepares elementary school teachers (grades K–9) and secondary teachers in math and biology (grades 6–12) for work in Chicago Public Schools. UChicago UTEP is housed within the Urban Education Institute and Graham School of Continuing Liberal and Professional Studies.

Typically students apply to the program in their third year and take the foundations sequence in their fourth year. However, other students apply in their fourth year for participation in the program after graduation from the College.

Accepted College students must take a required three-quarter Foundations of Education sequence (UTEP 35501-35502-35503 Schools and Communities; Human Development and Learning; Teaching and Learning in Urban Schools) as well as additional content area courses in their fourth year, and then continue with a 15-month graduate program that includes a yearlong residency in local public schools, including the University of Chicago Charter School. A master of arts in teaching is awarded upon successful completion of the program, along with a professional educator license from the State of Illinois.

**UChicago UTEP Courses**

**SOSC 25501-25502-25503. Schools and Communities; Human Development and Learning; Teaching and Learning in Urban Schools.**

This is a yearlong sequence on the foundations of education in urban contexts.
SOSC 25501. **Schools and Communities. 100 Units.**
This course focuses on communities, families, and the organization of schools. It emphasizes historical, anthropological, and sociological perspectives as students explore questions about why we have public schools, why they are organized as they are (especially in urban contexts), and how these institutions might be reformed. The topics covered represent essential intellectual perspectives for any professional who seeks to work in an urban school context. This course has been designed to afford students with multiple analytic lenses to complement and integrate students’ academic, field experiences, tutoring work, and “soul strand” reflections across the year. The course project requires students to use what they have learned to conduct an in-depth school study.
Terms Offered: Autumn
Equivalent Course(s): UTEP 35501

SOSC 25502. **Human Development and Learning. 100 Units.**
The focus of this course is the child, and the course provides a variety of lenses through which to look at children. Using the rich professional resources of the Center for Urban School Improvement and the University of Chicago Charter School, students are introduced to approaches to observing children for different purposes; the prominent, and sometimes contradictory, theories of learning and child development; what we know about motivation and engagement and implication for the classroom; and the sociocultural contexts that influence both student performance and the way we look at children. Each section of the course includes an observation assignment that builds towards the final assignment of producing a study of a schoolchild that the student has tutored.
Terms Offered: Winter, Spring
Equivalent Course(s): UTEP 35502
SOSC 25503. Teaching and Learning in Urban Schools. 100 Units.
**Elementary Program:** In this course, students explore the roots of the progressive and critical traditions in education, with a particular focus on John Dewey and Paulo Freire. Students will analyze historical and more contemporary philosophies of education in an attempt to integrate and make meaning of their relevance in the current context of Chicago Public Schools in 2014. The dilemma of how to enact educational theory, through reflection and action, or praxis, is central to the course. For the final assignment, students will develop and teach a piece of curriculum that reflects their understandings from the course. **Secondary Program:** This course is designed to help you to think deeply and philosophically about education by studying the growth of an imaginary person from birth to young adulthood. In 1762, Jean-Jacques Rousseau published his book *Emile*, subtitled *On Education*, which details his thought-experiment to create Emile, making him an ideal citizen. Among the many questions Rousseau raises are what is education, what is a teacher, can education set us free, are there particular times of readiness to learn certain lessons, and should we want the same educational aims for all children? For the final assignment, students conduct a teacher study and revise their own philosophy in light of the course readings and discussions.
Terms Offered: Spring
Equivalent Course(s): UTEP 35503

SOSC 25502. Human Development and Learning. 100 Units.
The focus of this course is the child, and the course provides a variety of lenses through which to look at children. Using the rich professional resources of the Center for Urban School Improvement and the University of Chicago Charter School, students are introduced to approaches to observing children for different purposes; the prominent, and sometimes contradictory, theories of learning and child development; what we know about motivation and engagement and implication for the classroom; and the sociocultural contexts that influence both student performance and the way we look at children. Each section of the course includes an observation assignment that builds towards the final assignment of producing a study of a schoolchild that the student has tutored.
Terms Offered: Winter, Spring
Equivalent Course(s): UTEP 35502
SOSC 25503. Teaching and Learning in Urban Schools. 100 Units.

**Elementary Program:** In this course, students explore the roots of the progressive and critical traditions in education, with a particular focus on John Dewey and Paulo Freire. Students will analyze historical and more contemporary philosophies of education in an attempt to integrate and make meaning of their relevance in the current context of Chicago Public Schools in 2014. The dilemma of how to enact educational theory, through reflection and action, or praxis, is central to the course. For the final assignment, students will develop and teach a piece of curriculum that reflects their understandings from the course.

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Terms Offered: Spring
Equivalent Course(s): UTEP 35503

**EDUCATION-RELATED COURSES**

**Comparative Human Development Courses**

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: Winter
Equivalent Course(s): PSYC 20209

**Economics Courses**

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: Spring
Prerequisite(s): ECON 21000
Equivalent Course(s): PBPL 26700, ECON
Psychology Courses

**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): A. Woodward Terms Offered: Spring
Equivalent Course(s): CHDV 25900

**PSYC 23200. 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): CHDV 23900, LING 21600

Public Policy Courses

**PBPL 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
Equivalent Course(s): CRES 25405

Sociology Courses

**SOCI 20004. 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): Staff Terms Offered: Winter
Note(s): Students are expected to attend two lectures and one lab per week. UG Sociology majors and Sociology PhD students only. Others by consent of instructor
Equivalent Course(s): SOCI 30004
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): SOCI 30192
The Human Rights Program at the University of Chicago integrates the exploration of the core questions of human dignity with a critical examination of the institutions designed to promote and protect human rights in the contemporary world. It is an initiative unique among its peers for the interdisciplinary focus its faculty and students bring to bear on these essential matters. The Human Rights curriculum includes a core sequence and an array of elective courses that examine human rights from a variety of disciplinary, thematic, and regional perspectives. The Human Rights Internship Program provides fellowships to students for practical experiences at host organizations in the United States and around the world. Through conferences, workshops, lectures, and film series, the program brings the world to the campus, incorporating the broader community into its educational mission.

