INTRODUCTION

EDUCATIONAL OBJECTIVES AND ENROLLMENT

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

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

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

NON-DISCRIMINATION STATEMENT

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

The University official responsible for coordinating compliance with this Notice of Nondiscrimination is Bridget Collier, Associate Provost and Director of the Office for Equal Opportunity Programs. Ms. Collier also serves as the University's Title IX Coordinator, Affirmative Action Officer, and Section 504/ADA Coordinator. You may contact Ms. Collier by emailing bcollier@uchicago.edu, by calling 773.702.5671, or by writing to Bridget Collier, Office of the Provost, The University of Chicago, 5801 S. Ellis Ave., Suite 427, Chicago, IL 60637.

GENERAL INFORMATION

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

The content of this catalog is accurate as of April 1, 2017. It is subject to change.
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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.
The University of Chicago College curriculum has three components: general education requirements, a major, and electives. Credit for forty-two 100-unit courses is required for the undergraduate degree.

**General Education (1500 units).** These requirements, which are outlined 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 (900–1900 units).** Majors complement the breadth of the UChicago 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. Each major is described in detail in the Programs of Study section of the catalog.

**Electives (800–1800 units).** These courses 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. Electives typically comprise about one-third of the degree program, including any minor the student may pursue. Students are also required to complete a language competence requirement, the course work for which ordinarily contributes to the elective totals.

Students choose courses across the curriculum in consultation with College advisers and faculty counselors. Students may count each 100-unit quarter course only once in the degree program of forty-two courses. Courses valued at less than 100 units may not be used to satisfy degree requirements.

**General Education**

The fifteen 100-unit courses that comprise a student’s general education requirements fall into three broad categories:

1. Humanities, Civilization Studies, and the Arts (6 quarter courses)
   - Humanities
   - Civilization Studies
   - Arts
2. Natural and Mathematical Sciences (6 quarter courses)
   - Physical Sciences
   - Biological Sciences
   - Mathematical Sciences
3. Social Sciences (3 quarter courses)

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

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

Students take a total of six quarter courses in this category, distributed in the following way: at least two quarters in the humanities, at least two quarters in civilization studies, and at least one quarter in the arts. The remaining (sixth) course may be taken in any one of these categories.

**Humanities**

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, which introduces the analysis and practice of expert academic writing.

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

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

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

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. All sequences have at least two courses; most have a third course available for students who took only two courses in the humanities and one in the arts. Once students begin a sequence, they are expected to remain in the same sequence. NOTE: Not all of the sequences that follow are offered every year and some may be taken out of order; consult listings in the Civilization Studies section of this catalog for details.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Sequence</th>
<th>Units</th>
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<tr>
<td>CRES 24001-24002-24003</td>
<td>Colonizations I-II-III</td>
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<tr>
<td>EALC 10800-10900-11000</td>
<td>Introduction to the Civilizations of East Asia I-II-III</td>
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<td>GNSE 15002-15003</td>
<td>Gender and Sexuality in World Civilizations I-II</td>
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<tr>
<td>HIPS 17300-17402-17403-17407</td>
<td>Science, Culture, and Society in Western Civilization I-II-II-III-II-IV</td>
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<td>800</td>
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<tr>
<td>HIST 10101-10102</td>
<td>Introduction to African Civilization I-II</td>
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<td>200</td>
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<td>HIST 13001-13002-13003</td>
<td>History of European Civilization I-II-III</td>
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<tr>
<td>HIST 13100-13200-13300</td>
<td>History of Western Civilization I-II-III</td>
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<tr>
<td>HIST 13500-13600-13700</td>
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<td>HIST 13900-14000</td>
<td>Introduction to Russian Civilization I-II</td>
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<td>HIST 16700-16800-16900</td>
<td>Ancient Mediterranean World I-II-III</td>
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<tr>
<td>HMRT 10100-10200</td>
<td>Human Rights in World Civilizations I-II</td>
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<td>JWSC 20120 through 20199 AND 20220 through 20299</td>
<td>Jewish Civilization *</td>
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<tr>
<td>LACS 16100-16200-16300</td>
<td>Introduction to Latin American Civilization I-II-III</td>
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<td>300</td>
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<tr>
<td>MUSI 12100-12200</td>
<td>Music in Western Civilization I-II</td>
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<tr>
<td>NEHC 20001-20002-20003</td>
<td>Ancient Near Eastern History and Society I-II-III</td>
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<td>300</td>
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<tr>
<td>NEHC 20004-20005-20006</td>
<td>Ancient Near Eastern Thought and Literature I-II-III</td>
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<tr>
<td>NEHC 20011-20012-20013</td>
<td>Ancient Empires I-II-III</td>
<td></td>
<td>300</td>
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<tr>
<td>NEHC 20416-20417-20418</td>
<td>Semitic Languages, Cultures, and Civilizations I-II-III</td>
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<tr>
<td>NEHC 20501-20502-20503</td>
<td>Islamic History and Society I-II-III</td>
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<td>300</td>
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<td>NEHC 20601-20602-20603</td>
<td>Islamic Thought and Literature I-II-III</td>
<td></td>
<td>300</td>
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<tr>
<td>SALC 20100-20200</td>
<td>Introduction to the Civilizations of South Asia I-II</td>
<td></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.
This course numbering system for Jewish Civilization was new in 2015–2016. One course from 20120 through 20199 must be paired with one course from 20220 through 20299 to complete a sequence. Consult the Jewish Studies page of this catalog for specifics.

**Study Abroad:** Students may also meet the civilization studies requirement with one of the College’s study abroad programs listed below, each of which is equivalent to a three-quarter sequence. For more information about these programs, see the Study Abroad section of this catalog or visit study-abroad.uchicago.edu. Eligible Study Abroad programs include:

- Athens: Greek Antiquity and Its Legacy I-II-III
- Barcelona: Civilization in the Western Mediterranean I-II-III
- Barcelona: La Civilización en el Mediterraneo Occidental I-II-III, taught in Spanish
- Beijing: East Asian Civilizations I-II-III
- Cairo/Rabat: Middle Eastern Civilizations I-II-III
- Dakar: African Civilizations I-II-III
- Hong Kong: Colonizations I-II-III
- Istanbul: Middle Eastern Civilizations I-II-III (For 2017–18 this program will be held in Granada, Spain.)
- Jerusalem: Jerusalem in Middle Eastern Civilizations I-II-III
- Oaxaca: Mexico in Latin American Civilizations I-II-III
- Paris: European Civilization I-II-III
- Paris: Civilisation Européenne I-II-III, taught in French
- Paris: African Civilizations: Colonialism, Migration, Diaspora I-II-III
- Paris: Russian Civilizations I-II
- Pune: South Asian Civilization in India I-II-III
- Rome: Rome, Antiquity to Baroque I-II-III
- Vienna: Vienna in Western Civilization I-II-III

**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 is accomplished either by the intensive study of selected masterpieces or by producing original works. Students with expertise in one particular area of the arts should, and in some cases are required to, pursue course work in a different area.

The courses that meet this requirement, listed 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 these courses can be used to satisfy the general education requirement in the arts. NOTE: Substitutes, including upper-level electives, will not be approved.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ARTH 10100</td>
<td>Introduction to Art</td>
<td>100</td>
</tr>
<tr>
<td>ARTH 14000-16999</td>
<td>Art Surveys</td>
<td></td>
</tr>
<tr>
<td>ARTH 17000-18999</td>
<td>Art in Context</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>CMST 14400</td>
<td>Film and the Moving Image</td>
<td>100</td>
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<td>CMST 14500-14599</td>
<td>Topics in Cinema and Media Studies</td>
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<tr>
<td>CRWR 12100-12199</td>
<td>Introduction to Genres or Reading As a Writer</td>
<td></td>
</tr>
<tr>
<td>CRWR 18200</td>
<td>Poetry and the Human (ARTS Core)</td>
<td>100</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>
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<tr>
<td>TAPS 10300-10699</td>
<td>Text and Performance</td>
<td></td>
</tr>
<tr>
<td>TAPS 10700</td>
<td>Introduction to Stage Design</td>
<td>100</td>
</tr>
</tbody>
</table>
The Curriculum

* CRWR 18200 Poetry and the Human (ARTS Core) is affiliated with HUMA 18000-18100-18200 Poetry and the Human I-II-III. First year students satisfying the Humanities requirement with this sequence will have priority for enrollment in CRWR 18200 Spring quarter.

Note: Beginning in Autumn Quarter 2016, TAPS 28400 and 28401 History and Theory of Drama I and II no longer satisfy the general education requirement in the arts. Students who completed one of these courses prior to Autumn Quarter 2016 may still count the course toward the general education requirement.

2. Natural and Mathematical Sciences (6 quarter courses; 600 units)

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

Students take a total of six quarter courses in this category, distributed in the following way: at least two quarters of physical sciences, at least two quarters of biological sciences, and at least one in mathematical sciences. The remaining (sixth) course may be taken in any one of these categories, unless calculus is being used to satisfy the requirement in mathematical sciences. In that case, the student must take two calculus courses for the general education requirement.

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 offered abroad (http://study-abroad.uchicago.edu) or through University of Chicago affiliates like the Marine Biological Laboratory (https://college.uchicago.edu/academics/college-marine-biological-laboratory-mbl).

Physical Sciences

Students are required to take at least two courses in the physical sciences to satisfy the general education requirement. This requirement may be met by taking an introductory sequence in Chemistry, Geoscience, or Physics, or by taking an acceptable pairing of Physical Sciences (PHSC) courses, which generally have a broader focus than the disciplinary sequences. Detailed course and sequence descriptions may be found in the Physical Sciences section of this catalog. Once students begin a sequence, they are expected to remain in the same sequence.

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 lives to the field;
4. In some courses, to master at least one area in real depth.

Biological Sciences

Detailed course and sequence descriptions may be found in the Biological Sciences section of this catalog. The requirement should be completed by the end of the second year. Once students begin a sequence, they are expected to remain in the same sequence.

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 Core Biology as their first course. For their second quarter, students then 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. See the Biological Sciences section for additional options for nonmajors.

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 student should register for the section that best suits his or her interests based upon the descriptions in the Biological Sciences section.
2. **For nonmajors preparing for the health professions**: A Fundamentals Sequence or the Pre-Med Sequence for non-science majors described in the Biological Sciences section.

3. **For students majoring in Biological Sciences**: BIOS 20150 How Can We Understand the Biosphere? and BIOS 20151 Introduction to Quantitative Modeling in Biology (Basic) or BIOS 20152 Introduction to Quantitative Modeling in Biology (Advanced). The Advanced Biology sequence may satisfy this requirement for some Biological Sciences majors.

4. A few majors have Biological Sciences requirements that deviate from these categories. Please see each major’s page under Programs of Study to confirm specific requirements.

**Mathematical Sciences**

These courses present broadly applicable techniques for formulating, analyzing, and solving problems, and for evaluating proposed solutions. 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 may select from the following list of courses to fulfill the requirement in the mathematical sciences. 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>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSC 10200</td>
<td>Introduction to Programming for the World Wide Web II</td>
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</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>
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<tr>
<td>CMSC 15100-15200</td>
<td>Introduction to Computer Science I-II</td>
<td>200</td>
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<td>CMSC 16100-16200</td>
<td>Honors Introduction to Computer Science I-II</td>
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<tr>
<td>MATH 11200-11300</td>
<td>Studies in Mathematics I-II</td>
<td>200</td>
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<tr>
<td>MATH 13100-13200</td>
<td>Elementary Functions and Calculus I-II *</td>
<td>200</td>
</tr>
<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>200</td>
</tr>
<tr>
<td>MATH 16110 &amp; MATH 16210</td>
<td>Honors Calculus I (IBL) &amp; Honors Calculus II (IBL) *</td>
<td>200</td>
</tr>
</tbody>
</table>

One of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 20000</td>
<td>Elementary Statistics</td>
<td>100</td>
</tr>
<tr>
<td>STAT 22000</td>
<td>Statistical Methods and Applications</td>
<td></td>
</tr>
</tbody>
</table>

Statistics AP credit

*MATH 13100 Elementary Functions and Calculus I, MATH 15100 Calculus I, MATH 16100 Honors Calculus I, and MATH 16210 Honors Calculus II (IBL) may be used to meet the general education requirement in mathematical sciences only if MATH 13200 Elementary Functions and Calculus II, MATH 15200 Calculus II, MATH 16200 Honors Calculus II, or MATH 16210 Honors Calculus II (IBL) is also taken. Statistics AP credit may not be used in combination with a calculus course, with STAT 20000 Elementary Statistics, or with STAT 22000 Statistical Methods and Applications.*

3. **Social Sciences** (3 quarter courses; 300 units)

Each of these year-long sequences cultivates an understanding of fundamental concepts, theories, and philosophies in the social sciences and demonstrates 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. Once students begin a sequence, they are expected to remain in the same sequence. NOTE: Students registered in any of the sequences below must attend the first and second class sessions or their registration will be dropped.

**SOSC 11400-11500-11600 Power, Identity, Resistance I-II-III** concentrates on various aspects of power, from the roles of markets and states to the social structures that determine individual, class, and gender inequalities.
SOSC 12100-12200-12300 Self, Culture, and Society I-II-III 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.

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

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

SOSC 15100-15200-15300 Classics of Social and Political Thought I-II-III reads classic texts from Plato and Aristotle to Nietzsche and DuBois in order to investigate criteria for understanding and judging political, social, and economic institutions. What is justice? What makes a good society? This sequence examines such problems as the conflicts between individual interest and common good; between morality, religion, and politics; and between liberty and equality. We examine alternative conceptions of society, law, authority, consent, and dissent that underlie continuing controversies in contemporary political life.

A general education sequence in the social sciences is occasionally offered abroad. See study-abroad.uchicago.edu for details.

MAJOR PROGRAMS

More than a set of course credits, a sound major is an effort to understand the methods and experience of a discipline or interdisciplinary field. Majors range from nine to nineteen courses, though the majority of them require between ten and fourteen courses.

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

Students officially declare a major through the student portal (my.uchicago.edu), but they should meet with their College adviser and with the director of undergraduate studies in the department as part of that process. Students may declare a major starting in their second year; unless otherwise specified by the department, the deadline for declaring a major is Spring Quarter of a student’s third year.

The following major programs are available:

In the Biological Sciences Collegiate Division (BSCD)

Biological Sciences:
- 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 Global Health Sciences
- Biological Sciences with Specialization in Immunology
- Biological Sciences with Specialization in Microbiology
- Biological Sciences with Specialization in Neuroscience

Neuroscience

In the Humanities Collegiate Division (HCD)

Art History
- Cinema and Media Studies
- Classical Studies
- Comparative Literature
- Creative Writing
- East Asian Languages and Civilizations
- English Language and Literature
- Gender and Sexuality Studies
- Germanic Studies
- 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
Russian and East European Studies
South Asian Languages and Civilizations
Theater and Performance Studies
Visual Arts
In the New Collegiate Division (NCD)
  Fundamentals: Issues and Texts
  Law, Letters, and Society (accepting no new students until Spring Quarter 2018)
  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
  Molecular Engineering
  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 and Urban Studies
  Geographical Studies
  Global Studies
  History
  History, Philosophy, and Social Studies of Science and Medicine
  Latin American Studies
  Political Science
  Psychology
  Public Policy Studies
  Sociology

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

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

Elective courses may be taken in any subject matter or discipline, including the same discipline as the student’s major. They provide 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 (http://collegecatalog.uchicago.edu/thecollege/thecurriculum/#Minor) or second majors. These options, though suitable ways to formalize students’ interests outside their major, should not be undertaken in the mistaken belief that they necessarily enhance a student’s transcript. Courses taken as electives should not displace courses in, and should not displace attention to, the student’s general education program and major.

Credit for language courses, whether it is earned by course registration or petition, is usually counted toward electives, unless a major requires or permits language courses for credit as part of the major. Courses used to satisfy the language competence requirement (http://collegecatalog.uchicago.edu/thecollege/thecurriculum/#Language) ordinarily contribute to the elective totals.

MINOR PROGRAMS

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

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

Minor programs are offered in the following areas:

Art History:
- Architectural Studies
- Art History
- Astronomy and Astrophysics
- 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 and Urban 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:
  - Molecular Engineering
  - Molecular Engineering Technology and Innovation
- Music
- Near Eastern Languages and Civilizations
- Norwegian Studies
- Philosophy
- Physics
- Religious Studies
- Romance Languages and Literatures
- Russian and East European Studies
- South Asian Languages and Civilizations
- Statistics
Theater and Performance Studies
Visual Arts

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

LANGUAGE COMPETENCE

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

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

- passing a College-administered competency examination. The language competency exams are given each Winter Quarter; students can sign up through their advisers. Students must have placed into the second year of a given language in order to take the competency exam in that language;
- 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 Chinese or Japanese. To meet the language competence requirement using IB test scores, students should consult with their advisers or with Catherine Baumann in the Chicago Language Center (ccbaum@uchicago.edu) regarding individual languages;
- placing into 10300 or higher in a foreign language offered at the University of Chicago, then participating in one of the College’s study abroad programs (visit study-abroad.uchicago.edu for more information) where that language is spoken and completing (with a quality grade) a language course at the intermediate or advanced level;
- participating in a College-approved one-quarter foreign language study abroad program and completing all required courses with a quality grade (visit study-abroad.uchicago.edu for more information); or
- passing one of the College’s Advanced Language Proficiency exams in a foreign language. File the Language Petition, using the second option, to complete the requirement.

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 214, 773.702.8008, ccbbaum@uchicago.edu). Supporting documentation must also be provided; the requirement is not automatically waived.

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

After meeting the language competence requirement, students may work toward 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 further information on the fitness opportunities, visit athletics.uchicago.edu.

Archived Catalogs

Students fulfill requirements that are in place when they enter the College. For more information on the requirements for students who entered the College between 1995 and 2015, refer to the appropriate archived editions of the College Course Catalog (collegecatalog.uchicago.edu/archives).
ACADEMIC REGULATIONS AND PROCEDURES

For a general overview, students are urged to review the Policies and Regulations (http://registrar.uchicago.edu/policies-regulations) page published by the University Registrar. 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 in greater detail.

- Grading and Academic Status
- Taking Courses
- Earning a Degree
- Registration
- Academic Advising
- Academic Integrity
GRADING AND ACADEMIC STATUS

ACADEMIC PROBATION

In each quarter of registration students must complete, by the end of the quarter, 300 units of course credit with passing grades and with a minimum GPA of 2.0. Students who are working at an approved reduced course load (RCL) must complete all courses on time with passing grades, and with a minimum GPA of 2.0.

A student who fails to meet this minimum requirement will ordinarily be placed on academic probation for the following quarter. Academic probation is a formal sanction but is not permanently notated on the official transcript.

Students on academic probation are expected to complete, by the end of the quarter, 300 units of course credit with passing grades in the next quarter of registration (or all courses for students on RCL), and with a minimum GPA of 2.0. Please note that Incompletes are not sufficient for course completion. At the end of that quarter, students who improve and meet those minimums will be returned to good standing. Any student who fails to meet the minimum requirements while on probation will ordinarily be asked to leave the College for a period of time, usually at least one year.

If a student fails to complete, by the end of the quarter, a minimum of 300 units of course work and also fails to attain a GPA minimum of 2.0 in the same quarter, the student may be immediately suspended regardless of whether the preceding quarter was satisfactory. Students who are working at an approved reduced course load (RCL) who fail to complete all of their courses on time with passing grades, and also fail to attain a minimum GPA of 2.0, may be immediately suspended regardless of whether the preceding quarter was satisfactory.

NOTE: Students on financial aid who fail to meet the completion rate (70 percent of registered courses) and GPA requirements and/or fail to complete their degree within 150% of the program timeframe may jeopardize their financial aid packages.

For the purpose of determining eligibility to participate in varsity sports, all students eligible to register are considered to be in good standing.

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. Students are only considered for Dean’s List once all of their grades for the academic year have been recorded. A determination is made each year on the basis of grades available in the registrar’s office on July 1. The GPA is not recomputed for Summer Quarter grades. For course work that does not contribute to the GPA, see note below under “Grades.”

GRADING SCALE

The following grades are awarded in undergraduate courses:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>GPA Weight</th>
<th>Passing</th>
<th>Credit Confer</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>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>
<td>1.3</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
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<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
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<td>0.0</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>P</td>
<td>See Below</td>
<td>See Note Below</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>W</td>
<td></td>
<td>See Note Below</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NGR</td>
<td></td>
<td>See Note Below</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td></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.

**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.

**PASS/FAIL GRADING**

Students who wish to receive a passing grade rather than a quality grade have one option open to them: Pass/Fail (P/F). Students considering P/F grading should consult with their College adviser early in the quarter because this option is subject to conditions and restrictions. Whether a course with a grade of P can be counted toward a student's degree depends on how it is to be used in the student's program. All general education courses must be taken for quality grades and most courses satisfying requirements in the major must be taken for quality grades. However, some majors permit a limited number of P marks. For P/F grading, the student and instructor reach an informal agreement, at the discretion of the instructor and according to departmental policy, before the instructor submits a grade for the course; no action is required by the student's adviser.

The P grade indicates that the student has submitted sufficient evidence to receive a passing grade. As some departments give credit only for a grade of C- or higher, students should establish with the instructor what constitutes passing work. A mark of P may not later be changed to a quality grade, and a quality grade may not be changed to a P. Although the P confers course credit, it is not calculated in the GPA. Students who do not pass a P/F course receive an F which counts as a zero in the calculation of the GPA.

**Withdrawals**

The “W” (Withdrawn) grade means that the student has decided after Week 3 of the quarter not to complete the work of the course. Students who wish to exercise this option must request a W from their instructor by the Friday of 10th week or the day before the final project/exam is due, whichever is earlier. When made before the deadline, a request for a withdrawal cannot be denied except in cases of academic dishonesty. A withdrawal may not be granted after completion of the course.

Once a student requests a W, it may not subsequently be changed to any other mark. W grades do not confer grade or impact GPA; however, they will count against the completion rate needed to maintain good academic standing.

Students who register for graduate-level courses are subject to the policies governing graduate grading. Students should discuss the implications of these policies with their advisers before registering for courses numbered 30000 and above. **NOTE:** Grades earned in graduate-level courses contribute to a student's GPA as indicated earlier in this section.

**INCOMPLETES**

The mark “I” (Incomplete) is intended for a student who has not completed the requirements of a course before the end of the quarter but who has

1. participated actively in the course,
2. completed the majority of the requirements of the course with work that is of a passing quality, and
3. made satisfactory arrangements with the instructor to complete the remaining work.

The student must submit the request for an Incomplete to the instructor before the end of the course. Approval to complete work late is at the discretion of the instructor and/or according to departmental policy.

The student is also responsible for completing and submitting an official Incomplete Form, which must be obtained from the student's College Adviser and turned into the registrar's office by Friday of the first week of the following quarter. After this point, students who are otherwise qualified for an I may petition the Dean of Students in the College for approval to arrange the Incomplete.

Incompletes must be finished within a period of time agreed upon between student and instructor. In the absence of a specified due date, the work must be completed within one year. In the interim, an I will appear in place of a grade. When the course is completed, the I notation will remain on the academic record alongside the student's final grade, indicating that the work was completed outside the course's standard timeframe. Students with compelling reasons for the Incomplete may petition the Dean of Students in the College to remove the I from the transcript.

If the course work has not been completed within the specified time period and an extension has not been granted, the student will receive a W unless the instructor indicates a specific grade on the Incomplete Form.

**NGR (NO GRADE)**

The mark “NGR” (No Grade) is entered on the student's grade report by the registrar's office when the instructor has failed to submit a final grade for a student. The NGR may be resolved by submission of a final grade or a formal Incomplete form. If neither has been submitted by Friday of the first week of the following
quarter, the NGR will be converted into a W. After this point, students who are otherwise qualified for an I may petition the Dean of Students in the College for approval to arrange the Incomplete.

When a final grade is submitted to replace a NGR, that grade will be entered on the academic record with an I notation, indicating that the work was completed outside the course’s standard timeframe. That "I" may be removed only if the instructor states that the student’s work was completed before the end of the quarter or if the student successfully petitions the Dean of Students in the College.

The intermediary NGR should not be interpreted as an informal Incomplete or as a way to avoid an I on the transcript. Rather, students are strongly urged to protect themselves against misunderstandings and missed deadlines by arranging for an official Incomplete if one proves necessary.
Taking Courses

Class Attendance

It is the expectation of the College that students will attend all classes for which they have registered. Nevertheless, it is up to the individual department, faculty member, or instructor to set the attendance policy for their individual courses. Students should keep in mind that attendance at the first class is required in many courses to confirm enrollment. Many courses will automatically drop students who do not attend the first class meeting or even the entire first week of class meetings. The academic calendar can be found at academic-calendar.uchicago.edu.

Course Load

A full-time course load is three or four courses per quarter; the tuition is the same in either case. Over the typical four-year program (twelve quarters), a student normally registers for at least six 400-unit quarters and as many as six 300-unit quarters.

Students who wish to take a fifth course in a given quarter, pushing them over 400 units of credit, must formally petition (http://college.uchicago.edu/sites/college.uchicago.edu/files/GeneralPetition.pdf) the Dean of Students in the College for permission to do so. To confirm the professor’s willingness to allow a late registration into his or her course and the student's participation in the course, the petition must include a signed consent form from the professor. The petition will be considered in Week 3 of the quarter, at which time, if it is approved, the student will be registered and billed for the fifth course. NOTE: The tuition costs of a fifth course are not covered by financial aid. See https://bursar.uchicago.edu/page/tuition-rates for the breakdown of College tuition rates.

Ordinarily, students are expected to register for a full-time course load Autumn, Winter, and Spring Quarters, i.e., 300 or 400 units per quarter. Students may register for fewer than three courses only with appropriate accommodations approved by Student Disability Services or in the final quarter before graduation. Students who wish to enroll with a reduced load should consult with their College adviser. Read more about reduced load study at https://college.uchicago.edu/advising/reduced-course-load.

Although students may progress at varying rates toward the degree, no student may register for more than 12 quarters without the permission of the Dean of Students in the College.

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 https://college.uchicago.edu/advising/leave-absence-withdrawal.

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 300 units in addition to the repeated course unless (1) a failing grade was received in a course that a student needs to meet general


education requirements or requirements in their major or (2) the student’s major mandates a higher grade than was previously received.
EARNING A DEGREE

HONORS
For honors within a major, students should refer to that department's program description for the eligibility requirements. 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 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 (http://college.uchicago.edu/sites/college.uchicago.edu/files/GeneralPetition.pdf) with the Dean of Students in the College. Students are encouraged to speak to their adviser for more information.

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 42 quarter courses (4200 units): This number may be reached in part by examination where appropriate. For students matriculating in Autumn 2017 or later, of the 4200 units, 3800 units of credit must be earned by course enrollment. Course enrollments may include direct enrollment study abroad programs affiliated with the College and approved transfer credit.
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 and must successfully complete a minimum of 1800 units of credit 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

PRE-REGISTRATION

At the end of each quarter, students in residence preregister for the following quarter. Prior to Autumn Quarter, each student must confirm that he or she will be a registered student in Autumn Quarter. To confirm, please go to https://confirm.uchicago.edu.

REGISTRATION CHANGES

Course registration may be changed during the first three weeks of each quarter. A change of registration is any course “drop,” any course “add,” or any substitution of one course for another. No changes in registration are permitted after Friday of third week without a petition to a dean. 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. With the exception of Chicago Booth courses, interested students must petition to the Office of the Dean of Students in the College for approval to register for a professional school course. This petition must be submitted in the quarter prior to the quarter of planned registration. Students interested in Chicago Booth courses must follow their guidelines for registration at https://college.uchicago.edu/advising/chicago-booth-school-business. For more information about requirements and registration procedures, students should consult their College advisers.

NOTE: Professional school courses generally do not substitute for courses in the major; and no more than four can count toward the forty-two courses (4200 units) required in an undergraduate degree program.

RESTRICTIONS

The privilege of registration (as well as the use of University services and facilities) will be denied students who have been placed on restriction. Restriction may result from a student’s failure to fulfill financial obligations to the University or to comply with University rules and regulations. Whenever possible, students are warned of an impending restriction and are notified when one has been imposed. Students must clear the restriction with the administrative or academic office which imposed it before they can register for subsequent quarters. For more information, visit registrar.uchicago.edu/page/restrictions-and-enrollment. Restrictions are also listed in the student’s account on my.uchicago.edu.
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. The primary responsibility of advisers is to support students as they address the range of decisions they will make during college. Advisers help students discover how to pursue their interests within the curricular requirements of the College and plan an appropriate program of study leading to a degree in their selected major. Students should direct questions about courses and programs of study and about University rules and regulations to their College advisers. Advisers are also a good first source of assistance with personal problems. Every effort is made to keep students with the same adviser throughout their time in the College, although for various reasons students are sometimes reassigned to a different adviser within the office.

College advisers can provide students with information about the full range of educational opportunities available in the University community and can assist students in preparing for careers and graduate study. 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, and the office can be reached by writing to collegeadvising@uchicago.edu.

THE COLLEGIATE DIVISIONS

The masters of the Collegiate Divisions (Biological Sciences, Humanities, New Collegiate Division, Physical Sciences, Social Sciences) have curricular and staffing responsibilities for their divisions. The senior advisers of the divisions, assisted by faculty committees, rule on interpretations of the general education requirements in response to questions from advisers or students. Lists of the masters and divisional administrators or administrative assistants for all of the Collegiate Divisions are available at college.uchicago.edu/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.
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.
In order to earn a degree from the College of the University of Chicago, a student must obtain credit for at least forty-two quarter courses (4200 units), distributed among general education requirements, major program requirements, and electives, as described in the section on the curriculum at the front of this publication. For students matriculating in Autumn 2017 or later, of the 4200 units, 3800 units of credit must be earned by course enrollment, i.e., not credit by examination.

All students receive credit toward their degrees by taking courses in the College. In addition, students may receive credit and/or satisfy College requirements in the following ways: by placement test; by Advanced Placement (AP) examinations; by accreditation examination; by International Baccalaureate (IB) Programme; and by credit transferred from another institution. The limits and conditions placed on credit earned in these various ways are explained in the following section and on the Transfer Credit page. A student must be in residence at the University of Chicago for at least six quarters and must successfully complete a minimum of eighteen courses (1800 units) while in residence. More than half of the requirements for a major or minor must be met by registering for courses bearing University of Chicago course numbers.

**Placement Tests**

Placement tests serve to adapt the needs and backgrounds of individual students to the College curriculum. They place entering students at the proper level of study in a given subject. On the one hand, placement tests minimize the repetition of subjects already mastered and, on the other, they reduce the possibility that students might begin their programs with courses for which they are inadequately prepared. Placement tests measure skill in problem solving as well as general knowledge in a subject field. Students who have some background in the areas being tested are urged to review it, but incoming students without such knowledge are not expected to acquire it over the summer preceding entrance.

Placement tests may be taken only at the time of matriculation and each test may be taken only once. Information that describes these tests is sent to incoming first-year and transfer students.

**Chemistry Placement Test**

Students who wish to enroll in chemistry must take the online chemistry placement test along with the mathematics placement test (or they must have earned a score of 5 on the AP chemistry exam).

**Economics Placement Test**

Students who wish to begin their economics major with ECON 20000 The Elements of Economic Analysis I in their first year must pass the economics placement test or complete ECON 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 humanities.uchicago.edu/about/languages-uchicago.

**Mathematics Placement Test**

Every entering student must take the mathematics placement test. This online test must be taken during the summer before arrival on campus. 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: one of two levels of Calculus (MATH 13100 Elementary Functions and Calculus I or MATH 15100 Calculus I) or a third mathematics course (MATH 11200 Studies in Mathematics I. Students wishing to begin in mathematics courses beyond MATH 15100 Calculus I must take the Calculus Accreditation Examination in the summer prior to matriculation.

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 Examination 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 receive a placement higher than the one earned from the mathematics placement exam (described above) or the AP Calculus exam and/or receive credit for up to three quarters of calculus. The calculus accreditation exam must be taken in the summer prior to matriculation and may be taken only once by incoming students (first-years or transfers).

Strong students, especially those planning to continue with higher level mathematics or other disciplines requiring advanced mathematics, are urged to take this College-administered accreditation exam. On the basis of this exam, a student may receive 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 15900 Introduction to Proofs in Analysis and Linear Algebra, MATH 19520 Mathematical Methods for Social Sciences, MATH 19620 Linear Algebra, or MATH 20000 Mathematical Methods for Physical Sciences I. Students may also be invited to begin MATH 16100 Honors Calculus I or MATH 20700 Honors Analysis in R^n. Students who are invited to begin Honors Calculus are encouraged to forgo credit in MATH 15100 Calculus I and/or MATH 15200 Calculus II in order to take the full Honors Calculus sequence, MATH 16100-16200-16300 Honors Calculus I-II-III or MATH 16110-16210-16310 Honors Calculus I (IBL); Honors Calculus II (IBL); Honors Calculus III (IBL).