Students wishing to pursue a systematic introduction to the study of human rights are encouraged to take the core sequence in Human Rights (HMRT 20100 Human Rights I: Philosophical Foundations of Human Rights; HMRT 20200 Human Rights II: History and Theory; and HMRT 20300 Human Rights III: Contemporary Issues in Human Rights). Additional courses provide an in-depth study of various human rights issues from a number of different theoretical perspectives. In Spring Quarter 2015, Human Rights I, II, and III will be offered in Vienna through Study Abroad (p. 1229).

Students interested in human rights are also encouraged to attend the Human Rights Workshop. The workshop provides a forum for the ongoing human rights research of faculty and graduate students in a variety of disciplines. Prominent human rights activists, theorists, artists, and faculty from other universities are among the guest speakers at workshops. Offered every quarter, workshop sessions are open to faculty, students, and the public.

The Human Rights Internship Program offers University of Chicago students the opportunity to learn the skills and understand the challenges inherent in putting human rights into practice. The internship program is unique in its flexibility, awarding grants that afford all interns the freedom to explore their interests, whether thematic or regional in focus. The program places more than thirty students each summer with nongovernmental organizations, governmental agencies, and international human rights bodies around the world. The application deadline is in Autumn Quarter. More information is available on the program website at humanrights.uchicago.edu.

Minor Program in Human Rights

Students in other fields of study may also complete a minor in human rights.

The minor program in Human Rights is an interdisciplinary plan of study that provides students the opportunity to become familiar with 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 an appropriate discipline where
scholarship can focus on human rights or for careers that incorporate human rights advocacy (e.g., journalism, filmmaking, the practice of law or medicine, teaching, policy analysis, service in government or intergovernmental entities).

The minor requires five courses. At least two of the courses must be selected from the three Human Rights core courses (HMRT 20100 Human Rights I: Philosophical Foundations of Human Rights, HMRT 20200 Human Rights II: History and Theory, HMRT 20300 Human Rights III: Contemporary Issues in Human Rights). The remaining courses can be selected from among the Human Rights core and approved upper-level Human Rights courses.

Students must receive the program adviser’s approval of the minor program on a form obtained from their College adviser. This form must then be returned to their 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.

NOTE: Lists of qualifying courses are prepared both annually and quarterly by the Human Rights Program. For up-to-date information, visit Room 207 at 5720 South Woodlawn Avenue or humanrights.uchicago.edu.

CORE COURSES

HMRT 20100. Human Rights I: 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): B. Laurence

Terms Offered: Spring 2015

Equivalent Course(s): HMRT 30100, PHIL 21700, PHIL 31600, HIST 29301, HIST 39301, INRE 31600, LAWS 41200, MAPH 40000, LLSO 25100
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): M. Geyer and J. Sparrow Terms Offered: Winter 2015
Equivalent Course(s): CRES 29302, HIST 29302, HIST 39302, HMRT 30200, INRE 31700, LAWS 41301, LLSO 27100

HMRT 20300. Human Rights III: Contemporary Issues in Human Rights. 100 Units.
For U.S. students, the study of international human rights is becoming increasingly important, as interest grows regarding questions of justice around the globe. This interdisciplinary course presents a practitioner’s overview of several major contemporary 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 course may be co-taught by faculty from the Pritzker School of Medicine. Topics may include the prohibition against torture, problems of universalism versus cultural relativism, and the human right to health.
Instructor(s): S. Gzesh Terms Offered: Autumn 2014
Equivalent Course(s): HMRT 30300, HIST 29303, HIST 39303, INRE 31800, LAWS 78201, LLSO 27200

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 2015 (in Vienna)
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): M. Bradley Terms Offered: Spring 2015 (in Vienna)

HMRT 20301. Human Rights III in Vienna: Contemporary Issues in Human Rights. 100 Units.
For U.S. students, the study of international human rights is becoming increasingly important, as interest grows regarding questions of justice around the globe. This interdisciplinary course presents a practitioner’s overview of several major contemporary 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 course may be co-taught by faculty from the Pritzker School of Medicine. Topics may include the prohibition against torture, problems of universalism versus cultural relativism, and the human right to health.
Instructor(s): S. Gzesh Terms Offered: Spring 2015 (in Vienna)

HUMAN RIGHTS COURSES

HMRT 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): SOCI 20116,HMRT 30116,PBPL 27900,SO CI 30116

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 23301. History of Humanitarian Intervention. 100 Units.
The post–Cold War world has been seen a proliferation of so-called humanitarian interventions as well as of doctrines and agreements that guide them. R2P, the Responsibility to Protect, is the most prominent example for the latter. What do we make of these interventions for humanitarian ends? Should we denounce their backers as covert imperialists or their detractors as callous fellow-travelers for genocidaires? Should we give up humanitarian reasoning? There is no self-evident answer. However, there is quite a bit of material to work with. First of all, why this sudden rush toward humanitarian intervention? How do these interventions relate to the older (Cold War) history of (UN) peacekeeping? Second, forced humanitarian interventions have a surprisingly long history that makes a difference, if we want to understand the present. This is a history of interstate protection for (religious) minorities, a history of muscular, imperial meddling in other people’s and, especially, in the Ottoman Empire’s affairs, a history not least of securitizing relief operations, and only eventually a history of protecting against humanitarian and human rights abuses. In all of these instances it is a history of legitimating violence as the lesser evil in the face of grievous abuses and man-made disasters, which would suggest that the future of global politics is not with peacekeeping, but with internationally sanctioned warmaking.
Instructor(s): M. Geyer Terms Offered: Winter
Equivalent Course(s): HIST 22117,HIST 32117,HMRT 33001,LLSO 23402

HMRT 23302. Humanitarianism: History and Theory. 100 Units.
Humanitarianism in its most general form is an ethics of benevolence and sympathy extending universally and impartially to all human beings. Humanitarians understand the world as an affective community and insist that the world can be transformed and, if not transformed, suffering and ill-treatment can be alleviated by fearless vanguards of compassion. Lately, the entire concept has come under attack as deceptive, fraudulent, and useless. If anything, so it is argued, humanitarianism has failed, if it has not actively worsened humanitarian crises. Humanitarians promise relief and deliver a mess; they consort with the worst abusers of human rights; they have never changed anything. Well, one of the questions we will ask is what we make of this critique in light of the historical record. What do humanitarians do? What is their effect and when and where are they effective? Is it true that abolitionists have achieved the abolition of slavery? What about the struggle for social justice? About famine relief? About refugee aid? However, rather than chasing one case after another, we will focus on the humanitarian rationale for action and how it differs from other such rationales, say, Pacifist, Marxist, or liberal rights-based approaches.
Instructor(s): M. Geyer Terms Offered: Spring
Equivalent Course(s): HIST 33512,HMRT 33002,LLSO 23114,HIST 23512
HMRT 24701. Human Rights: Alien and Citizen. 100 Units.
This course addresses how international human rights doctrines, conventions, and mechanisms can be used to understand the situation of the “alien” (or foreigner) who has left his or her country of origin to work, seek safe haven, or simply reside in another country. If human rights are universal, human rights are not lost merely by crossing a border. We use an interdisciplinary approach to study concepts of citizenship and statelessness, as well as the human rights of refugees and migratory workers.
Instructor(s): S. Gzesh Terms Offered: Winter 2015
Equivalent Course(s): LACS 25303, LAWS 62401

HMRT 25106. Documentary Production I. 100 Units.
This class is intended to develop skills in documentary production so that students may apply for Documentary Production II. Documentary Production I focuses on the making of independent documentary video. Examples of various styles of documentary will be screened and discussed. Issues embedded in the documentary genre, such as the ethics and politics of representation and the shifting lines between fact and fiction will be explored. Pre-production methodologies, production, and post-production techniques will be taught. Students will be expected to develop an idea for a documentary video, crews will be formed, and each crew will produce a five-minute documentary. Students will also be expected to purchase an external hard drive.
Instructor(s): J. Hoffman Terms Offered: Autumn
Note(s): Prior or concurrent enrollment in CMST 10100 recommended
Equivalent Course(s): ARTV 23930, ARTV 33930, CMST 33930, HMRT 35106

HMRT 25107. Documentary Production II. 100 Units.
This course focuses on the shaping and crafting of a nonfiction video. Students are expected to write a treatment detailing their project. Production techniques focus on the handheld camera versus tripod, interviewing and microphone placement, and lighting for the interview. Postproduction covers editing techniques and distribution strategies. Students then screen final projects in a public space.
Instructor(s): J. Hoffman Terms Offered: Winter 2015
Prerequisite(s): CMST 23930 or ARTV 23930.
Note(s): This course meets for two quarters.
Equivalent Course(s): ARTV 23931, CMST 23931

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): MAPS 36900, ANTH 20405, ANTH 30405, CHDV 30405, HMRT 35210, SOSC 36900
HMRT 26500. Human Rights in Russia and Eurasia. 100 Units.
This course focuses on the political economy of human rights in Russia and Eurasia. We will study how international norms have been “imported” by post-Soviet states. How have regional politics and cultures shaped how rights norms are understood and how they are protected in practice? Why do many post-Soviet countries fail to protect the rights of their citizens? Using knowledge of the history, political culture, and social practices of the region, we will work to identify those rights issues with the most potential for positive change and those more likely to remain enduring problems.
Instructor(s): A. Janco
Terms Offered: Not offered in 2014-2015
Equivalent Course(s): HIST 29312, HIST 39313, SLAV 26500, SLAV 36500

HMRT 26700. Civilians and War. 100 Units.
In this course, we will study the history of war and forced migration. We will focus on how particular historical crises have led to the development of human rights protections for people displaced by war. What were these crises and how have they shaped the way we define the rights and status of refugees? How have these conventions been adapted to reflect the challenges of the World Wars, the Cold War, guerrilla warfare, and insurgency? We will study both developments in warfare and strategies for protecting civilians during war.
Instructor(s): A. Janco
Terms Offered: Not offered in 2014-2015
Equivalent Course(s): HMRT 36700, HIST 29511, HIST 39511

HMRT 26800. Refugee History and Digital Archives. 100 Units.
This course is an advanced seminar in the history of refugees and digital archives. We will study the development of humanitarian and human rights protections for refugees, stateless people, and other categories of displaced persons. We will discuss the various ways that state and non-state actors have understood and justified their responses to the forced movements of people. In class discussion, we will place this historical experience in dialogue with the needs of contemporary humanitarian efforts and human rights organizations. As part of this work, we will discuss the use of digital archives for research as well as the development, creation, and information architecture of digital archival collections.
Instructor(s): A. Janco
Terms Offered: Not offered in 2014-2015
Equivalent Course(s): HIST 29311, HIST 39311, HMRT 36800

HMRT 27061. U.S. 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): AMER 27605, CRES 27605, GNSE 27605, LLSO 28010, HIST 27605
HMRT 27306. U.S. Women and Gender. 100 Units.
Instructor(s): A. Stanley  Terms Offered: Winter
Equivalent Course(s): HIST 37306,HMRT 37306,LLSO 27306,HIST 27306

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
Note(s): Not offered 2014-15
Equivalent Course(s): HMRT 38310,CHDV 26310

HMRT 28602. 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): E. Lyon, H. Saussy  Terms Offered: Winter. Not offered in 2014-2015; will be offered in 2015-16.
Prerequisite(s): Third- or fourth-year standing. This course does not meet requirements for the biological sciences major.
Equivalent Course(s): BIOS 29323,BPRO 28600,CMLT 28900

HMRT 29001. The Practice of Human Rights. 100 Units.
The seminar uses an interdisciplinary approach to give students a variety of conceptual frameworks to integrate their field experience into their academic program. Course material focuses on two major aspects of the internship experience: analysis of the work of “social change” organizations and an evaluation of the student’s personal experience. The first half of this course is dedicated to readings and discussion. Students then give presentations that are subject to group critique and discussion.
Instructor(s): S. Gzesh  Terms Offered: Not offered in 2014-2015
Prerequisite(s): Completion of Human Rights Program internship or equivalent experience in a rights-focused advocacy organization and consent of instructor.
HMRT 29504. Gender, Crime, and Human Rights. 100 Units.
The course uses an analytical framework to help students understand the specific context in which gender based crimes occur. The interplay between the legal and social dimensions, as well as cultural factors, will be examined through a series of local and international case-studies. The multi-dimensional aspects of gender specific crimes will be addressed highlighting the importance of risk assessment for both the victims and offenders. Variations in institutional and community responses in countries experiencing or transitioning from conflict will also be examined. The relevance of international human rights standards and the current discourse on human security will be a central focus of the course.
Instructor(s): Monica McWilliams, Richard and Ann Silver Pozen Visiting Professor in Human Rights; Associate Researcher, Transitional Justice Institute, University of Ulster Terms Offered: Spring 2015
Equivalent Course(s): HMRT 39504