Chemistry Accreditation Examinations

Students who are exceptionally well prepared in chemistry may earn credit for one or more quarters of chemistry on the basis of AP scores or accreditation examinations. Students who have taken the Advanced Placement (AP) test in chemistry and received a grade of 5 will be given credit for CHEM 11100 Comprehensive General Chemistry I. The Department of Chemistry also administers an accreditation examination in CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III. Students may receive credit for chemistry on the basis of their performance on these examinations. The examination in general chemistry is offered only during Orientation, or at the start of Autumn Quarter by arrangement with Dr. Vera Dragisich, Department of Chemistry, 702.3071. Only incoming students (i.e., first-year and transfer students) are eligible to take these examinations.

Physics Accreditation Examinations

Accreditation examinations are administered for the content of PHYS 12100-12200-12300 General Physics I-II-III and PHYS 14100-14200-14300 Honors Mechanics; Honors Electricity and Magnetism; Honors Waves, Optics, and Heat. The first examination may be taken by incoming students only at the time of matriculation in the College. Students who pass the first examination (for PHYS 12100 General Physics I or PHYS 14100 Honors Mechanics) will receive credit for the lecture part of the course only and will then be invited to try the next examination of the series. Entering students who have taken AP physics in high school but who do not receive AP credit from the College (and who do not plan to major in physics) may take the PHYS 12100 General Physics I accreditation examination. Students who receive AP credit for PHYS 12100-12200-12300 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 the AP tests given by the College Entrance Examination Board. The decision to grant credit is reported at the end of the first year in residence and units of credit awarded appear on the student's official academic record.

While AP scores alone are sometimes used to establish placement or to confer credit, satisfactory performance on the College's own placement tests may supplement AP scores and lead to additional credit.

The following chart shows how AP credit is automatically awarded. For further information on how credit may be used toward individual degree programs, a student should consult his or her College adviser. For more
Examination Credit

Information on how AP credit may be used to meet major requirements, refer to the major requirements listed under “Programs of Study” in this catalog.

NOTE: For students matriculating in Autumn 2017 or later, at least 3800 units of credit must be earned by course enrollment, i.e., not credit by examination.

Students who matriculated prior to 2017 should refer to the Advanced Placement credit table in the catalog of their year of matriculation for earlier guidelines regarding AP credit. Archived catalogs can be found here [link].

<table>
<thead>
<tr>
<th>AP Exam</th>
<th>Score</th>
<th>Credit Awarded 2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>5</td>
<td>100 units general elective credit</td>
</tr>
<tr>
<td>Biology</td>
<td>4</td>
<td>100 units general education (BIOS 10130)†</td>
</tr>
<tr>
<td>Biology</td>
<td>5</td>
<td>100 units 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†</td>
</tr>
<tr>
<td>Chemistry</td>
<td>5</td>
<td>CHEM 11100*</td>
</tr>
<tr>
<td>Economics: Micro AND Macro</td>
<td>5</td>
<td>100 units general elective credit</td>
</tr>
<tr>
<td>English Language and Composition</td>
<td>5</td>
<td>100 units general elective credit</td>
</tr>
<tr>
<td>English Literature and Composition</td>
<td>5</td>
<td>100 units general elective credit</td>
</tr>
<tr>
<td>Government and Politics: Comparative AND U.S.</td>
<td>5</td>
<td>100 units general elective credit</td>
</tr>
<tr>
<td>History: European</td>
<td>5</td>
<td>100 units general elective credit</td>
</tr>
<tr>
<td>History: U.S.</td>
<td>5</td>
<td>100 units general elective credit</td>
</tr>
<tr>
<td>History: World</td>
<td>5</td>
<td>100 units general elective credit</td>
</tr>
<tr>
<td>Music Theory</td>
<td>5</td>
<td>100 units general elective credit</td>
</tr>
<tr>
<td>Physics C: Mechanics AND E&amp;M</td>
<td>5</td>
<td>PHYS 12100-12200 ‡</td>
</tr>
<tr>
<td>Physics C: Mechanics only</td>
<td>5</td>
<td>PHYS 12100 ‡</td>
</tr>
<tr>
<td>Physics C: E&amp;M only</td>
<td>5</td>
<td>PHYS 12200 ‡</td>
</tr>
<tr>
<td>Statistics</td>
<td>5</td>
<td>STAT 22000++</td>
</tr>
<tr>
<td>Studio Art (2-D Design, 3-D Design, or Drawing)</td>
<td>5</td>
<td>100 units general elective credit</td>
</tr>
<tr>
<td>French Language and Culture; German Language and Culture; Italian Language and Culture; Latin (Literature or Vergil); Spanish Language and Culture; Spanish Literature and Culture</td>
<td>3, 4, or 5</td>
<td>Satisfies the Language Competency Requirement</td>
</tr>
<tr>
<td>Chinese Language and Culture; Japanese Language and Culture</td>
<td>4 or 5</td>
<td>Satisfies the Language Competency Requirement</td>
</tr>
</tbody>
</table>

Students may earn any amount of credit from AP exams, placement, accreditation, IB, or other examinations. However, for students matriculating in Autumn 2017 or later, at least 3800 units must be earned through course enrollment. Students who enrolled prior to Autumn 2017 should consult the catalog of their year of entry for policies regarding the use of AP and examination credit, or speak to their College adviser.

AP Physics or Calculus: Students who register for physics or calculus forgo AP credit for the courses they complete.

† A student who submits a score of 5 on the Calculus BC exam will also receive an invitation to register for MATH 16100 Honors Calculus I. Any student wishing to receive a math placement above what is determined by the AP Calculus exam and/or the mathematics placement examination is required to take the calculus accreditation examination in the summer prior to matriculation.

‡ Students wishing to apply AP credits for “Physics C: Mechanics only” or “Physics C: E&M only” toward the physical sciences general education requirement should plan to complete the requirement with an appropriate course from PHYS 12100-12200 General Physics I-II.

+ A Biological Sciences major requires a “Fundamentals” sequence in general education or an “Advanced Biology Fundamentals” sequence in the major. Students with an AP 4 or 5 who complete three quarters of an “Advanced Biology Fundamentals” sequence are awarded a second AP credit to meet the general education requirement.
* AP Chemistry: Students with a score of 5 may accept credit for CHEM 11100 Comprehensive General Chemistry I, or they can register for CHEM 12100 Honors General Chemistry I or CHEM 12200 Honors General Chemistry II. Students who complete CHEM 11100 Comprehensive General Chemistry I or CHEM 12100 Honors General Chemistry I on campus will forfeit the AP credit.

++ AP Statistics: Will count for general education mathematics credit. May not be used to meet requirements for the statistics major or minor. Students who register and obtain credit for STAT 20000 Elementary Statistics, STAT 22000 Statistical Methods and Applications, or STAT 23400 Statistical Models and Methods forgo AP credit for STAT 22000 Statistical Methods and Applications.

**International Baccalaureate Programme**

Credit earned for courses in the International Baccalaureate (IB) Programme may be applied to certain general education requirements or to electives as described below. Credit will not be granted for other exams. Course credit is only granted for grades of 7 on Higher-Level IB Examinations (HL). The Language Competency Requirement may be satisfied with grades of 5, 6 or 7 on Higher-Level IB Examinations (HL) in languages other than English.

<table>
<thead>
<tr>
<th>IB Examination</th>
<th>Score</th>
<th>Credit Awarded 2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>7 Higher Level</td>
<td>100 units general education (BIOS 10130)</td>
</tr>
<tr>
<td>English</td>
<td>7 Higher Level</td>
<td>100 units 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>
</tbody>
</table>

**British A-Levels and Other Examinations**

Students with A-level work in calculus, physics, and chemistry are encouraged to take the College’s placement and/or accreditation examinations prior to matriculation. Credit for A-level work in biology may be awarded by petition to the Senior Adviser in the Biological Sciences Collegiate Division; credit for A-levels in other fields except language may be awarded by petition to the Dean of Students in the College. No credit is given for general education requirements in humanities or social science. Elective credit may be given only for grades of A in the Advanced Test in liberal arts subjects.
TRANSFER CREDIT

Transfer credit must be evaluated and approved by the Office of the Dean of Students in the College. If approved, transfer credit is listed on the student’s University of Chicago transcript only as the number of credits approved to transfer. Transfer credit does not count toward the University of Chicago GPA, nor do the grades appear on the UChicago transcript. Students participating in University of Chicago–sponsored direct enrollment programs will have their credits vetted by the Study Abroad (https://study-abroad.uchicago.edu) office instead of the College Dean of Students office.

In this section, you will find guidelines for what credit may and may not be accepted by the College, as well as additional restrictions on course work in the sciences, arts, and civilization studies. In the subsequent sections are directions for submitting transfer course work for approval, specific rules related to transfer students, and additional restrictions on course work taken prior to matriculation. Course credit approved to transfer will count toward the 3800-unit credit minimum students are required to earn via course enrollment.

MINIMUM REQUIREMENTS FOR TRANSFER ELIGIBILITY

Courses MUST:

• Be taken at an accredited institution that grants bachelor’s degrees, subject to review by the Office of the Dean of Students in the College.
• Confer at least three semester hours or four quarter hours of credit. For institutions without standard credit hours, contact hours (normally a minimum of 30) may be used.
• Be completed with a grade of C or above (not C- or P). Students in science majors must earn at least a B in science courses.
• Not duplicate credit that students earn or have already earned for college-level course work. (For instance, a student could not take PLSC 28701 Introduction to Political Theory and also transfer in credit for an Introduction to Political Theory course taken elsewhere.)
• Be in liberal arts subjects similar to those offered at the University of Chicago.

Courses in the following categories are NOT eligible for transfer credit:

• Calculus and pre-calculus. (Credit may only be earned via accreditation or AP test.)
• Foreign language study. Placement level is determined by exam. Advanced literature or topics courses taught in a foreign language may qualify.
• Any kind of online/distance, tutorial, or independent study course work, including internship credit.
• Professional or technical courses, or course work otherwise unlike University of Chicago liberal arts courses. This includes such areas as: law, civil/mechanical engineering, speech, education, leadership, first-year writing, and undergraduate courses in business. Courses in media production will only transfer if there is an equivalent course listed in the University of Chicago catalog.

Science course work must follow these additional guidelines:

• Students in any science major must earn at least a B in science courses.
• Courses must have a lab to be considered for the physical sciences general education requirement. At least one course in the biological sciences general education requirement must have a lab component.
• Chemistry course work must be taken at an institution accredited by the American Chemical Society.
• Chemistry majors may only transfer credit for general chemistry. Incoming transfer students may seek to earn credit for organic chemistry via an accreditation exam offered during Orientation Week.
• Physics courses must be calculus-based and include a lab component to be considered as a substitute for General Physics (PHYS 12100-12200-12300 General Physics I-II-III, PHYS 13100-13200-13300 Mechanics; Electricity and Magnetism; Waves, Optics, and Heat, PHYS 14100-14200-14300 Honors Mechanics; Honors Electricity and Magnetism; Honors Waves, Optics, and Heat

Courses petitioned to count for general education credit in the civilization studies or arts requirement:

• Should fulfill the spirit of the requirement and have similarities to eligible courses offered on campus.
• For the civilization studies requirement, area studies courses in history will be favored over courses that focus on political science, anthropology, sociology, etc.

PROCESS FOR PETITIONING FOR TRANSFER CREDIT

For students taking courses elsewhere while enrolled in a degree program at UChicago: Students who wish to take courses at other institutions after they enter the College should carefully read the regulations for transfer credit listed above and discuss their plans in advance with their College advisers. To have non-University of Chicago courses considered for transfer credit, students must follow these steps:
1. Submit a petition (http://petition.uchicago.edu) to the Office of the Dean of Students in the College, including course descriptions and/or syllabi, units of credit, and the name of the institution where courses will be taken. This information should be submitted online well in advance of taking the course. (Students with inactive logins should use the PDF version (https://college.uchicago.edu/sites/college.uchicago.edu/files/Transfer%20Petition%20-%20Inactive%20Students.pdf) of the petition form.)

2. If approved by the College, you may seek additional approval for use of that pre-approved credit toward major/minor/general education requirements. Instructions will be provided if/when the initial petition is approved. Note that approval is not guaranteed and should be sought as early as possible.

3. Have an official transcript sent to their College adviser upon completion of the course work.

   Note: Students should petition for approval well in advance of the start date of the desired courses. Students submitting petitions without a sufficient window should not expect to receive a final decision before the courses begin, especially if they hope to use the course toward a particular requirement.

For students participating in a UChicago-sponsored direct enrollment program: These students do not need to petition the College Dean of Students office and should instead speak to their program director in Study Abroad about the appropriate next steps.

COLLEGE COURSES TAKEN PRIOR TO MATRICULATION

Courses taken during high school:

Students should not petition until they determine (in their second year or later) that they will need the credit. Students may petition earlier if previous course work may serve as a prerequisite for an University of Chicago course. The petition (http://petition.uchicago.edu) must be submitted to the Office of the Dean of Students in the College, including course descriptions and/or syllabi, units of credit, and the name of the institution where courses were taken. These restrictions also apply to courses completed at the University of Chicago prior to matriculation.

To be considered for credit, petitions must comply with the preceding regulations and the following restrictions:

- Courses may not have counted toward high school graduation requirements.
- Credit for science and calculus courses is not accepted; students should take the appropriate placement or accreditation exams at the time of matriculation.
- Approved credit may only be used as general elective credit. Credit will not be awarded for general education requirements or foreign language courses. This restriction also applies to courses taken at the University of Chicago prior to matriculation.
- Courses must have been offered to a cohort that included undergraduate students. Courses taught specifically for high school student programs will not transfer.

Courses taken in the summer prior to matriculation:

Admitted students are not allowed to register for University of Chicago courses in the summer prior to matriculation. It is important that admitted students first learn about curricular issues and academic expectations alongside their classmates during Orientation Week.

Admitted students who take college-level courses at another institution may submit a petition (http://petition.uchicago.edu) for transfer credit after matriculation. They should discuss the process with their College adviser during first-year advising meetings. The transfer credit petition will be evaluated based on all of the above criteria. Credit will not be awarded for general education requirements.

Transfer Students

After admitted transfer students have committed to attending University of Chicago, they receive information from the Admissions Office about how to submit the materials necessary for an evaluation of their previous college course work. Students must also have their previous institution send a final, official transcript to the Admissions Office. These materials should be submitted in early- to mid-June. More course information (i.e., syllabi) may be solicited over the summer prior to matriculation. Transfer evaluations cannot be completed before a student has accepted an offer of admission. Note that transfer credit does not count toward the University of Chicago GPA, nor do the grades appear on the UChicago transcript.

The evaluation of transfer credit is based on the guidelines and restrictions listed in the previous section. Note the following restrictions in particular:

- Language study will not transfer. Incoming students should take the placement exam and complete the appropriate course. Students who place into and complete a higher-level course (20200 or higher) may be able to petition for credit for the language courses between 20100 and the University of Chicago course completed.
- Credit for calculus and pre-calculus is not accepted. Credit for calculus will be granted only by College accreditation or AP exam.
Transfer Credit

• 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.
• The restrictions on college course work taken during high school (outlined in the previous section) apply to all undergraduate students.

Residency Requirements and Enrollment Limits for Transfer Students

Transfer students must be in residence at the University of Chicago for at least six quarters and successfully complete a minimum of 18 courses while in residence. More than half of the requirements for a major and/or minor must be met by registering for courses bearing University of Chicago course numbers. Course credit approved to transfer will count toward the 3800-unit credit minimum students are required to earn via course enrollment.

The Dean of Students in the College expects all students to complete their degrees in a timely fashion, ordinarily within 12 quarters. This expectation will be tailored for transfer students who enter the College with a substantial number of credits. Based on the transfer evaluation, transfer students will be assigned a time frame in which they are expected to complete their requirements—typically six or nine quarters. Transfer students may petition the Dean of Students in the College for one additional quarter of study if academically necessary for the undergraduate degree. Transfer students may not register beyond their assigned quarters without the permission of the Dean of Students in the College.