HMRT 29505. Perpetrators, Victims, and Bystanders: Justice after Mass Atrocities. 100 Units.
This seminar will use an interdisciplinary lens to examine how war, genocide, and terrorism have affected survivors, as well as the social and psychological factors that turn ordinary men and women into perpetrators. We will study the ways in which historians, psychologists, social psychologists, anthropologists, journalists, and jurists have contributed to our understanding of wartime atrocities and their effects on individuals and society from the Holocaust to post 9/11.
Instructor(s): Eric Stover, Richard and Ann Silver Pozen Visiting Professor in Human Rights; Faculty Director of the Human Rights Center and Adjunct Professor of Law and Public Health, University of California at Berkeley Terms Offered: Autumn 2014
Equivalent Course(s): HMRT 39505
Molecular Engineering

Molecular engineering is rooted in the concept of translating molecular-level science in physics, chemistry, and biology into new technologies and solutions to societal problems of global significance, and to continually inspire creative applications of molecular-level science. This new approach to engineering research and education combines skill sets across disciplines, emphasizing problem solving and disciplinary integration rather than traditional separation of engineering disciplines.

Institute for Molecular Engineering

With renowned scientists from around the world, the Institute for Molecular Engineering is at the forefront of an emerging field that has the potential to address fundamental problems of societal import. This exciting new field involves the incorporation of synthetic molecular building blocks into functional systems that will impact technologies from advanced medical therapies to quantum computing.

Created in partnership with Argonne National Laboratory, the institute builds on the tradition of collaboration and cutting-edge research well established at Argonne and the University of Chicago. It conducts research at the intersection of chemical, electrical, mechanical, and biological engineering as well as materials, biological, and physical sciences. The institute’s exploration of innovative technologies in nanoscale manipulation and design at a molecular scale has the potential for impact in such areas as energy, health care, and the environment.

In the spirit of collaboration across disciplines, the institute will share a space with the University’s Physical Sciences Division in the new William Eckhardt Research Center, which will open in 2015.

Minor Program in Molecular Engineering

The minor program in molecular engineering is designed for undergraduates majoring in physical or biological science, mathematics, computer science, economics, or related fields. The overall objective of the program is to provide basic engineering tools and ways of thinking to students that augment scientific approaches and problem solving skills.

General Education Requirements and Admission to the Minor Program

Before a student can declare the minor in molecular engineering, the student must:

- Complete the general education requirements in mathematics and physical or biological sciences
- Earn a B or higher in MENG 20000 Introduction to Emerging Technologies

Following completion of the general education requirements and MENG 20000 Introduction to Emerging Technologies (with a grade of B or better), students may apply to the director of undergraduate studies of the Institute for Molecular Engineering for admission into the minor in molecular engineering program.

A student must receive the director of undergraduate studies’ approval of the minor program on a form 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.

Course Requirements

To earn the minor in molecular engineering, a student must complete five
courses. MENG 20000 Introduction to Emerging Technologies and MENG 29700
Undergraduate Research for Molecular Engineering must be among the five courses
counted towards the minor. In rare cases, courses offered by other departments
and programs may be substituted for courses listed above upon approval by the
director of undergraduate studies of the Institute for Molecular Engineering. Three
additional courses are required, chosen from Molecular Engineering or other
programs; courses not in Molecular Engineering must be approved by the director
of undergraduate studies.

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.

Summary of Requirements for the Minor in Molecular Engineering

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MENG 20000</td>
<td>Introduction to Emerging Technologies *</td>
<td>100</td>
</tr>
<tr>
<td>MENG 29700</td>
<td>Undergraduate Research for Molecular Engineering</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Three additional courses in Molecular Engineering</td>
<td>300</td>
</tr>
</tbody>
</table>

Total Units: 500

* With a grade of B or higher
** Courses not in Molecular Engineering must be approved by the director of
undergraduate studies.

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
MENG 21000. Molecularly Engineered Materials and Material Systems. 100 Units.
Synthesis, processing and characterization of new materials are the pervasive, fundamental necessities for molecular engineering. Understanding how to design and control 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. We will start with atomic-level descriptions and means of thinking about the structure of materials, and then we will build 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, we will study applications of major concepts of the course in quantum materials, electronic materials, energy-related materials, and biomaterials.
Instructor(s): Paul Nealey Terms Offered: Winter
Prerequisite(s): Completion of the general education requirements in mathematics and physical or biological sciences

MENG 23000. Mathematical Foundation of Molecular Engineering. 100 Units.
The predictive theoretical and modeling basis of molecular engineering rests, in one part, on the implications of a few important partial differential equations, which our students must master, fully appreciate, and be prepared to use. These include: Navier-Stokes, Schrödinger, and the Diffusion/Heat Conduction. This course will cover the physical origin and derivation of these equations in different applications, and discuss general methods of solution and approximations. Students will also be introduced to introductory computational methods for solving these equations. The emphasis will be on extracting the physical content embodied in these equations, leading to the ability to predict and engineer the properties of physical systems.
Instructor(s): Juan de Pablo, Giulia Galli Terms Offered: Winter
Prerequisite(s): MATH 20000 and MATH 20100 or MATH 22000 or PHYS 22100

MENG 24100. Selected Topics in Molecular Engineering: Molecular and Materials Modeling I. 100 Units.
Molecular modeling seeks to develop models and computational techniques for prediction of the structure, thermodynamic properties, and non-equilibrium behaviour of gases, liquids, and solids from knowledge of intermolecular interactions. 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, Brownian 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. Course work or research experience is strongly recommended in: (1) elementary programming (e.g., C or C++), and (2) physical chemistry or thermodynamics.
Instructor(s): Juan de Pablo, Giulia Galli Terms Offered: Winter
Prerequisite(s): MATH 20000 and MATH 20100 or MATH 22000 or PHYS 22100
MENG 24200. **Selected Topics: in Molecular Engineering: Molecular and Materials Modeling II. 100 Units.**
This course provides a continuation of the topics covered in Molecular Modeling I. It seeks to introduce students to electronic structure methods for modelling molecular and condensed systems. The topics covered will include an introduction to quantum mechanical descriptions of ground and excited state properties of molecules and solids. The course will focus on simulations based on the numerical solution of the Schroedinger equation using different approximations, including wavefunctions methods (e.g., Hartree Fock), and density functional theory, and various integration techniques and basis sets.
Instructor(s): Giulia Galli, Juan de Pablo Terms Offered: Spring
Prerequisite(s): MENG24100

MENG 24300. **Selected Topics in Molecular Engineering: Tissue Engineering. 100 Units.**
This course will examine the biomolecular and cellular bases for tissue engineering, including biological processes and biomolecular actors underlying morphogenesis and tissue repair in a number of tissue systems. Biomaterials and drug release principles being developed for tissue engineering will be examined, and the means by which molecular engineering is interfaced with the biomolecules and cells involved in tissue morphogenesis for tissue engineering will be elaborated. Selected case studies in different tissue engineering applications will be considered both through didactic presentations and projects undertaken by the students. Course work or research experience in cell biology and biochemistry strongly recommended.
Instructor(s): Joel Collier Terms Offered: Spring
Prerequisite(s): Completion of the general education requirements in mathematics and physical or biological sciences

MENG 25000. **Introduction to the Design Process. 100 Units.**
Design is as much a way of thinking as it is a process for creating anything new. This course introduces design methods for the early-stage of an innovation process. It will cover problem framing, contextual and user research, mining qualitative information for insights and unmet needs, concept generation, prototyping, and communications for innovation. Classes will be a combination of lectures, hands-on learning, and a quarter-long design project focused on a real-world challenge related to an IME theme.
Instructor(s): IIT Institute of Design/IME Faculty Terms Offered: Spring
Prerequisite(s): Completion of the general education requirements in mathematics and physical or biological sciences
MENG 29600. Practice of Research. 100 Units.
Through lectures and discussions, this course provides experience in pursuing academic and industrial careers within science and engineering. Course components include proposal development, funding opportunities, publication and peer review, effective presentations, intellectual property, ethics, evolution of ideas to products, venture funding and partnership. Recommended to be taken concurrently with MENG 29700 Undergraduate Research in Molecular Engineering.
Instructor(s): David Awschalom Terms Offered: Spring
Prerequisite(s): MENG 29700 or Concurrent

MENG 29700. Undergraduate Research for Molecular Engineering. 100 Units.
IME faculty will offer one-quarter research experiences for all students enrolled in the minor. 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 (in a true research experience of the sort we intend to offer, of course, timelines for results can’t be constructed in advance), and (4) a summary of academic goals—such as demonstrating knowledge of the literature and developing communication skills (e.g., though presentations at group meetings).
Instructor(s): IME Faculty Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Faculty Consent
Note(s): If a student cannot engage an IME faculty research sponsor on their own, the student should consult with the Director of Undergraduate Studies, Institute for Molecular Engineering, Professor Paul Nealey.
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. Students should consult their College advisers, as well as the appropriate program chairman or program coordinator, for detailed information about these options.

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. 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 begin the application process in the autumn of their third year by meeting with the College BA/MA adviser, Ron Gorny. By the end of the third year, all joint degree candidates will need to complete 33 to 39 of the required 42 credits for the undergraduate degree (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 (the joint BA/MAT degree in urban teaching is an exception to this). 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 Social Service Administration (p. 1223)
- Joint BA/MAT in Urban Teaching (p. 1224)
- Professional Option: Medicine (p. 1225)
- Professional Option: Public Policy Studies (p. 1226)

Further information about the five-year joint programs may be found in the accompanying table (http://catalog.uchicago.edu/thecollege/jointdegreeprograms/BA-MA_Structures_--_5Yr_Programs_April_3_2013.pdf).

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
Joint Degree 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 the College BA/MA 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.

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 BA/MA in the Humanities (p. 1218)
- Joint BS/MS in Chemistry (p. 1216)
- Joint BA/MS or BS/MS in Computer Science (p. 1217)
- Joint BA/MS or BS/MS in Mathematics (p. 1221)
- Joint BA/MS or BS/MS in Statistics (p. 1222)
- International Relations (p. 1227)

Further information about four-year joint programs can be found in the accompanying table (http://catalog.uchicago.edu/thecollege/jointdegreeprograms/BA-MA_Structures--4Yr_Programs_April_3_2013_one_page_version.pdf).

* 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 will result in higher tuition. Students are encouraged to complete their BA project before beginning their graduate course work.
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 Ka Yee Lee at kayeelee@uchicago.edu and Vera Dragisich at vdragisi@uchicago.edu in the Department of Chemistry and Ron Gorny at rlg2@uchicago.edu in the College advising office.
OUTSTANDING Computer Science majors may apply to complete an MS in Computer Science along with a BA or BS during their four years at the College.

Participants must be admitted to the joint MS program. Prior to applying to the program, interested students must meet with Sharon Salveter, Computer Science Department Counselor, and Ron Gorny, the College BA/MS or BS/MS Adviser. (For an appointment with Mr. Gorny, call the College Adviser’s Reception Desk at 702.8615.) Students must submit applications for the joint program during the Winter Quarter of their third year.

Participants in the joint BA/MS or BS/MS program must meet the requirements for the BA or BS plus nine courses for the MS and a master’s project. Three of the nine courses for the MS may also be used to meet the requirements of the BA or BS, resulting in a total of 20 courses in Computer Science. For details visit cs.uchicago.edu/info/BxMS.
JOINT BA/MA IN THE HUMANITIES

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 with interests in cinema and media studies, classics, cultural policy, or creative writing take advantage of one of the four Master of Arts Program in the Humanities (MAPH) program options in those fields.

Undergraduate students who wish to complete an MA in the Humanities concurrently with a bachelor’s degree should begin by discussing this option with the College BA/MA adviser and with the BA adviser 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 the BA/MA adviser in the College and fill out a BA/MA Worksheet. The BA/MA 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.

TIME LIMITS

This course of study is not intended to prolong registration beyond four undergraduate years. All course registrations for both degrees must be completed in three quarters after enrollment into the MA in the Humanities program. 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 MA in the Humanities degrees 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. Therefore, students admitted to this program should consult the College Aid Office to determine if their financial aid will be affected.

A minimum of six quarters of undergraduate residence in the College is required, including the three quarters of registration in MAPH.

* 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 will result in higher tuition.

COURSE REQUIREMENTS

Students will be required to take the MAPH core course (Foundations of Interpretive Theory). 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 30200/30400, the Thesis Writing Workshop.