After matriculation in the College, transfer students may not earn additional credits from schools other than the University of Chicago. Faculty-led study abroad programs sponsored by the College may be used to meet both the residency and course requirements. Transfer students will be allowed to participate in direct enrollment study abroad programs affiliated with the College, but these courses cannot be used to satisfy the residency requirement.
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. Undergraduates registered for 30000-level courses will be held to graduate-level requirements. When a course is cross listed between the College (10000- to 20000-level courses) and graduate divisions or professional schools (courses numbered 30000 and above), College students may only register for the undergraduate number. Higher-numbered courses within each of these categories do not indicate increasing levels of difficulty.

In some departments, students with advanced standing and consent of instructor may register for higher-level courses. Except for language instruction courses, these courses are not listed in this catalog; students should contact individual departments for further information.

A number shown, for example, as 211xx, indicates that it is a course within the series 21100 through 21199; any information that describes 211xx applies to the entire range of courses available within the series.

Course Description

A narrative description follows the course number and title. Unless otherwise designated, courses are taught on campus.

"L" at the end of the course description indicates that the course has a laboratory requirement. Courses with laboratories do not yield extra credit.

Units

A student receives 100 units of course credit for most undergraduate courses. The appropriate unit value is listed next to the course title in the catalog and in the course details in the Class Schedules (https://classes.uchicago.edu).

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 21100 Basic Numerical Analysis, for example, a student must first have completed MATH 20000 Mathematical Methods for Physical Sciences I or MATH 20400 Analysis in R^n II. Another example: Some courses require students to be in their third or fourth year in the College.

Notes

The Notes field contains additional information that may be of use to students, for instance, that the course meets a general education requirement or that the course is required for students in a certain major. Certain courses, especially those that meet general education requirements, have mandatory attendance for the first class meeting; otherwise the student’s registration will be dropped. Students are advised to pay close attention to these notes.

For More Information

For further specifics on quarterly course offerings, consult the Class Search at my.uchicago.edu. Some historic course offerings can be found at timeschedules.uchicago.edu. For further information about areas
of study, consult the College (http://college.uchicago.edu) website at college.uchicago.edu and the program websites linked on the individual program of study pages in this catalog.
ANTHROPOLOGY

Department Website: http://anthropology.uchicago.edu
PROGRAM OF STUDY

Anthropology encompasses a variety of historical and comparative approaches to human cultural and biological diversity, ranging from the study of human evolution to the study of cultures as systems of meaningful symbols. Faculty in the Department of Anthropology specialize in sociocultural, linguistic, archaeological, and biological anthropological approaches. They take up questions of anatomy, ecology, and genomics, as well as psychological, economic, philosophical, and historical issues, often in comparative perspective. Anthropology can lead (through graduate study) to careers in research and teaching in university and museum settings. More often it provides a background for further work in other disciplines of the social sciences, humanities, and biological sciences, as well as for professional careers in government, non-governmental work, business, law, medicine, social services, and other fields.

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

PROGRAM REQUIREMENTS

The BA program in anthropology consists of twelve courses, of which at least ten are typically chosen from those listed or cross-listed as Department of Anthropology courses. The requirements for the major are:

1. ANTH 21107 Anthropological Theory
2. One Methods course (ANTH 21420 Ethnographic Methods, ANTH 28400 Bioarchaeology and the Human Skeleton, ANTH 29500 Archaeology Laboratory Practicum, or an approved alternative in archaeological, linguistic, or biological anthropology)
3. One Discovering Anthropology course. Designated courses will be added to a list each term. Descriptions will be available on the Department of Anthropology (http://anthropology.uchicago.edu) website.
4. Seven electives in Anthropology
5. Two electives from Anthropology or from a related discipline, with approval from the director of undergraduate studies. To seek approval of non-departmental courses, submit a completed Course Petition Form (available in Haskell 119) and syllabus for the course(s) to the director of undergraduate studies. Ideally this petition should be submitted before the end of the second week of the quarter in which the student is enrolled in the course, but petitions may also be submitted for courses that have already been completed.

Students are encouraged to construct individual programs; and, in so doing, they should consult periodically with the preceptor and the director of undergraduate studies. We strongly urge students who are majoring in anthropology to complete several introductory courses before enrolling in upper-level courses. Anthropology provides a broad view of the human career and condition. Students may select courses widely across all four subfields (sociocultural, linguistic, archaeological, and biological anthropology) within the major, or may focus their work within or across any of the subfields.

Students should confer with the director of undergraduate studies before declaring a major in anthropology and must obtain the endorsement of the director of undergraduate studies on the Student Program Form before graduating with a major in anthropology. Students should submit a copy of the approved form to their College adviser.

Students interested in the Anthropology major should endeavor to complete the three required courses (Theory, Methods, and Discovering Anthropology) by the end of their third year. When possible, completion of those courses by the end of second year is recommended as they provide foundational concepts that facilitate understanding of higher level course work.

Note: These requirements are in effect starting with the graduating Class of 2018. Students who matriculated prior to Autumn 2014 may adopt the modified requirements if appropriate and should consult with the department to design their program of study.

INTRODUCTORY COURSES AND GENERAL EDUCATION

Courses designated as Discovering Anthropology provide introductions to some of the substantive, methodological, and theoretical issues of sociocultural, archaeological, linguistic, and biological anthropology. These courses do not presume any previous study of anthropology and may be taken in any order. However, students are urged to complete the general education requirement in the social sciences before taking more advanced courses in sociocultural anthropology. SOSC 11400-11500-11600 Power, Identity, Resistance I-II-III or SOSC 12100-12200-12300 Self, Culture, and Society I-II-III are particularly recommended.

For a firm foundation in the discipline, at least one Reading Ethnographies (ANTH 216xx) course is recommended in addition to the required Methods course.
Several sequences that satisfy the general education requirement in civilization studies typically feature anthropological approaches and content. These courses are cross-listed with Anthropology and may be used toward the major if they are not used toward the general education requirement: ANTH 20701-20702 Introduction to African Civilization I-II, ANTH 24101-24102 Introduction to the Civilizations of South Asia I-II, ANTH 23101-23102-23103 Introduction to Latin American Civilization I-II-III, and ANTH 24001-24002-24003 Colonizations I-II-III. With prior approval, other civilization courses (if taken in addition to the courses used toward the general education requirement) can be used toward the Anthropology major, in accordance with the individual student’s needs or interests and up to the two-course limit for non-departmental courses.

The director of undergraduate studies may refer students who wish to emphasize archaeological, biological, linguistic, or sociocultural anthropology to faculty in these fields for assistance in the development of their individual programs.

Readings and Research Courses

When desirable for a student’s individual anthropology program and with the approval of the director of undergraduate studies, preferably in advance, a student may also obtain course credit for supervised individual reading or research (ANTH 29700 Readings in Anthropology).

Students electing to write a bachelor’s essay for honors are urged to enroll in ANTH 29910 Bachelor’s Essay Seminar in Winter Quarter of fourth year. They also have the option of taking ANTH 29900 Preparation of Bachelor’s Essay, in which the student does supervised reading or research in preparation for the BA essay, in Autumn Quarter of fourth year. However, students can only use a total of two independent readings or research courses toward the major, chosen from among ANTH 29700, ANTH 29900, ANTH 29910, and BA essay seminars in other departments when required for a joint second major. Additional readings and research courses would count as general elective credits.

Field Courses

Students attending field schools or taking courses offered by other universities can solicit approval to obtain course credit (up to the two-course limit for nondepartmental courses) when appropriate for their individual program of study. Credit from other institutions would first need to be approved by the College (https://college.uchicago.edu/advising/transfer-credit) and then by the director of undergraduate studies, if intended to count toward the major.

SUMMARY OF REQUIREMENTS

Note: These requirements are in effect starting with the graduating Class of 2018. Students who matriculated prior to Autumn 2014 may adopt the modified requirements if appropriate and should consult with the department to design their program of study.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 21107</td>
<td>Anthropological Theory</td>
<td>100</td>
</tr>
<tr>
<td>One Methods course*</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>ANTH 21420</td>
<td>Ethnographic Methods</td>
<td></td>
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<td>ANTH 28400</td>
<td>Bioarchaeology and the Human Skeleton</td>
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<tr>
<td>ANTH 29500</td>
<td>Archaeology Laboratory Practicum</td>
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<tr>
<td>One Discovering Anthropology course §</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Seven electives in Anthropology ±</td>
<td></td>
<td>700</td>
</tr>
<tr>
<td>Two electives in Anthropology or approved related disciplines ±</td>
<td></td>
<td>200</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>1200</td>
</tr>
</tbody>
</table>

* Students may also seek approval for a relevant methods course in archaeological, linguistic, or biological anthropology.

§ A list of designated Discovering Anthropology courses will be maintained on the Anthropology Department website.

± A maximum of two reading and research courses (chosen from ANTH 29700 Readings in Anthropology, ANTH 29900 Preparation of Bachelor’s Essay, ANTH 29910 Bachelor’s Essay Seminar, and BA courses from other departments) can be used toward the Anthropology major.

GRADES

Courses counted toward the major must be taken for quality grades (no P/F grading).

HONORS BA PROCESS

Students who wish to be considered for honors must apply to the director of undergraduate studies before the end of their third year. Eligible candidates must have a GPA of 3.6 or higher in courses in the major and typically a GPA of 3.25 overall. To receive honors, students must develop an extended piece of research via a bachelor’s essay under the approved supervision of a faculty member. BA projects involving alternative media (like film, photography, photo-essay, or art installation) might be acceptable if accompanied by a written text.
To execute a successful BA essay, students should begin considering their research question early on. Students should begin looking for a faculty supervisor in their third year and aim to have a topic identified by the beginning of the fourth year so that they have sufficient time to complete the necessary research and to write the paper. Students writing BA honors papers are strongly urged to enroll in ANTH 29910 Bachelor’s Essay Seminar in Winter Quarter of their fourth year. If possible, students should also consider starting their research under the independent supervision of their faculty supervisor in Autumn Quarter by registering for ANTH 29900 Preparation of Bachelor’s Essay. Students who take these courses, ANTH 29700 Readings in Anthropology, and/or BA seminars for a second major may only use a maximum of two these courses toward the Anthropology major.

For award of honors, the BA essay must receive a grade of A or A- from the faculty supervisor and from the second reader. Students being recommended for honors must submit two copies of the completed paper to the program administrator no later than fifth week of the quarter of graduation. The faculty supervisor must be chosen from the Anthropology faculty. Affiliated faculty may serve with approval of the director of undergraduate study. The second reader may be any credentialed scholar/scientist approved by the director of undergraduate study.

This program may accept a BA paper or project used to satisfy the same requirement in another major if certain conditions are met. Approval from both program chairs is required. Students should consult with the chairs by the earliest BA proposal deadline (or by the end of their third year, if neither program publishes a deadline). A consent form, to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student’s year of graduation.

ANTHROPOLOGY COURSES

ANTH 20001. Empire and Nation: Varieties of National Experience. 100 Units.
The nation remains the most important and ubiquitous form of cultural-political organization in the world today, yet it is a target of sharp critique and under brutal challenge in many regions. This course takes an anthropological perspective on nations, national belonging, and the contradictions, conflicts, and tensions that seem to be their unavoidable concomitants. What does it mean to feel loyalty to a nation? How is culture a historical product of nation and a contributor to its maintenance? What does language have to do with it? How have national cultures been invented, commodified, made into museums, tourist destinations, and heritage sites? What does “indigeneity” have to do with nationhood? What about empires? Are xenophobia and war the source and unavoidable concomitants of nationalism? How is religion variously related to nation? Participants in the course will read ethnographic and historical works from around the globe in order to take up these questions.

Instructor(s): M. Fisch Terms Offered: TBD
Note(s): This course qualifies as a “Discovering Anthropology” selection for Anthropology majors.

ANTH 20002. Discovering Anthropology: Culture, Technology, Mediation. 100 Units.
This course introduces students to some of the major themes and theoretical questions posed in and by anthropology over the last century through the conceptual and experiential matrix of technology and mediation. Our intellectual journey will take us from techniques of magic through technologies of spatiotemporal organization, communication, and exchange. We will explore the formation of the body, social, individual, and mass as expressions of the culture of mediation and the mediation of culture. Readings from the course will cover a broad intellectual terrain that combines seminal anthropological texts with arguments from media theory and the philosophy of technology.

Instructor(s): S. Gal Terms Offered: TBD

ANTH 20003. Discovering Anthropology: Reading Race. 100 Units.
Before and since Anthropology became a discrete scientific field of study, questions about the biological reality, potential utility and misuse of the concept of race in Homo sapiens have been debated. We will read and discuss a sample of writings by 18th, 19th, and 20th century and contemporary authors who attempted to define human races and those who have promoted or debunked the utility of the concept of race with special attention to it role in retarding social progress, and the extermination and exploitation of some populations and individuals.

Instructor(s): R. Tuttle Terms Offered: TBD
Equivalent Course(s): CRES 20003,HIPS 20003,ANTH 38305

ANTH 20004. Trash: An Introduction to Archaeological Thought. 100 Units.
Archaeology is the study of human experience through its material traces. These traces enter into the archaeological record through acts of discard and abandonment—they are a form of trash. This course treats archaeology not as a historical discipline but as a methodological practice nested within the philosophical inquiry that is anthropology. Students will be introduced to the key analytic units and interpretive tools of archaeology—such as deposition, stratigraphy, and taphonomy. We will also examine contemporary human practices of waste, recycling, and demolition that provide insights into behavior, beliefs, and the larger structural conditions of life. Investigation of these practices are framed by the themes of consumption and capitalism, environmental relations, and the symbolic registers of ‘trash’ and ‘dirt.’

Instructor(s): S. Dawdy Terms Offered: TBD
Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.
ANTH 20005. Revolutions. 100 Units.
One definition of anthropology is the study of change and continuity in social life. This course provides an introduction to anthropological thinking by focusing on large-scale changes and movements we call revolutions. Revolutions are events that result in a radical restructuring of intra-group relations and/or upending of a paradigmatic worldview. They can be cultural, political, economic, or ideological – or some combination. Each week we will focus on a different case study, from the agricultural revolution to peasant rebellions, anti-colonialism, the Russian Revolution, the sexual revolution, the Chinese cultural revolution, and scientific revolutions. Through this exploration, students will gain a grasp of traditional anthropological concepts (culture, structure, agency, norms and values, political economy, cosmolgy) and approaches (historical anthropology, ethnography, archaeology, activist anthropology). The grounding questions will be: what are the conditions for radical social change? and how is anthropology relevant to a fast-changing world?
Instructor(s): John J MacAlloon Terms Offered: Winter
Note(s): This course qualifies as a "Discovering Anthropology" selection for Anthropology Majors.

ANTH 20006. Intimacy. 100 Units.
A growing literature in social science and the humanities focuses on intimacy as a practice, a theory, and a method. But what is intimacy? Is it another way of talking about sexuality or is it something else? What is its relation, if any, to culture, history, or politics? This course draws from interdisciplinary debates to examine the practice and politics of intimacy. It emphasizes a holistic approach which links intimacy to a broader inquiry concerning emotion and ethics, desire and race, rights and governance. We begin with the question of how intimacy is related to sexuality, with its growing importance—as analytic, as commodity, and as identity—since the 1980s. Yet, intimacy also includes a concern with practices of emotion, care, and collectivity that exceed what are often taken as the private practices of sexuality. The second half of the course considers the cultural politics and political possibilities of intimacy. If intimate forms are embedded within specific cultural and historical settings, how have they been affected by state projects of regulation or discipline? Given the governmental targeting of labor and kinship relations, how can intimacy take on new political significance in colonial governance or postcolonial politics? Thus, we shall ask how intimacy gets politicized, linked to moral and political imaginaries at odds with western ideals of citizenship, science, and individual rights.
Instructor(s): A. Kolata Terms Offered: TBD

ANTH 20007. People’s Garbage: Intro to Archaeology & Histories of Waste. 100 Units.
This course introduces students to the myriad ways in which archaeologists use material culture to understand social worlds both in the distant past and lived present. Through active course attendance, field trips, and lab exercises, students will gain a solid grounding in archaeological methods and theory and learn how archaeologists come to know or make claims about social lives. In particular we will draw on a range of world case studies to address how people’s garbage permits us to study important social, economic, and political questions. How, for instance, does the size of a corn cob or the biography of a kettle narrate a “farm to table” story which also brings a history of consumer culture into view. We will inquire equally after “why the past matters” and “whose past is it anyway.” In the process students will also examine archaeology’s relationships with allied disciplines and fields.
Instructor(s): Staff Terms Offered: Autumn
Note(s): This course qualifies as a "Discovering Anthropology" selection for Anthropology Majors.