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) 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). 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 obtain from the Humanities Dean of Students office
Joint Degree Programs

(Walker 111) a graduate application. 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 Humanities Dean of Students office before the application will be reviewed:

1. the application
2. three letters of recommendation
3. official transcript(s)
4. BA/MA Worksheet: filled out and signed by the College BA/MA adviser
5. Joint BA/MA in the Humanities 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 MAPH program director. These conversations will focus on the program’s requirements and the applicant’s qualifications and objectives.

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/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 each degree in mathematics. To be eligible for the joint program, a student must excel on the Calculus Accreditation Exam (during Orientation Week of the student’s first year) and 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 BA/MS program, many undergraduates enroll in graduate-level mathematics courses. Admission to all mathematics graduate courses requires prior written consent of the director or co-director of undergraduate studies.

Students should submit their application for the joint program to one of the departmental counselors as soon as possible, but no later than the Winter Quarter of their third year.
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 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 adviser in the College 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 24400-24500 Statistical Theory and Methods I-II and STAT 24610 Pattern Recognition which are required for the MS in Statistics, could also be used to meet part of the requirements for a BA or BS program in Mathematics for courses outside of Mathematics.

Other requirements include a master’s paper and participation in the Consulting Program of the Department of Statistics. For details, visit www.stat.uchicago.edu/admissions/ms-degree.shtml.
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 at SSA should consult with the BA/MA adviser in the College and with the director of admissions at SSA as soon as their second year, but no later than early in their third year.

Applicants are expected to have a GPA of 3.25 or higher and to have completed all of their general education requirements. To be admitted to the joint program, students must have no more than two courses remaining in their undergraduate degree major by the end of their third year. Those two courses may be taken during the Autumn and Winter Quarters of the fourth year and may be counted toward the College major with the approval of the Director of Undergraduate Studies in the major.

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 of joint residence (College year four) and one in the second year of joint residence. Because this constitutes a demanding curriculum, 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, visit ssa.uchicago.edu/ab-am-program.
JOINT BA/MAT IN URBAN TEACHING

The University of Chicago Urban Teacher Education Program (UChicago UTEP) is a two-year master’s degree program that recruits and prepares candidates with strong undergraduate backgrounds and a commitment to educational equity to teach in underserved urban public schools. Its particular emphasis is preparing elementary teachers and secondary mathematics and biology teachers for the Chicago public schools. Undergraduate students can apply for the Joint BA/MAT Program during their third year in the College. Admitted students begin the joint degree program in their fourth year by taking a three-quarter Foundations of Education sequence (UTEP 35501-35502-35503 Schools and Communities; Human Development and Learning; Teaching and Learning in Urban Schools). These students then continue with a fifteen-month graduate program that includes substantial clinical work in local Chicago public schools, including the University of Chicago Charter School campuses. Offered through the program are master of arts in teaching degrees for elementary grades (grades K–8), high school mathematics (grades 6–12), and high school biology (grades 6–12). Graduates also receive state certification.

Students interested in UChicago UTEP should consult with Ron Gorny, the BA/MA adviser, at 773.702.8615; and with Diane New-Hardy and Melissa Martin, UChicago UTEP’s recruitment team. They can be reached at 773.702.6192 or recruit@utepchicago.org. Consultations should begin early in the second year so that all College requirements can be met.
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.

Because of 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 nationwide candidates for medical school (i.e., GPA typically in the range of 3.7 and MCAT scores typically not less than 33 with no individual section score less than 8). Eligible students also have a clear understanding of their motivation for medicine; evidence of analytical thinking, effective communication skills, leadership, and engagement in the various communities in which they participate; and 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 a health professions adviser early in their second year. Consult the Office of Admissions at the Pritzker School of Medicine (pritzkeradmissions@bsd.uchicago.edu) for details.
PROFESSIONAL OPTION: PUBLIC POLICY STUDIES

The Irving B. Harris Graduate School of Public Policy Studies offers a program to undergraduate students interested in early completion of an advanced professional degree. Students must submit applications to the Office of Admissions, Chicago Harris, in Autumn Quarter of their third year.

To be eligible, students must have completed 33 credits (of the 42 required for an undergraduate degree) by the end of their third year. Completed credit must include:

- all 15 general education courses;
- one-half of the requirements for a College major;
- and one-half of the required number of electives.

At the end of their fourth year, having completed the first-year program of at least nine courses in the professional school, the student is awarded a *Bachelor of Arts in Professional Option: Public Policy Studies*. 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 BA degree.

Before beginning the application process with Chicago Harris for this professional option program, students must meet with Ron Gorny, the BA/MA adviser. Students should make this appointment early in their second year so that all College requirements can be met. For an appointment, call the College Advisers Reception Desk at 702.8615.
INTERNATIONAL RELATIONS

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 the College adviser (Ron Gorny), the Associate Dean of Students in the Social Sciences (Kelly Pollock), and a CIR preceptor early in their third year. They 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

Interested students should submit their formal application to the program by the January 7 deadline for regular graduate admissions. Applications should be submitted to the Dean of Students of the Division of the Social Sciences online at apply-ssd.uchicago.edu/apply. Please note that BA/MA applicants should not pay the application fee. Please email admissions@ssd.uchicago.edu to ask about a 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 (Pick 307).
STUDY ABROAD

STUDY ABROAD PROGRAMS

UChicago Study Abroad 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. Chicago’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 study abroad programs in the following locations:

- Austria (Vienna)
- Botswana (Gaborone)
- Chile (Santiago)
- China (Beijing)
- Dominican Republic (Jarabacoa)
- Egypt (Cairo)
- France (Paris, Menton)
- Germany (Berlin)
- Great Britain (Bristol, Cambridge, Edinburgh, London, Oxford)
- Greece (Athens)
- India (Pune)
- Ireland (Dublin)
- Israel (Jerusalem)
- Italy (Bologna, Milan, Rome)
- Japan (Kyoto)
- Korea (Seoul)
- Mexico (Oaxaca)
- Russia (St. Petersburg)
- Spain (Barcelona, Toledo)
- Tanzania (Dar es Salaam)
- Turkey (Istanbul)

Direct enrollment programs at universities in the following cities may assume suitable preparation in the appropriate language:

- Barcelona
- Beijing
- Berlin
- Bologna
- Kyoto
- Menton
- Milan
Study Abroad

- Paris
- Santiago
- Seoul
- St. Petersburg

An enrollment agreement with the following British or Irish institutions allows students to study for an academic year:
- King's College (London)
- London School of Economics and Political Science
- St. Catherine's College (Oxford) (Note: An Autumn Quarter-only option is available.)
- Trinity College (Cambridge)
- Trinity College (Dublin)
- University College (London)
- University of Bristol
- University of Edinburgh

Programs at the following locations offer intensive language instruction:
- Paris (Summer Quarter)
- Toledo (Autumn Quarter)

The following one-quarter programs meet the College’s general education requirement in civilization studies:

With the exception of the Paris autumn Civilizations in French program (two years of French required) and the Barcelona spring Civilizations in Spanish program (two years of Spanish required), these programs have no language prerequisite. All programs offer the opportunity for both novice and experienced speakers to work on language skills.