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: TBD
Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology Majors.
Equivalent Course(s): ANTH 40100,LACS 20100,LACS 40305

ANTH 20420. Anthropology of Olympic Sport. 100 Units.
If cultural differences are as powerful as Anthropology has conventionally stressed, how is it possible that over 200 national and innumerable sub-national and transnational cultural formations have found common cause in the modern Olympic Games? This course explores, theoretically and historically, the emergence of the Olympic Games as the liturgy of the world system of nation states and the current dialectic between the Olympic Movement and the Olympic Sports Industry. Extensive reading and an independent research paper will be required.
Instructor(s): John J MacAlloon Terms Offered: Winter
Note(s): 3rd and 4th year undergraduates only
Equivalent Course(s): ANTH 30420,SOSC 25090,MAPS 47501
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 archaeological 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. Completion of the general education requirement in social sciences recommended.
Instructor(s): E. Fretwell 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. CHDV Distribution: C
Equivalent Course(s): CRES 20701, CHDV 21411, HIST 10101

ANTH 20702. Introduction to African Civilization II. 100 Units.
The second segment of the African Civilizations sequence uses anthropological perspectives to investigate colonial and postcolonial encounters in West and East Africa. The course objective is to show that while colonialism was brutal and oppressive, it was by no means a unidirectional process of domination in which Europeans plundered the African continent and enforced a wholesale adoption of European culture. Rather, scholars today recognize that colonial encounters were complex culture, political, and economic fields of interaction. Africans actively adopted, reworked, and contested colonizers’ policies and projects, and Europeans drew heavily from these encounters to form liberal conceptions of self, nation, and society. Over the course of the quarter, students will learn about forms of personhood, political economy, and everyday life in the twentieth century. Course themes will include social reproduction, kinship practices, medicine, domesticity, and development.
Instructor(s): J. Cole Terms Offered: Autumn
Note(s): Taking these courses in sequence is recommended but not required; this sequence meets the general education requirement in civilization studies. CHDV Distribution: C
Equivalent Course(s): CHDV 21401, CRES 20802, HIST 10102

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. 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: TBD
Equivalent Course(s): ANTH 38400, EVOL 38400, HIPS 23600
ANTH 21107. Anthropological Theory. 100 Units.
Since its inception as an academically institutionalized discipline, anthropology has always addressed the relation between a self-consciously modernizing West and its various and changing others. Yet it has not always done so with sufficient critical attention to its own concepts and categories—a fact that has led, since at least the 1980s, to considerable debate about the nature of the anthropological enterprise and its epistemological foundations. This course provides a brief critical introduction to the history of anthropological thought over the course of the discipline’s long twentieth century, from the 1880s to the present. Although we focus on the North American and British traditions, we review important strains of French and, to a lesser extent, German social theory in chronicling the emergence and transformation of modern anthropology as an empirically based, but theoretically informed, practice of knowledge production about human sociality and culture.
Instructor(s): Staff Terms Offered: Winter
Equivalent Course(s): ANTH 30000

ANTH 21201. Chicago Blues. 100 Units.
This course is an anthropological and historical exploration of one of the most original and influential American musical genres in its social and cultural context. We examine transformations in the cultural meaning of the blues and its place within broader American cultural currents, the social and economic situation of blues musicians, and the political economy of blues within the wider music industry.
Instructor(s): M. Dietler Terms Offered: TBD
Note(s): The course qualifies as a Discovering Anthropology selection for Anthropology majors.
Equivalent Course(s): CRES 21201

ANTH 21217. 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: TBD
Equivalent Course(s): AFAM 21217

ANTH 21254. 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, counter-culture, 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: TBD
Equivalent Course(s): LACS 21254

ANTH 21261. The Khmer. 100 Units.
This course explores the history, politics and culture of Khmer civilization from the 10th century to the present. The course begins by examining the development of a distinctive Khmer social world reflected in the complex material culture, social structures, geopolitics and religious practices of the Angkor civilization. We then follow the fate of Khmer civilization from the period of the decline of Angkor through the emergence of Cambodia as a nation state. We will focus on the impact of French colonialism, the struggle for decolonization during the Vietnam War, the rise of the Khmer Rouge regime, the Cambodian Genocide, post-War reconstruction under UN auspices (UNTAC) and the current moment of globalization together with the complications of Cambodia’s integration into the Association of Southeast Asian Nations (ASEAN). The course combines lecture, film, and discussion of core texts.
Instructor(s): A. Kolata Terms Offered: Autumn
Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology Majors.

ANTH 21264. 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: TBD
Equivalent Course(s): CRES 21264
ANTH 21265. 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: TBD

ANTH 21269. East Asia before Confucius. 100 Units.

The teachings of the Chinese philosopher Confucius have long been considered the social glue holding East Asian societies together. Enduring ideas such as respect for elders, compassion, and social conformity can all be traced to Confucius’ writings. Confucian principles prescribed an idea of world order based on benevolent ruler and good citizen, a model seemingly at odds with Marx’s characterization of oriental despotism. To what extent did these principles cement the foundations for the earliest states in East Asia? Using the rich material record uncovered from archaeological excavations in China, Korea, and Japan, this course evaluates the development of social and political networks before the time of Confucius. We will compare constructions of communities, kingship, and ritual landscapes to understand how such principles spoke to conceptions of power and morality.

Instructor(s): A. Yao
Terms Offered: TBD

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): Staff
Terms Offered: Winter
Equivalent Course(s): ENST 21301

ANTH 21306. Explorations in Oral Narrative. 100 Units.

A study of storytelling in non-literate and folk societies, antecedent to the complexities of modern narrativity, itself anchored in and energized by literacy. Despite the impact of literacy on modern minds, this course argues for the persistence of ancient themes, plots, characters, and motifs. A further argument is made for the foundational role of storytelling in the creation of culture and construction of society. The central place of storytelling is shown in the humanistic and social sciences: anthropology, economics, history, philosophy, politics, psychoanalysis. Student storytelling and performance of brief stories is encouraged and discussed in light of the main arguments of the course.

Instructor(s): J. Fernandez
Terms Offered: Spring
Equivalent Course(s): ANTH 45301

ANTH 21333. The Lived Body: Anthropology, Materiality, Meaningful Practice. 100 Units.

The body is implicated in all facets of human life. It is at once constraint and enabler, relational and personal, “real” and “imagined.” It is both individually performed and socially determined, the site of both domination and resistance. Anthropological theory has moved far from “Cartesian dualism” in which mind and body can and must be separate; this course will travel through ways of understanding bodies that have supplemented or bypassed this idea, or have existed outside of it entirely. We will consider what it means to have a body, to know a body, to be defined by a body—in short, to live a body. This course’s topical readings are oriented around the idea that “embodiment” involves both material entities and socially embedded processes. We will consider experience, consciousness, sensation, perception, and affect; we will interrogate processes, functions, and ways of knowing that are often taken for granted; we will prise apart the ways power is inscribed on and with bodies, both internally and externally. To do so, we will balance theory and ethnography in both our consumption and production of scholarly material, including a final “auto-ethnography” in which students adopt a new body practice for the quarter.

Instructor(s): A. Ford
Terms Offered: Spring
ANTH 21335. Defining the “Afro” in Afro-Latin America. 100 Units.
What does it mean to be Black in Latin America? Where do our understandings of race come from and do they translate across borders? Is the term “Afro-Latin America” redundant—could there be a Latin America without the “Afro”? We will tackle these questions and more as we consider the various ways in which countries throughout the Americas have remembered, acknowledged, and treated the contribution Africans and their descendants have given their local and regional cultures. We will begin by learning how nationalist projects and racial logics inform each other in specific case studies. Alongside class discussion, students will build the analytic toolset required to critically review of the documentary series Black in Latin America and the accompanying book. We will then analyze ways in which blackness functions the lived experiences of people throughout Latin America. As we grapple with the broader questions of the course, students will apply theoretical interpretations to case studies, assess and differentiate between various racial logics, and familiarize themselves with debates in the field of the African Diaspora in Latin America.
Instructor(s): K. Frierson Terms Offered: Autumn

ANTH 21336. Political Ecologies of the City: Urban Natures in an Urban Age. 100 Units.
At the dawn of the “urban millennium”, the unprecedented scale and speed of worldwide urbanization has generated radically new experiences, imaginaries, and relationships to what we call “nature”. From post-industrial landscapes to concrete jungles where niches of beetles, raccoons, and hawks thrive, the natural world is being critically remade by contemporary urbanism. In the process, however, new hybrid natures are also shaping humans and their environments in key ways. Radioactivity, P.M. 2.5, and a destabilized climate all put new pressures on urban infrastructures and city residents, presenting new challenges for urban planning and design. Drawing on urban anthropology and political ecology, this course explores how our inherited categories of nature/culture, city/countryside, and urban/ecology are being transformed and redefined in and through the modern city. Engaging a wide range of theoretical texts, ethnographic accounts, and practical case studies, we will examine the role of nature in the production and life of cities; environmental perception and problem definition in urban contexts; as well as how the transformation of nature in urban environments is bound up in broader processes of uneven development.
Instructor(s): V. Nguyen Terms Offered: Spring

ANTH 21337. PetroModernity: Anthropology in the Age of Oil. 100 Units.
Petrostates, pipeline struggles, peak oil, price wars—oil is at the heart of major controversies in politics and culture today. How has anthropology approached the social significance of this exceptionally powerful commodity, and its role within the dynamics of modern social orders? To what extent are contemporary social imaginaries, geographies of power, distributions of wealth, modes of production, and visions of the future particular to a world system that is saturated with crude oil, and which always requires more of it? This course will follow oil’s traces across the globe and through the twentieth and twenty-first centuries, examining its power to shape economy and governance, the varieties of collective experience and futurity to which it has given rise, and the hyper-conflicted social and technological arrangements through which oil is grasped, produced, and consumed. Reading widely in recent anthropology—alongside history, science fiction, law, industrial strategy, and earth science—we will pay special attention to ongoing debates around the social life of infrastructure, the postcolonial politics of global mineral extraction, planetary-scale environmental change, and the prospect of natural resource exhaustion.
Instructor(s): Hu, Cameron Terms Offered: Winter

ANTH 21338. Sounding Out Ethnography: Writing Auditory Worlds. 100 Units.
What is sound, and what is its place in anthropology? Is sound purely a method of ethnographic inquiry, or can it be a proper object of study? In this course, we will begin by broadly examining the interdisciplinary field of “Sound Studies,” and then move towards a sustained reflection on anthropology’s disciplinary specific engagement with sound. The bulk of the course will be dedicated to reading four full ethnographies of sound, which will serve as foundations for exploring a wide range of topics: the role of sound in transcoding social relations, the aurality of archives, the vibrational tactility and materiality of sound, auditory subject formation, the politics of soundscapes, and, of course, the ethnographic innovations that emerge out of an attention to sensory registers. We will complement our ethnographic readings with practice-based experiments of listening to and visually inscribing actual soundscapes. By the end of the quarter, students will have developed an analytical toolkit for analyzing the sonic nature of contemporary phenomena (e.g. racism, religious belonging, trauma) as well as a capacity for attending critically to their own sonic environment.
Instructor(s): K. Hickman Terms Offered: Winter
ANTH 21339. The Anthropocene: A Time for Humans? 100 Units.
Earth scientists have observed that human activity is now a dominant driver of planetary processes that could depart from expected, natural behavior for thousands, or even millions, of years. Some have proposed that this signals the onset of a new epoch in Earth’s history, the Anthropocene. The Anthropocene concept has had profound effects, captivating scholarly imagination across disciplines and departments, from Geology to English. This course will familiarize students with the contours of a contentious debate understood to have far-ranging theoretical, methodological, moral, and political repercussions. It is intended as a case study for tracing the links between science and society through several lenses drawn from anthropology and social studies of science. We will first consider different ways of conceiving of time, historical narrative, and human-environment relations before investigating how it became possible to think about planetary crisis. We will then explore how international scientific communities are weighing competing claims about the material traces of an Anthropocene and its onset. We will finish with a series of vignettes that demonstrate how the Anthropocene concept could spur a reconfiguration of knowledge production and social life more broadly.
Instructor(s): M. Knisley Terms Offered: Autumn

ANTH 21340. Food Politics: Consuming Bodies and Beings. 100 Units.
“Food Politics” means so many things: Trust, risk, danger. Symbolic power, constitutive potential. Meaningful nourishment and nourishing meaning. Diets, fasts, binges. Canning, refrigeration, and the cold aisles of supermarkets. Educated consumers, mass panics, and the “distant” bodies of humanitarian aid. In this class, anthropological and ethnographic approaches to food politics will be our lens into recognizing, discussing, and thinking about our daily lives of food as political processes. We will examine articulations of social differences, performances and performativities of bodies (gendered, public, private, clandestine, hungry, satiated, healthy, and criminal), transnational battles over regional and local “purity,” and sensibilities that do or do not trust sites of economic and/or political authority positioned far away. Indeed, food politics are just as much a window into the investigative and critical potentials of anthropology as they are a way to recognize the moral, popular, imaginary, and experiential processes at work and constitutive of taken-for-granted political actor-abstractions such as “the state” “the economy” and “the public.”
Instructor(s): N. Czarnecki Terms Offered: Spring

ANTH 21406. Celebrity and Science in Paleoanthropology. 100 Units.
This seminar explores the balance among research, “showbiz” big business, and politics in the careers of Louis, Mary, and Richard Leakey; Alan Walker; Donald Johanson; Jane Goodall; Dian Fossey; and Biruté Galdikas. Information is gathered from films, taped interviews, autobiographies, biographies, pop publications, instructor’s anecdotes, and samples of scientific writings.
Instructor(s): R. Tuttle Terms Offered: TBD
Prerequisite(s): This course qualifies as a Discovering Anthropology selection for Anthropology Majors.
Equivalent Course(s): ANTH 38300,HIPS 21100

ANTH 21420. 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 21525. 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: Winter
Prerequisite(s): Any 10000-level music course or consent of instructor
Note(s): This course typically is offered in alternate years.

ANTH 21610. Linguistic Ethnographies. 100 Units.
Ethnographies are the classic statements of anthropological knowledge. What does an ethnography look like when it is focused on linguistic practices? How does one read such a document? How does one create such a document? First task is reading: What are some of the novel directions in the ethnographic study of communicative form? We consider recent developments in the writing of monographs on specific topics as: language and materiality, literacy, media and forms of mediation, slang and other youth styles, among others. Close reading and critique of these books provides the basis for seminar participants to write their own ethnographic papers, based on original research done during the course. The final few sessions of the course will discuss the ethnographic projects of participants.
Instructor(s): S. Gal Terms Offered: TBD
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 21730. Science, Technology and Media via Japan. 100 Units.
This course will explore issues of culture, technology, and environment in Japan through the lens of Science and Technology Studies (STS) and Media Studies. The course is designed for undergraduate students. Its overall aim is to introduce students to some of the fundamental concepts, themes, and problematics in these fields via the particular social and historical circumstances in Japan. Some of the central concerns will be around issues of environment, disaster, gender, labor, media theory, gaming, and animation. In addition, we will devote attention to the recent emergence of the term media ecology as a framework problematizing technologically engineered environments.
Instructor(s): M. Fisch Terms Offered: Winter
Note(s): This course qualifies as a "Discovering Anthropology" selection for Anthropology Majors.
Equivalent Course(s): EALC 21730

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: TBD
Equivalent Course(s): ANTH 35500,ENST 22000

ANTH 22015. Is Development Sustainable? 100 Units.
This course examines alternative concepts and theoretical grounds for notions of sustainable development. We analyze core issues underlying population growth, resource extraction, "sustainable consumption," environmental change, and social transformation through a consideration of economic, political, scientific, and cultural institutions and processes. The course, based on orienting lectures and intensive class discussion of core texts, focuses on the sustainability problems of both highly industrialized countries as well as of developing nations. Previous exposure to environmental or development issues, although useful, is not required.
Instructor(s): A. Kolata Terms Offered: Spring
Note(s): This course qualifies as a "Discovering Anthropology" selection for Anthropology Majors.

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: TBD
Equivalent Course(s): ANTH 32300,HIPS 21301

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 withstood this resistance and explores questions about the nature, culture, and politics of scientific knowledge and its production.
Instructor(s): K. Sunder Rajan Terms Offered: TBD
Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.