- Athens
- Barcelona (Winter Quarter taught in English, Spring Quarter taught in Spanish)
- Beijing
- Cairo
- Istanbul
- Jerusalem
- Oaxaca
- Paris (Autumn, Winter, and Spring Quarters, taught in English)
- Paris (Autumn Quarter, taught in French)
- Paris (Autumn Quarter, African Civilizations and Colonizations, offered in alternating years)
- Pune
- Rome
- Vienna
The following one-quarter programs have a disciplinary focus:

- Beijing: Social Sciences (Spring Quarter)
- Dar es Salaam: Human Evolution and Ecology (Autumn Quarter)
- Gaborone: Culture and Society in Africa (bridges Winter and Spring Quarters)
- Jarabacoa: Latin American Health, Nutrition, and Environmental Issues (Summer Quarter)
- London: British Literature and History (Autumn Quarter)
- Paris: Primates and Human Evolution (Autumn Quarter)
- Paris: Biology (Winter Quarter)
- Paris: Social Sciences (Winter Quarter)
- Paris: Advanced Mathematics (Spring Quarter)
- Paris: Astronomy (Spring Quarter)
- Paris: Europe East and West (Spring Quarter)
- Paris: Humanities (Spring Quarter)
- Vienna: Human Rights (Spring Quarter)

Students who wish to study abroad should attend relevant information meetings. Students should discuss their plans with their College adviser to determine the implications of study abroad for their degree program in Chicago. They should then visit the Study Abroad Office to consult with Dana Currier (HM 211A, 702.6258), Lewis Fortner (HM 213, 702.4858), Juliana Gaither (HM 209, 702.0991), or Elana Kranz (HM 211B, 834.5424) about the application process. No appointment is necessary. For more information, including the most current list of program locations, visit study-abroad.uchicago.edu.

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 must be met by registering for courses bearing University of Chicago course numbers.

**SUMMER INTERNATIONAL TRAVEL GRANTS**

Foreign Language Acquisition Grants (FLAG) and research grants are part of the Summer International Travel Grant (SITG) award program. These awards are designed to defray many of the expenses associated with summer language study and academic research abroad. Visit study-abroad.uchicago.edu/programs/byType/summer-grants to obtain the application for the FLAG and research grants. Applications must be completed online by the appropriate deadline, normally in mid-February.

**FLAG**

To be considered for FLAG funding, applicants must have completed or tested out of the 10300 level of the target language by their program's start date. They must also plan to enroll in an intermediate or advanced intensive language program abroad that is at least eight weeks in duration, at least fifteen hours of study a week, and located in a setting where the language is predominately spoken. If a language is not offered on campus, applicants may apply at any level. Students
should visit study-abroad.uchicago.edu/programs/byType/summer-grants for more information, including access to a database of language schools where previous FLAG recipients have studied. Students should also contact language departments to identify appropriate programs. Students planning to enroll in the University of Chicago’s Summer Paris Program or the Center in Beijing’s Summer Chinese Program are eligible for FLAG funding and are encouraged to apply.

Research Grants

Numerous other grants are available to support research that is conducted outside the United States. Many of these grants are intended to support research that will lead to the completion of a bachelor’s thesis. Proposals for other international academic projects and for research that is not related to a bachelor’s thesis may also be considered.
The College provides no specific course of preprofessional studies to prepare students for graduate study in business administration. It is advisable for interested students to pursue a program of study that hones their quantitative, verbal, and written skills. In addition to course work required to complete their major, students should consider taking the following as electives.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 19800</td>
<td>Introduction to Microeconomics</td>
<td>100</td>
</tr>
<tr>
<td>ECON 19900</td>
<td>Introduction to Macroeconomics</td>
<td>100</td>
</tr>
<tr>
<td>STAT 22000</td>
<td>Statistical Methods and Applications</td>
<td>100</td>
</tr>
<tr>
<td>ENGL 13000</td>
<td>Academic and Professional Writing (The Little Red Schoolhouse)</td>
<td>100</td>
</tr>
</tbody>
</table>

Up to six of the courses at the University of Chicago Booth School of Business that are open to qualified College students * including BUSF 30000 Financial Accounting

Additional support is provided by the UChicago Careers in Business (https://careeradvancement.uchicago.edu/uchicago-careers-in/business) program. This structured and selective three-year program is organized and managed by Career Advancement. Applications are accepted from all students, regardless of their major, from Spring Quarter to mid-August of their first year. Components of the UChicago Careers in Business program include:

- Weekly mandatory business competencies workshops targeting career exploration, professional development, and technical skills acquisition
- Small group employer site visits to meet with and learn from professionals in the industry
- Industry experienced adviser team focused on preparing program participants to begin their careers in business and/or apply to graduate programs in business administration
- Mentoring opportunities by students from the University of Chicago Booth School of Business
- Minimum of three courses at Chicago Booth, one of which must be BUSF 30000 Financial Accounting

Most graduate business schools require applicants to take the Graduate Management Admissions Test (GMAT). Students planning to apply to graduate studies in business administration within two years of graduation should take the GMAT in the summer preceding their final year in the College; registration materials are available in Career Advancement. Graduate business schools
typically expect matriculating students to have acquired several prior 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 three times per academic term and cover an array of topics and issues in the field of education. Events have included a talk with U.S. Secretary of Education Arne Duncan and the first Urban Education Summit.

**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 primary, secondary, and higher education institutions. During these treks, students have the opportunity to experience firsthand the work environments in these organizations.

**Partnership with the Urban Education Institute:** Through a close partnership with the Urban Education Institute (UEI), students have access to unparalleled resources:

**Course Offering:** In partnership with UEI, UChicago Careers in Education Professions is able to offer the following course to College students: PBPL 27821 Urban Schools and Communities.

**Teachers and Leaders:** The College partners with the University of Chicago Urban Teacher Education Program (UChicago UTEP) to offer a special joint residency opportunity for UChicago undergraduates. Students can apply in their third year to begin UChicago UTEP course work during their final year at the College. Successful applicants can begin UChicago UTEP's intensive five-quarter clinical residency a year earlier than if they matriculated post-graduation.

**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
The College

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 Core curriculum.

In addition to organizing College-specific workshops and opportunities, this Career Advancement program also works closely with the Polsky Center for Entrepreneurship at the University of Chicago Booth School of Business. 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.

Programming highlights for UChicago Careers in Entrepreneurship include:

• The College New Venture Challenge, entering its third year, 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, Enactus, Microsoft, Google, and Walmart, as well as competitions sponsored by such other universities as Stanford and MIT.

• Social entrepreneurship is a popular topic on campus with many student organizations, including Enactus, 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, the University has a strong partnership with the 1871 incubator at the Merchandise Mart, placing 34 academic year interns in Winter Quarter 2013.
• 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 Hyde Park Angels and such international groups as Softbank and Sequoia Capital.

• 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) (UCIHP) 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 (strongly recommended)
• 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 (p. 112) 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 aamc.org/students/applying/mcat/mcat2015/testsections (https://www.aamc.org/students/applying/mcat/mcat2015/testsections).
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 with a score of 5 on the Advanced Placement Chemistry Exam may accept credit for CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III and directly enroll in either CHEM 22000-22100-22200 Organic Chemistry I-II-III or CHEM 23000-23100-23200 Honors Organic Chemistry I-II-III. Alternatively, they can register for CHEM 12100-12200-12300 Honors General Chemistry I-II-III. Students who complete one to three quarters of Comprehensive General Chemistry or Honors General Chemistry forgo partial or full AP credit. Students who decide to use test credits and enroll in CHEM 22000-22100-22200 Organic Chemistry I-II-III or CHEM 23000-23100-23200 Honors Organic Chemistry I-II-III will need to supplement those credits with one quarter of BIOS 20200 Introduction to Biochemistry and one quarter of an upper-level chemistry course to be chosen in consultation with a health professions adviser.

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, located in Harper Memorial Library, West Tower 406.

JOURNALISM, ARTS, AND MEDIA

Preparation for careers in journalism, arts, and media is as varied as the disciplines within these fields. Students majoring in music, cinema, theater, literature, and the visual arts will have course requirements determined for them by their respective departments. However, many University of Chicago graduates who majored in languages, fundamentals, and the natural and social sciences have gone on to have successful careers in journalism, publishing, entertainment, the arts, architecture, and design. While a conservatory or art-school education, for instance, is valuable
for learning craft, the well-rounded and demanding liberal arts education offered by the College is perhaps the best preparation for a career in many of these fields.

UChicago Careers in Journalism, Arts, and Media (https://careeradvancement.uchicago.edu/uchicago-careers-in/journalism-arts-media) compliments 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 a stress on personal entrepreneurship
- Grants and apprenticeships to help support students working in unpaid internships and student-initiated projects
- Advising of registered student organizations to help them grow and improve

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 various majors and by taking courses in English language and literature, philosophy, 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. UChicago Careers in Law supports students as they explore their interest in law through programming, internships, and advising.

Advising: Students have access to one-on-one advising with the program director of UChicago Careers in Law, an expert with extensive experience in the legal field. The program director provides 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 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. 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 to explore different areas of legal practice. The Metcalf Internship Program provides paid, substantive internships exclusively 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. Several treks are available to students throughout the academic year and include opportunities to meet with attorneys in such major legal markets as Chicago and New York.

**Public and Social 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 UChicago Careers in Public and Social Service (https://careeradvancement.uchicago.edu/uchicago-careers-in/public-social-service) program works with students interested in the government and nonprofit sectors, and encourages students of all majors to participate in UChicago Careers in Public and Social Service. Furthermore, since employers in these arenas look for individuals with a deep commitment to their organization’s mission, students who pursue courses of study that are interesting and exciting to them will be most successful in government and nonprofit careers. Through their rigorous academic studies, University of Chicago students learn many essential skills necessary to contribute meaningfully in the service fields. These include extensive qualitative and quantitative research skills, the ability to analyze complex problems and develop creative and effective solutions, exemplary written and oral communication skills, and the ability to manage and prioritize numerous projects and commitments.

UChicago Careers in Public and Social Service, which is organized and managed by Career Advancement, is open to students at all levels, and students may join the program at any point during their College years. Students interested in public and social service are encouraged to meet with the UChicago Careers in Public and Social Service advisers to begin to explore their 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. These 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 employers to help students learn about different organizations and agencies and the types of opportunities available for students of all levels

• 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, New York City, Chicago, and Springfield 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 Mathematics (https://careeradvancement.uchicago.edu/uchicago-careers-in/science-technology) (UCISTEM) helps students explore, prepare for, and obtain careers or professional school placement in these fields. Students of any major may join UChicago Careers in Science, Technology, Engineering, and Mathematics, in which they have the opportunity to participate in an elective workshop curriculum in addition to 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 Mathematics students have gone on to successful 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 UCISTEM Engineering Graduate School Fair, research and internships opportunities, career treks, the Research Mentorship program, and connections with such University partners as the Institute for Molecular Engineering. 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

• 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 Woods Hole Marine Biology 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

• Gaining real-world experience and putting skill sets into action while participating in innovation or other competitions such as the College New Venture Challenge
The University of Chicago offers numerous opportunities for students to engage in research. Students in the College should visit the Fellowships, Research Opportunities, Grants, and Scholarships (FROGS) website at frogs.uchicago.edu for a partial listing of opportunities. Students can also obtain information from departments about working with faculty members on research projects or in laboratories. In addition, departments may be able to provide details on funded opportunities for student research within specific fields. Students should also look at the opportunities available through UChicago Careers in Education Professions, which can be accessed at careeradvancement.uchicago.edu/uchicago-careers-in/education-professions.
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