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: TBD
ANTH 22160. The Techno-Politics of Infrastructure. 100 Units.
At first glance the networks roads, pipes, wires and walls that make up infrastructure seem to be straightforward technical feats. When they work, they make our lives more convenient, enabling the smooth circulation of people, goods and energy. Yet this course turns a critical eye to these material networks, exploring the possibility that these technical feats are not passive or neutral but actively shape and transform modern life. As structures that organize modern life from most domestic spaces of the home to the most expansive circulations of the web, infrastructures are at once central nodes of power and control and possible platforms for new forms of social life. The dimensions of roadways determine which kinds of vehicles (private cars or large public buses) can travel on them thus mapping class relations onto the spaces of a city. The crumbling walls of public housing unite inhabitants in a shared nostalgia for a past time while also providing material means for resisting eviction. The course will focus on the ways in which state power is enacted through, and sometimes in tension with, increasingly privatized infrastructures.
Instructor(s): Sargent, Adam Terms Offered: Winter
Equivalent Course(s): GLST 24108

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 supersedes, or merely mask, relations of exploitation and restricted choice.
Instructor(s): S. Palmié Terms Offered: TBD
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: TBD
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: TBD
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?
Instructor(s): C. Nakassis Terms Offered: TBD
Equivalent Course(s): ANTH 32535
ANTH 22606. Indigenities. 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 politically. 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.
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 refugiring of the legal, scholarly, and interpersonal landscapes against which social science research on indigenous peoples is constituted. This refugiring 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.
Instructor(s): J. Richland Terms Offered: TBD
Equivalent Course(s): ANTH 33107

ANTH 22610. Anthropology of Indigeneity. 100 Units.
Around the world, appeals to indigeneity undergird contentious struggles over land, territory, and resources. While indigeneity is often treated as an instrument of political representation and legal appeal, this course explores the historical and relational underpinnings from which so-called ethnic movements draw. Building from ethnographic and historical texts, the course begins with a careful examination of how embodied orientations to place have given way to distinct articulations of political belonging, particularly in the Andean region of South America. We then consider how these place-based modes of collectivity have been shaped by various events including colonial land dispossession, republican projects of national integration and citizenship, labor movements and new extractive economies, multicultural reforms, and anti-imperialist projects of ethnic revivalism. In the final part of the course, we track the unexpected ways that these older orientations to place and collectivity are creatively redeployed within newer struggles for indigenous and environmental justice. By exploring the ways that specific histories of attachment shape contemporary demands for rights and political belonging, the course aims to foster new ways of approaching indigeneity in anthropology and beyond.
Instructor(s): M. Winchell Terms Offered: TBD
Prerequisite(s): Presumes working knowledge of postcolonial theory. Open to 3rd & 4th year undergrads with consent of instructor.
Equivalent Course(s): ANTH 33110,CRES 22610,CRES 33110,LACS 22610,LACS 33610

ANTH 22615. Indigeneity, Religion and the Environment. 100 Units.
Around the world, appeals to indigenous difference accompany contentious struggles over land, territory, and resources. While indigenous claims are often seen as strategic responses to shifting legal conditions, this course focuses on Andean practices of land and ritual as they shape, and are reshaped by, political claims to rights and resources. The course is divided into three parts: Indigeneity in the Andes, Intimate Politics, and Ecology and Insurgency. By way of close readings of contemporary ethnographic texts, we will explore Andean relations and attachments to places and things, from land to silver, water to oil. We will then ask how such relations and their politics advance or unsettle common assumptions about the environment, non-Western peoples, and culture at large. If land is approached as a living being to be cared for and nurtured through daily ritual labors, how are such practices sustained or unsettled in conditions of widespread ecological degradation, mineral extraction, or land dispossession? How are notions of living matter, earth spirits, or the agency of nature appropriated within or reconfigured by political claims to indigenous and environmental rights? Combining weekly discussions, reading responses, and a final paper, we will work collaboratively to track the generative ways that notions of indigeneity, religion, and environment are combined and recombined to forge a new terrain of politics.
Instructor(s): M. Winchell Terms Offered: Winter
Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.
ANTH 22710. Signs and the State. 100 Units.
Relations of communication, as well as coercion, are central though less visible in Weber’s famous definition of the state as monopoly of legitimate violence. This course reconsiders the history of the state in connection to the history of signs. Thematic topics (and specific things and sites discussed) include changing semiotic technologies; means; forces and relations of communication (writing, archives, monasteries, books, “the” internet); and specific states (in early historic India and China, early colonial/revolutionary Europe, especially France, Britain, and Atlantic colonies, and selected postcolonial “new nations”).
Instructor(s): J. Kelly Terms Offered: Spring
Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.
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 their writings.
Instructor(s): J. Kelly Terms Offered: TBD
Equivalent Course(s): ANTH 43720

ANTH 22725. Anthropology Against the Law. 100 Units.
Much of what happens in society occurs against, outside, or otherwise in contravention of formal legal structures. This course will explore the mutually structuring relationship between the realms of the lawful and unlawful. Through a series of ethnographic readings, we will also probe how legal categories and notions of lawfulness shape assumptions in social theory, political philosophy, and anthropological scholarship. Finally, we will discuss methodological and ethical issues that arise in research “against the law.”
Instructor(s): D. Li Terms Offered: Spring
Note(s): This course qualifies as a “Discovering Anthropology” selection for Anthropology Majors.

ANTH 22915. The Crowd. 100 Units.
At the end of the nineteenth century, the figure of the unruly, affect-laden crowd appeared as both the volatile foundation and the dystopian alter ego of the democratic mass society. By the middle of the twentieth century, following the traumatic excesses of communism and fascism in Europe, the crowd largely disappeared from polite sociological analysis—to be replaced by its serene counterpart, the communicatively rational public. At the turn of the twenty-first century, however, the previously demonized crowd has unexpectedly returned, now in the valorized guise of ‘the multitude’—in part as a result of the growing sense of the exhaustion of the categories of mainstream liberal politics.
Instructor(s): W. Mazzarella Terms Offered: TBD
Equivalent Course(s): ANTH 41901

ANTH 22925. Critical Ethnographies. 100 Units.
This seminar explores recent experiments in ethnographical writing. The project is to consider the current status of the book-length ethnography (focusing on conceptual innovations, issues of voice, and material layout). It is also to consider current techniques for writing the imbrication of local forms of everyday life with global forces (across finance, politics, militarism, and the environment). We will consider the methodological innovations as well as writerly form of current ethnographic work, and posit how ethnography as a genre is evolving in light of efforts to engage increasingly complex and distributed phenomena. Participation in this upper level seminar is limited.
Instructor(s): J. Masco Terms Offered: Autumn
Prerequisite(s): Consent of Instructor
Equivalent Course(s): ANTH 53506
ANTH 23026. Science in the South. 100 Units.

Science in the South: Decolonial Approaches to the Study of Science, Technology and Medicine in Latin America and the Caribbean. This seminar will bridge anthropology and histories of science, technology, and medicine to Latin American decolonial thought. Throughout Latin America, techno-scientific objects and practices, with their presumed origin in the Euro-Atlantic North, are often complexly entangled with neo-imperial projects of development and modernization that elongate social forms of colonization into the present. Technoscience and its objects, however, can also generate new creative, political, and life-enhancing potentials beyond or despite their colonial resonances, or even provide tools to ongoing struggles for decolonization. Together, seminar participants will explore what a decolonial approach to the study of science, technology, and medicine in the Global South, particularly in Latin America, has been and could become and how deocolonal theory can inflect our own disciplinary, conceptual, and political commitments as anthropologists of technoscience.

Instructor(s): Stefanie Graeter Terms Offered: Winter
Equivalent Course(s): LACS 34706, ANTH 31640, HIPS 24706, LACS 24706

ANTH 23051. Corporeal Collisions: The Catholic Church and Life Politics. 100 Units.

Corporeal Collisions: The Catholic Church and Life Politics in Latin America and the Caribbean

Pope Francis' 2015 encyclical Laudato si' proclaimed an eco-ethical vision of Catholicism squarely aligned with environmental and anti-capitalist agendas the world over. Echoing a past of liberation theology in Latin America, Pope Francis has fortified leftist resistances to ecologically destructive practices, often already allied with local Catholic priests and institutions. On the other side of the political spectrum, however, Opus Dei and other factions of the church align themselves with the agenda of the right, including opposition to LGBT and abortion rights legislation of the past decade. The aim of this course will be to historicize this complex and heterogeneous relationship between the Catholic church and Latin American life politics. Considering its wide range of influences, the course will hone in on the relation the church has had on the conceptualization of corporeal life, which unites its involvement in both ecological and procreative politics in Latin America today.

Instructor(s): Stefanie Graeter Terms Offered: Winter
Equivalent Course(s): LACS 26414

ANTH 23061. The Maroon Societies in South America. 100 Units.

This course will examine recent ethnographies on slave descendants societies in South America. Its main purpose is to explore current anthropological studies of the Maroon experience, focusing on new approaches on the relations of these communities with Ameridian, peasants, and other neighboring populations, as well as their dialogues with other non-human beings who inhabit their existential territories.

Instructor(s): O. Gomes da Cunha Terms Offered: Spring
Equivalent Course(s): LACS 35116, ANTH 33061, LACS 25116

ANTH 23081. Who Counts? What Counts? Racial Governance in21st C Latin Amer. 100 Units.

In 2015 for the first time in Mexico's history, there was an official count of its population of African descent, leaving Chile as the only nation in the hemisphere not to do so. A year prior, Brazil introduced a quota system for all federal jobs, leading to new questions about who qualifies for these positions. These examples and more highlight a new era in Latin America that questions who counts—both literally as with censuses and figuratively as with affirmative action—as Afro-descended in a region characterized by racial mixture. In this course we will analyze the new turn toward racial governance as we grapple with the following questions. How does the racial governance of the 21st century upend or echo the racial governance of the colonial era? How does this new era affect our understanding of race and identity? What is lost and gained by counting people as black?

Instructor(s): Karma Frierson Terms Offered: Winter
Equivalent Course(s): HMRT 26619, LACS 21335

ANTH 23093. Latin American Extractivisms. 100 Units.

Latin American Extractivisms

This course will survey the historical antecedents and contemporary politics of Latin American extractivisms. While resource extraction in Latin America is far from new, the scale and transnational scope of current “neoextractivisms” have unearthed unprecedented rates of profit as well as social conflict. Today's oil wells, open-pit mines, and vast fields of industrial agriculture have generated previously unthinkable transformations to local ecologies and social life, while repeating histories of indigenous land dispossession in the present. Yet parallel to neo-extractive regimes, emergent Latin American social movements have unleashed impassioned and often unexpected forms of local and transnational resistance. Readings in the course will contrast cross-regional trends of extractive economic development and governance with fine-grained accounts of how individuals, families, and communities experience and respond to land dispossession, local and transregional conflict, and the ecological and health impacts of Latin American extractivisms.

Instructor(s): Stefanie Graeter Terms Offered: Spring
Equivalent Course(s): PBPL 26416, LACS 26416

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.
May be taken in sequence or individually. This sequence meets the general education requirement in civilization studies. This course is offered every year. 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): E. Kourí
Terms Offered: Autumn
Equivalent Course(s): CRES 16101, HIST 16101, HIST 36101, LACS 34600, SOSC 26100, LACS 16100

ANTH 23102. Introduction to Latin American Civilization II. 100 Units.
May be taken in sequence or individually. This sequence meets the general education requirement in civilization studies. This course is offered every year. Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.
Instructor(s): D. Borges
Terms Offered: Winter
Equivalent Course(s): CRES 16102, HIST 16102, HIST 36102, LACS 34700, SOSC 26200, LACS 16200

ANTH 23103. Introduction to Latin American Civilization III. 100 Units.
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). The third quarter focuses on the twentieth century, with special emphasis on economic development and its political, social, and cultural consequences.
Instructor(s): B. Fischer
Terms Offered: Spring
Equivalent Course(s): CRES 16103, HIST 16103, HIST 36103, LACS 34800, SOSC 26300, LACS 16300

ANTH 23700. Capitalism, Colonialism, and Nationalism in the Pacific. 100 Units.
This course compares colonial capitalist projects and their dialogic transformations up to present political dilemmas, with special attention to Fiji, New Zealand, and Hawai‘i, and a focus on the labor diaspora, the fates of indigenous polities, and tensions in contemporary citizenship. We will compare Wakefield’s “scientific colonization” in New Zealand, Gordon’s social experiments and indentured labor in Fiji, and the plantations, American annexation, tourism, and the military in Hawai‘i. We will compare the colonial experiences of the Maori, Hawaiians, and indigenous Fijians, and also those of the immigrant laborers and their descendants, especially white New Zealanders, the South Asians in Fiji, and the Japanese in Hawai‘i. General propositions about nationalism, capitalism “late” and otherwise, global cultural flows, and postcolonial subject positions will be juxtaposed with contemporary Pacific conflicts.
Instructor(s): J. Kelly
Terms Offered: TBD
Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.
Equivalent Course(s): ANTH 33700

ANTH 23711. America in the World. 100 Units.
The USA has had a lot of good ideas, but how good? And who gets to decide? This course looks at how the world lives with American social and political inventions, such as the free press, self-determining nation-states, human rights, and most major transportation and communication technologies since the automobile and telegraph. Focusing especially on the long twentieth century (though with forays back) we will reconsider the successes and failures of decolonization, the “Vietnam War” (or as they call it in Vietnam, “the American war”) and the Cold War in Asia more generally, in light of the politics of reception and implementation of things American, from Woodrow Wilson at Versailles to FDR’s claim to be living a “rendezvous with destiny” to Colin Powell’s reiteration of the same concept before the “war on terror.”
Instructor(s): J. Kelly
Terms Offered: Autumn
Note(s): (PQ This course qualifies as a Discovering Anthropology selection for Anthropology Majors.)
Equivalent Course(s): ANTH 43711

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: TBD
Note(s): This course qualified as a Discovering Anthropology selection for Anthropology majors.
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: TBD
Equivalent Course(s): ANTH 43805, CHSS 32805, HIPS 26203

ANTH 23910. Holocaust Object. 100 Units.
In this course, we explore various ontological and representational modes of the Holocaust material object world as it was represented during World War II. Then, we interrogate the post-Holocaust artifacts and material remnants, as they are displayed, curated, controlled, and narrated in the memorial sites and museums of former ghettos and extermination and concentration camps. These sites which—once the locations of genocide—are now places of remembrance, the (post)human, and material remnants also serve educational purposes. Therefore, we study the ways in which this material world, ranging from infrastructure to detritus, has been subjected to two, often conflicting, tasks of representation and preservation, which we view through a prism of authenticity. In order to study representation, we critically engage a textual and visual reading of museum narrations and fiction writings; to tackle the demands of preservation, we apply a neo-materialist approach. Of special interest are survivors’ testimonies as appended to the artifacts they donated. The course will also equip you with salient critical tools for future creative research in Holocaust studies.
Instructor(s): Bozena Shallcross Terms Offered: Spring
Equivalent Course(s): REES 37019, JWSC 29500, ANTH 35035, REES 27019

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, Winter
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): HIST 18301, SOSC 24001, CRES 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: Spring, Winter
Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.
Equivalent Course(s): HIST 18302, SOSC 24002, CRES 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): HIST 18303, SALC 20702, SOSC 24003, CRES 24003

ANTH 24101-24102. Introduction to the Civilizations of South Asia I-II.
This sequence introduces core themes in the formation of culture and society in South Asia from the early modern period until the present. This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.

ANTH 24101. Introduction to the Civilizations of South Asia I. 100 Units.
The first quarter focuses on Islam in South Asia, Hindu-Muslim interaction, Mughal political and literary traditions, and South Asia’s early encounters with Europe.
Instructor(s): M. Alam Terms Offered: Winter
Equivalent Course(s): HIST 10800, SASC 20000, SOSC 23000, SALC 20100

ANTH 24102. Introduction to the Civilizations of South Asia II. 100 Units.
The second quarter analyzes the colonial period (i.e., reform movements, the rise of nationalism, communalism, caste, and other identity movements) up to the independence and partition of India.
Instructor(s): D. Chakrabarty Terms Offered: Spring
Prerequisite(s): SALC 20100, ANTH 24101, HIST 10800, SASC 20000, SOSC 23000
Equivalent Course(s): HIST 10900, SASC 20100, SOSC 23100, SALC 20200
ANTH 24308. History of Perception. 100 Units.
Knowing time. Feeling space. Touching. Tasting. Hearing. Are these universal aspects of human consciousness, or particular experiences contingent upon time, place, and culture? How do we come to know about our own perceptions and those of others? This course examines these and related questions through detailed readings of primary sources, engagement in secondary scholarship in the history and anthropology of sensation, and through close work with participants’ own sensations and perceptions of the world around them.
Instructor(s): M. Rossi Terms Offered: Winter
Prerequisite(s): Upper-level undergraduate
Equivalent Course(s): HIST 35309, HIPS 25309, CHSS 35309, KNOW 21404, KNOW 31404, ANTH 34308, HIST 25309

ANTH 24309. Reproductive Worlds. 100 Units.
This course explores how human reproduction and the reproductive body is compelled, constrained, enabled, and narrated across the globe. The “natural” aspects of reproduction intersect in increasingly fraught and often surprising ways with its technological/scientific, institutional/professional, religious/spiritual, and political/ideological aspects. The starting point for the course is that the reproduction of bodies is differently understood and politically contested among and for various groups of people. We will pay particular attention to the ways bodies, ideas, and technologies flow throughout global contexts, while exploring how inequalities at various levels (race, class, geographic region, nationality, gender, sexuality, practices of family making) impact the “nature” of the reproductive body, and how reproductive practices “reproduce” such inequalities. We will also explore how knowledge of the reproductive body is contested through biomedicine, law, and media, with particular attention to naturalizing discourse about gender and intuition. Finally, we will look at how ecology and reproduction are intertwined via concern about environmental toxicities and the impact of non-human actors.
Instructor(s): A. Ford Terms Offered: Spring
Equivalent Course(s): GNSE 24308, PBPL 24308

ANTH 24315. Culture, Mental Health, and Psychiatry. 100 Units.
While mental illness has recently been framed in largely neurobiological terms as “brain disease,” there has also been an increasing awareness of the contingency of psychiatric diagnoses. In this course, we will draw upon readings from medical and psychological anthropology, cultural psychiatry, and science studies to examine this paradox and to examine mental health and illness as a set of subjective experiences, social processes, and objects of knowledge and intervention. On a conceptual level, the course invites 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. Questions explored include: Does mental illness vary across social and cultural settings? How are experiences of people suffering from mental illness shaped by psychiatry’s knowledge of their afflictions?
Instructor(s): E. Raikhel Terms Offered: Autumn
Prerequisite(s): Undergraduates must have previously completed a SOSC sequence.
Note(s): CHDV Distribution: C, D
Equivalent Course(s): HIPS 27302, CHDV 23301

ANTH 24320. Cultural Psychology: Philosophical and Theoretical Foundations. 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): Graduate students. Plus limited number of advanced undergrads (3rd and 4th year only) by consent. Caveat: This will be a low tech Socratic experience, computers closed, iPhones off.
Note(s): CHDV Distribution: B, C; 2*, 3*
Equivalent Course(s): AMER 33000, ANTH 35110, CHDV 31000, GNSE 21001, GNSE 31000, PSYC 23000, PSYC 33000, CHDV 21000
ANTH 24340. Anthropology of the Psyche. 100 Units.
Through the readings in this seminar, we will explore the complex and divergent mechanisms through which human subjects come to understand themselves, their bodies, and the social worlds they inhabit. Specifically, we interrogate how the “psy disciplines” (psychiatry, psychology, and psychoanalysis) have produced an ensemble of institutions, procedures, tactics, and methods for making “psychic” states of being legible. These “psychic” states blur the present, past, and future and intimately shape notions of health and well-being, as well as serve as anchoring logics for interpreting the relationship between mind, body, and spirit. Topics covered in the seminar include theoretical debates on global psychiatry; memory and trauma in psychiatric discourses; power and subject-formation; and the relationship between scientific knowledge, therapeutic systems, and society.
Instructor(s): S. Brotherton Terms Offered: Winter
Note(s): Course is undergraduate only in Winter 2018.
Equivalent Course(s): CRES 24340, GNSE 24340

ANTH 24345. Anthropology and ‘The Good Life’: Ethics, Morality, Well-Being. 100 Units.
This course takes a critical, historical and anthropological look at what is meant by “the good life.” Anthropologists have long been aware that notions of “the good” play an essential role in directing human behavior, by providing a life with meaning and shaping what it means to be a human being. Over the past several years, however, there has been an increasing demand for clarification on what is meant by “the good life,” as well as how cultural conceptions of “the good” relate to science, politics, religion, and personal practice. In this course, we will take up that challenge by exploring what is meant by “the good,” focusing on three domains in which it has most productively been theorized: ethics, morality, and well-being. Through a close reading of ethnographic and theoretical texts, as well as through analysis of documents and resources used and produced by different communities in order to explore the good life, we will gain an understanding of the different theoretical and methodological approaches for understanding the good in the social sciences, the various cultural logics shaping knowledge and practices of the good, and how human experience is shaped by those iterations in the process. The topics to be discussed include: the good life, moral reason, moral relativism, utility, deontology, virtue, happiness, well-being, flourishing, techniques of the self, spiritual exercises, professional ethics, neuroethics, and the moral sentiments.
Instructor(s): Francis McKay Terms Offered: Autumn
Note(s): Upper-level undergrads by consent. Some knowledge of moral philosophy useful, but not necessary to take the course. CHDV Distribution: C; 3*
Equivalent Course(s): ANTH 35130, CHDV 32200, MAPS 32200

ANTH 24355. Phenomenology & Madness—Perspectives from Cultural Psychiatry. 100 Units.
This seminar explores the dynamics of Israeli culture and society through a combination of weekly screenings of Israeli fiction and documentary films with readings from ethnographic and other relevant research. Among the (often overlapping) topics to be covered in this examination of the institutional and ideological construction of Israeli identity/ies: the absorption of immigrants; ethnic, class, and religious tensions; the kibbutz; military experience; the Holocaust; evolving attitudes about gender and sexuality; the struggle for minorities’ rights; and Arab-Jewish relations.
Instructor(s): Francis McKay Terms Offered: Spring, TBD
Prerequisite(s): Upper level undergraduates admitted with consent.
Equivalent Course(s): CHSS 32800, HIPS 22800, ANTH 35135, MAPS 32800

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.
Using anthropological theories and methodology as a conceptual framework, this seminar will explore the organizational and ideological aspects of museum culture(s). The course includes visits to museums with guest museum professionals as guides into the culture of museums.
Instructor(s): M. Fred Terms Offered: Autumn, Winter
Prerequisite(s): Advanced standing and consent of instructor
Note(s): CHDV Distribution: C
Equivalent Course(s): ANTH 34502, CRES 34501, MAPS 34500, SOSC 34500, CHDV 34501

ANTH 24512. Anthropology of Museums II. 100 Units.
No description available.
Instructor(s): M. Fred Terms Offered: Spring
Prerequisite(s): Advanced standing or consent of instructor
Equivalent Course(s): CRES 34502, SOSC 34600
ANTH 24520. Temple or Forum: Designing the Obama Presidential Center. 100 Units.
Throughout this seminar participants will research and discuss key issues pertaining to the development and implications of presidential libraries and museums. These insights will become the foundation for a final project in which they will work in small teams to design a potential exhibit for the Obama Presidential Center in Jackson Park.
Instructor(s): Morris Fred Terms Offered: Spring, TBD
Prerequisite(s): Undergrads must be upper division (3rd and 4th years).
Equivalent Course(s): ANTH 31108, MAPS 31108

ANTH 24705. Jurisdiction: Language and the Law. 100 Units.
No description available.
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: TBD
Equivalent Course(s): ANTH 54800

ANTH 24810. Atmospherics. 100 Units.
In a world of changing climate, how do we change the political? What affective chemistry is needed to recognize and mobilize on behalf of shifting air currents? This seminar explores the conceptual and materialchemistries of atmosphere. The course will investigate key texts on climate change, embodiment, and affect, as well as recent ethnographic explorations of environmental sensibilities across air, ice, ocean, and land.
Terms Offered: TBD
Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.

ANTH 24815. Conspiracy/Theory. 100 Units.
In a world of interlocking complex systems of finance, politics, militarism, and ecology, where agency is often distant and occluded, what kinds of insight and intuition matter? What work does theory do in helping us establish an understanding of both complexity and agency? This seminar considers the emerging terms of epistemology today as well as the limits of theory. It argues that there is a fundamental relationship between the "conspiratorial" and the "theoretical" that goes beyond the hermeneutics of suspicion or psychopathology. Reading across ethnography, psychoanalysis, history, and critical theory—this seminar interrogates the politics of living at a political moment that is not transparent but undergoing constant structural change. This will be a collaborative and experimental seminar.
Instructor(s): J. Masco Terms Offered: TBD
Prerequisite(s): Consent of Instructor
Equivalent Course(s): ANTH 52705

ANTH 25118. Earthbound Metaphysics: Speculations on Earths and Heavens. 100 Units.
Social thought has recently reopened the subject matter of the “world”: what is it made of, how does it hold together, who and what inhabits it? Proposals and inquiries generated in response are as imaginative as they are self-consciously urgent: written on the crest of the global ecological disaster, from within the zones of disturbance or the sites of extreme intervention into the living matter and forms of life, contemplating the end of the world and possibilities of extinction, redemption, cohabitation, or “collateral survival” (Tsing 2015). All are variously political. Foregrounding the plurality of the material worlds and lived worldviews on the one hand, and of the shared historical predicament on the other, social thinkers question universal values and conceivable relations, and search for alternate forms of grasping, engaging, and representing the pluriverse. This course goes along with such interests in the “worlds” and collects a number of compelling, contemporary texts that are variously oriented towards cosmopolitics, “minimalist metaphysics,” “new materialisms,” speculative realisms, eco-theology, and multispecies coexistence. Readings will stretch out to examine some classic ethnographic texts and past theoretical excursions into the perennial problem of how to know and tell the unfamiliar, native, worlds, which are swept by, mingling with, or standing out in the more globalizing trends of capitalist, scientific, and secular materialism.
Instructor(s): L. Jasarevic Terms Offered: Winter
Equivalent Course(s): GLST 27703
ANTH 25150. Anthropology of Israel. 100 Units.
This seminar explores the dynamics of Israeli culture and society through a combination of weekly screenings of Israeli fiction and documentary films with readings from ethnographic and other relevant research. Among the (often overlapping) topics to be covered in this examination of the institutional and ideological construction of Israeli identity/ies: the absorption of immigrants; ethnic, class, and religious tensions; the kibbutz; military experience; the Holocaust; evolving attitudes about gender and sexuality; the struggle for minorities’ rights; and Arab-Jewish relations.
Instructor(s): Morris Fred Terms Offered: Spring, TBD
Equivalent Course(s): ANTH 35150, CMES 35150, NEHC 35147, NEHC 25147, JWSC 25149, MAPS 35150

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. Palmie Terms Offered: Autumn
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): S. Gal Terms Offered: TBD
Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.
Equivalent Course(s): ANTH 25305

ANTH 25310. Drinking Alcohol: Social Problem or Normal Cultural Practice? 100 Units.
Alcohol is the most widely used psychoactive agent in the world, and, as archaeologists have recently demonstrated, it has a very long history dating back at least 9,000 years. This course will explore the issue of alcohol and drinking from a trans-disciplinary perspective. It will be co-taught by an anthropologist/archaeologist with experience in alcohol research and a neurobiologist who has experience with addiction research. Students will be confronted with literature on alcohol research from anthropology, sociology, history, biology, medicine, psychology, and public health and asked to think through the conflicts and contradictions. Selected case studies will be used to focus the discussion of broader theoretical concepts and competing perspectives introduced in the first part of the course. Topics for lectures and discussion include: What is alcohol? 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.
Instructor(s): M. Dietler, W. Green Terms Offered: Winter
Prerequisite(s): Third- or fourth-year standing. This course does not meet requirements for the biological sciences major.
Equivalent Course(s): BIOS 02280, BPRO 22800

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
Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.
Equivalent Course(s): ANTH 35325
ANTH 25440. Maverick Markets: Cultural Economy and Cultural Finance. 100 Units.
What are the cultural dimensions of economic and financial institutions and financial action? What social variables influence and shape 'real' markets and market activities? If you are so smart, why aren't you rich? is a question economists have been asked in the past. Why isn't it easy to make money in financial areas even if one knows what economists know about markets, finance and the economy? And why, on the other hand, is it so easy to get rich for some participants? Perhaps the answer is that real markets are complex social and cultural institutions which are quite different from organizations, administrations and the production side of the economy. The course provides an overview over social and cultural variables and patterns that play a role in economic behavior and specifically in financial markets. The readings examine the historical and structural embeddedness of economic action and institutions, the different constructions and interpretations of money, prices and other dimensions of a market economy, and how a financial economy affects organizations, the art world and other areas.
Instructor(s): K. Knorr Cetina Terms Offered: Spring
Equivalent Course(s): ANTH 35405, SOCI 30258, SOCI 20258

ANTH 25445. Geographies of Circulation and Exchange. 100 Units.
In a connected world, what is mobile, and what is fixed? Beginning with Marx and canonical anthropological accounts of exchange and value, we will discuss topics such as racial capitalism, logistics and mobility, incarceration, colonialism, pilgrimage, the production of urban space, and uneven development.
Instructor(s): K. Rabie Terms Offered: Winter

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: TBD
Equivalent Course(s): ANTH 42600, SALC 20900, SALC 30900

ANTH 25905-25906. Introduction to the Musical Folklore of Central Asia.
No sequence description available.

ANTH 25905. Introduction to the Musical Folklore of Central Asia. 100 Units.
This course explores the musical traditions of the peoples of Central Asia, both in terms of historical development and cultural significance. Topics include the music of the epic tradition, the use of music for healing, instrumental genres, and Central Asian folk and classical traditions. Basic field methods for ethnomusicology are also covered. Extensive use is made of recordings of musical performances and of live performances in the area.
Instructor(s): K. Arik Terms Offered: Spring
Equivalent Course(s): EEUR 23400, EEUR 33400, MUSI 23503, MUSI 33503, NEHC 30765, NEHC 20765

ANTH 25906. Shamans and Oral Poets of Central Asia. 100 Units.
This course explores the rituals, oral literature, and music associated with the nomadic cultures of Central Eurasia.
Instructor(s): K. Arik Terms Offered: Spring
Note(s): NEHC 20765 and 20766 may be taken in sequence or individually.
Equivalent Course(s): NEHC 30766, NEHC 20766

ANTH 25908. Balkan Folklore. 100 Units.
Vampires, fire-breathing dragons, vengeful mountain nymphs. 7/8 and other uneven dance beats, heart-rending laments, and a living epic tradition. This course is an overview of Balkan folklore from historical, political, and anthropological perspectives. We seek to understand folk tradition as a dynamic process and consider the function of different folklore genres in the imagining and maintenance of community and the socialization of the individual. We also experience this living tradition firsthand through visits of a Chicago-based folk dance ensemble, “Balkan Dance.”
Instructor(s): A. Ilieva Terms Offered: Winter
Equivalent Course(s): ANTH 35908, CMLT 23301, CMLT 33301, NEHC 20568, NEHC 30568, REES 39009, REES 29009

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: TBD
Equivalent Course(s): ANTH 46020
ANTH 26605. Archaeological Experiments in Filmmaking. 100 Units.
The focus of this course is: 'how can one make a film with an archaeological eye?' Thematics will cover temporality, materiality, and the body in film, and more generally the potential of collaborations that cross the line between art and science. Although there will be reading and film-viewing components of the syllabus, the major requirement will be the production of a collaborative, experimental short.
Instructor(s): S. Dawdy, D. Zox Terms Offered: TBD
Prerequisite(s): Visual media experience is helpful but not required.
Note(s): Enrollment is by permission of instructor. Class size limit: 15
Equivalent Course(s): ANTH 36605

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 Terms Offered: Winter
Prerequisite(s): Any course in archaeology or permission of instructor
Equivalent Course(s): NEAA 20030

ANTH 26765. Archaeology of Anyang: Bronzes, Inscriptions, World Heritage. 100 Units.
Anyang is one of the most important archaeological sites in China. The discoveries of inscribed oracle bones, the royal cemetery, clusters of palatial structures, and industrial-scale craft production precincts have all established that the site was indeed the last capital of the Shang dynasty recorded in traditional historiography. With almost continuous excavations since the late 1920s, work at Anyang has in many ways shaped and defined Chinese archaeology and the study of Early Bronze Age China.
Instructor(s): Y. Li Terms Offered: Winter
Prerequisite(s): Open to upper-level undergrads with consent of instructor only.
Equivalent Course(s): EALC 28010, ANTH 36765, EALC 48010

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: Autumn
Prerequisite(s): Advanced standing and consent of instructor
Equivalent Course(s): ANTH 46900

ANTH 27001. Introduction to Linguistics I. 100 Units.
No description available.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): These courses must be taken in sequence
Equivalent Course(s): ANTH 37001, LING 20100, LING 30100, SOSC 21700

ANTH 27002. Introduction to Linguistics II. 100 Units.
No description available.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): These courses must be taken in sequence
Equivalent Course(s): ANTH 37002, LING 20200, LING 30200, SOSC 21800

ANTH 27003. Introduction to Linguistics III. 100 Units.
No description available.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): These courses must be taken in sequence
Equivalent Course(s): ANTH 37003, LING 20300, LING 30300, SOSC 21900

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 (Gustafson, 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: TBD
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: TBD

ANTH 27430. Linguistic Politics: Language Revitalization. 100 Units.
Linguists and the general public have long been alarmed about the number of languages that disappear from
use, and so are no longer spoken in the world. Their speakers shift to other languages. As part of the response,
social groups have been mobilizing for many decades to prevent such lapses/losses and shifts in use and to
document, revitalize, archive and mobilize the resources of communication. This course takes up the processes
by which shift happens, asking what "language" is in these transformations; what and how linguistic forms,
cultural values, and social institutions are involved and what social activism can or cannot accomplish in the
"saving" of languages.
Instructor(s): S. Gal Terms Offered: Winter
Equivalent Course(s): LING 27430

ANTH 27435. Language and Law. 100 Units.
This class endeavors to trace the development of the study of legal language over the last thirty years,
considering both key texts in the field as well as more recent arrivals. Along the way, and as a way to frame the
weekly readings, the course will introduce students to some of the more prominent theories of language and
communication on which legal language research is grounded.
Instructor(s): J. Richland Terms Offered: Spring

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: TBD
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, diachronic time, diachronic 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: TBD

ANTH 27520. Semiotic Approaches to Ethnography. 100 Units.
Ethnographers must figure out what cultural knowledge and implicit social values underlie and give significance
to the various ways that people in social groups interact with and/or orient to the various entities that constitute
their lived-in universe. In this course, we explore ethnographic writing over the shoulders of ethnographers
investigating patterns of discourse and other semiotic (sign-focused) social practices that lead to sophisticated
cultural analysis.
Instructor(s): M. Silverstein Terms Offered: TBD
Note(s): This course qualifies as a "Discovering Anthropology" selection for Anthropology majors.

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
Prerequisite(s): Grad status, Undergrads in 3rd or 4th year, or permission of instructor.
Note(s): CHDV Distribution: B, C, 2*, 3*, 5*
Equivalent Course(s): ANTH 37605, CHDV 31901, PSYC 21950, PSYC 31900, LING 27605, LING 37605, CHDV 21901
ANTH 27615. Citationality and Performativity. 100 Units.
This course explores the concept of citationality—the (meta)semiotic form and quality of reflexive interdiscursive practices—and its relationship to various social forms and formations. Particular focus is given to the citational form of performativity and the performativity of citational acts. Drawing on the semiotic of Charles Sanders Peirce and its reformulation by linguistic anthropology, in the first part of the course we explore J. L. Austin's discussion of performativity, Jacques Derrida's discussion of performativity and his critique of speech act theory, and Judith Butler's and others' reading of Derrida and Austin. The second part of the course explores various forms of citational practices, including reported speech; gender performativity, mimicry, and drag; mockery and parody; and brand forms.
Instructor(s): C. Nakassis Terms Offered: TBD

ANTH 28100. Evolution of the Hominidea. 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: TBD
Prerequisite(s): Third- or fourth-year standing and consent of instructor
Equivalent Course(s): ANTH 38100, EVOL 38100, HIPS 24000

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
Note(s): This course qualifies as a Methodology selection for Anthropology majors.
Equivalent Course(s): ANTH 38800, BIOS 23247

ANTH 28410. Zooarchaeology. 100 Units.
This course introduces the use of animal bones in archaeological research. Students gain hands-on experience analyzing faunal remains from an archaeological site in the Near East. Topics include: (1) identifying, aging, and sexing animal bones; (2) zooarchaeological sampling, measurement, quantification, and problems of taphonomy; (3) computer analysis of animal bone data; and (4) reconstructing prehistoric hunting and pastoral economies (e.g., animal domestication, hunting strategies, herding systems, seasonality, pastoral production in complex societies).
Instructor(s): G. Stein Terms Offered: Winter
Prerequisite(s): Introductory course in archaeology

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: TBD
Equivalent Course(s): ANTH 58510
ANTH 28615. 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): S. Mufwene, W. Wimsatt Terms Offered: Winter
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. CHDV Distribution: A Equivalent Course(s): CHDV 23930, ANTH 38615, LING 11100, CHSS 37900, LING 39286, CHDV 33930, BIOS 29286, HIPS 23900, PHIL 22500, PHIL 32500, NCDV 27400, BPRO 23900

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 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: TBD. Various
Prerequisite(s): Consent of instructor
Note(s): This course qualifies as a Methodology selection for Anthropology majors. Undergraduates may take it only once for credit.
Equivalent Course(s): ANTH 59500

ANTH 29700. Readings in Anthropology. 100 Units.
Independent research projects.
Instructor(s): Select section from pull down list under ANTH 29700 in the Time Schedule Terms Offered: Autumn, Spring, Winter
Prerequisite(s): Consent of instructor and Director of Undergraduate Studies
Note(s): Students are required to submit the College Reading and Research Course Form. At the discretion of the instructor, this course is available for either a quality grade or for P/F grading.

ANTH 29900. Preparation of Bachelor's Essay. 100 Units.
Reading and Research course for Anthropology majors preparing to write a BA Essay.
Instructor(s): Select section from pull-down list under ANTH 29900 in the Time Schedule Terms Offered: Autumn, Spring, Winter
Prerequisite(s): Consent of instructor and Director of Undergraduate Studies
Note(s): Students are required to submit the College Reading and Research Course Form. At the discretion of the instructor, this course is available for either a quality grade or for P/F grading. For honors requirements, see Honors section under Program Requirements.
ANTH 29910. Bachelor’s Essay Seminar. 100 Units.
This course is designed to help anthropology undergraduates to develop, formulate, and write a promising research question that can be addressed in scholarly paper of 40 pages. To do this, we will develop a specialized set of writing skills, techniques, and strategies. First, we will address the problem of processing research “data”, focusing in particular on the relationship between questions and evidence. Second, we will engage with the writing-process proper, with a special focus on how to craft an argument of this length, including planning, outlining, and drafting. Third, we will explore the rhetorical qualities and characteristics of academic writing as a textual genre, with the goal of mastering the art of developing convincing argumentation.
Instructor(s): Kohl, Owen Terms Offered: Winter
Prerequisite(s): Open only to fourth year anthropology students currently writing BA Essays
Note(s): Open only to students currently writing BA honors papers.
ART HISTORY

Department Website: http://arthistory.uchicago.edu

Program of Study

The study of art history encompasses the visual art, architecture, and material culture of a wide range of regions and historical periods. Art history courses develop students’ skills in visual analysis, interpretation of images and texts, use of historical sources, and engagement with scholarly debates. So conceived, the study of art is an element of a general, liberal arts education; the skills of analytical thinking, logical argument, and clear verbal expression necessary to the program are basic to most fields. While maintaining the University of Chicago’s traditional emphasis on the life of the mind, the program in art history prepares students for advanced study at the graduate level as well as for a wide array of careers involving visual acuity, design, research, and analysis.

Within the Art History Department, courses at the 10000-level meet the general education requirement in the arts. These courses may not be taken for credit toward the major, although majors are strongly encouraged to take at least one (1) to meet their general education requirements. Upper-level courses (20000-level) may take a relatively broad or narrow approach to particular periods, places, themes, or issues, or may deal with theoretical questions. The usual prerequisite for 20000-level Art History courses is consent of instructor or any 10000-level course in Art History or Visual Arts.

GENERAL EDUCATION COURSES

Any of these 10000-level courses is an appropriate choice for any undergraduate to meet the general education requirement in the arts. None presuppose prior training in art.

Introduction to Art

ARTH 10100 Introduction to Art develops basic skills in the analysis and critical enjoyment of a wide range of visual materials. Issues and problems in the making, exhibition, and understanding of images and objects are explored through classroom discussion of key works, critical reading of fundamental texts, visits to local museums, and writing.

Survey Courses

• ARTH 14000 through 16999 - discuss major monuments of world art and architecture in the context of broad chronological and geographic categories and in relation to broad questions concerning the role art plays in individual, societal, and institutional settings.
• ARTH 14000 through 14999 - address Western art in Antiquity, the Middle Ages, and the Renaissance.
• ARTH 15000 through 15999 - address Western art from the early modern period to the present day.
• ARTH 16000 through 16999 - address the art of Africa, Asia, Latin America, and/or the Middle East.

Art in Context Courses

• ARTH 17000 through 18999 - introduce students to a well-defined issue, topic, or period of art in depth; at the same time, these courses explore issues of creativity, communication, and value in a series of concrete case studies.

Students who have taken at least one course in art history or studio art, or who have equivalent nonacademic experience, may elect to take an advanced lecture course, numbered from 20100 to 28999. The usual prerequisite is consent of instructor or any 10000-level course in art history or visual arts. The 20000-level art history courses investigate the arts of specific periods and places from a variety of perspectives. Some courses embrace large bodies of material defined by national culture; others follow developments in style, iconography, and patronage as they affect works in selected media.

MAJOR IN ART HISTORY

The BA in Art History furnishes students with a broad knowledge of art, including architecture, even as it provides an opportunity for the complementary, intensive study of an area of special interest. The basic components of the concentration are: a special field, devised in consultation with departmental instructors and the director of undergraduate studies; a distribution of courses outside the special field; a distribution of courses outside the special field; and at least two research papers in art history (emerging from ordinary course work in the department); and a third-year seminar on art-historical methods and issues. Fourth-year students who wish to pursue honors in the major conduct independent research on a topic of their own devising, producing an BA paper with the guidance of a faculty member and a graduate preceptor.

PROGRAM REQUIREMENTS

Beginning with the Class of 2020, Art History majors will follow the requirements outlined below. Students in the Class of 2019 have the option of adhering to the new or to the old requirements. They should meet with the director of undergraduate studies to address their options and any questions or concerns. Note: The new requirements do not apply to students who will be in their final year in 2017–18.
All Art History majors are expected take at least one (1) course in Art History at the 10000-level to fulfill their general education requirement in the arts. Although general education courses do not count for the major, they are useful preliminaries to advanced work. It is, therefore, strongly recommended that students take such a course as early as possible in their undergraduate careers. Note: Students who have formally declared the major in Art History are guaranteed admission to 10000-level courses by notifying the instructor in advance.

The Standard Curriculum

The standard formula for requirements in the major goes by the sobriquet “4-3-2-1.” All Art History majors must complete the following:

• **Four (4) courses at the 20000-level to meet a distribution requirement** within the department. These courses shall be selected in consultation with the director of undergraduate studies. Courses should be selected for maximal geographical, chronological, cultural, and methodological diversity, and for minimal overlap with the Special Field.

• **Three (3) courses at the 20000-level in a Special Field.** Students develop the Special Field in consultation with departmental instructors and the director of undergraduate studies. Because Special Fields reflect the interests of individual students, they range widely in topic, approach, and scope. Reading courses with Art History faculty may be used to pursue specific questions within a Special Field. For more on the Special Field, see The Special Field below.

• **Two (2) courses at the 20000-level as free electives.** Any Art History courses at the 20000-level may satisfy this requirement. Courses outside the Department of Art History that relate directly to the Special Field are eligible to meet this requirement by petition to the director of undergraduate studies.

• **ARTH 29600 Junior Seminar: Doing Art History.** Students are expected to take this course in the Winter Quarter of the third year. Students who wish to study abroad during that quarter must meet with the director of undergraduate studies no later than the beginning of their third year to work out an alternative program of study.

• At least two research papers of 10–15 pages. See "Research Papers" below.

In all of the above cases, graduate seminars at the 40000-level may count toward requirements in the major. Students are advised, however, that such courses impose special burdens of time and expertise, and admission to them is typically only by explicit approval of the instructor and may involve various prerequisites.

Students wishing to pursue honors in the major have additional requirements, described below under Honors.

The Special Field

The Special Field is developed by the student in consultation with instructors and the director of undergraduate studies, and may take various forms. It may be defined with reference to a civilization, a chronological period, a nation-state, a cultural institution, or a suitable combination; it may be conceptual in character (e.g., art and the history of science, urban history, geography, gender and sexuality studies); it may combine historical, critical, and theoretical perspectives (e.g., politics and visual art in the twentieth century); it may be based in a particular medium or class of object (e.g., the built environment, tomb assemblages, or prints); it may combine historical and studio-practice courses (e.g., DoVA, CMST, TAPS, Music) to explore interrelations (e.g., art and dance). In many cases, courses outside Art History will be directly relevant to the Special Field; up to two such courses may be counted toward the major as free electives to complement the Special Field.

For those writing a BA paper, the topic normally develops from the Special Field and allows for further study in the Special Field through independent research and writing.

A proposal for the Special Field, in the form of a written petition, must be received by the director of undergraduate studies and approved no later than the end of a student’s third year. It is strongly recommended that students complete at least two courses in their Special Field by the end of their third year.

Junior Seminar

ARTH 29600 Junior Seminar: Doing Art History is designed to introduce the methods of art historical research. It is offered in Winter Quarter and required of Art History majors; if they wish, minors may take the course to satisfy a 20000-level course requirement. Majors or prospective majors who wish to study abroad during Winter Quarter of their third year must meet with the director of undergraduate studies, preferably in their first or second year and no later than the beginning of their third year, to work out an alternative program of study. Second-year Art History majors are permitted to enroll in the Junior Seminar with permission from the instructor and the director of undergraduate studies.

Research Papers

All Art History majors write at least two research papers of 10–15 pages. Students who wish to write a BA paper should complete this requirement before the beginning of their fourth year. A research paper can be:

• a paper written to fulfill a course assignment,
the extension of a shorter course paper (either during the course or after its completion) to meet the page requirement, or
- a new paper on a topic chosen in consultation with the instructor.

The paper should include an analysis of existing scholarship and other relevant source materials. The paper should also draw on that scholarship and evidence to shape and support a thesis or argument of the student’s own devising. Formal analyses of works of art and analytic papers on materials assembled by the instructor do not qualify. On completion of a research paper, students must submit an approval form, signed by the course instructor, to the director of undergraduate studies. It is the student’s responsibility to obtain this signature and to submit the form. Approval forms are available on the Art History website (https://arthistory.uchicago.edu).

Honors

Art History majors who wish to pursue a BA with honors must complete the following requirements in addition to the standard curriculum. These students must register for the BA paper writing seminar (ARTH 29800 Senior Seminar: Writing Workshop) in Autumn Quarter of the fourth year. Writing the BA paper is a process that usually takes more than two quarters. Each student must secure the consent of an Art History faculty member who will serve as his or her adviser by the second week of Autumn Quarter (i.e., two quarters before the planned quarter of graduation). Working with a preceptor, students must then complete a BA paper by the second week of Spring Quarter of the fourth year. The BA paper is typically a 20- to 30-page research paper of original work that grows out of the Special Field. For more information, see BA Paper and Seminar.

To be eligible for honors in the major, students must complete both the BA seminar and the BA paper, and must have earned a major GPA of at least 3.5 and cumulative GPA of 3.3 at the time of graduation. Please note that completion of the BA paper does not, in itself, guarantee honors in the major. Honors are awarded by the College on the basis of a departmental nomination of exceptional BA papers.

BA Paper and Seminar

ARTH 29800 Senior Seminar: Writing Workshop is a workshop course offered in Autumn Quarter designed to assist students in writing and researching their BA papers. Students typically take the seminar in Autumn Quarter before graduating in Spring Quarter; students graduating in Autumn or Winter Quarter should take the course in the previous academic year. In the closing sessions of the seminar, students present their work-in-progress for the BA paper. They continue their research on the paper during the following quarters, meeting at intervals with their faculty BA advisor. Students have the option of taking ARTH 29900 Preparation for the BA Paper in Autumn or Winter Quarter to afford additional time for research or writing; this course is taught by arrangement between a student and his or her instructor. This course would be in addition to the 11 courses for the major.

A polished draft of the BA paper is due by Friday of ninth week of the quarter preceding graduation; the final version of the BA paper is due Monday of second week of the quarter of graduation. Both the draft and final version of the BA paper must be submitted in duplicate: one copy to the faculty advisor and the second to the director of undergraduate studies. Because individual projects vary, no specific requirements for the BA paper have been set. Essays typically range in length from 20 to 30 pages, but there is no minimum or maximum. Students should consult their BA advisor regarding all details, including optimal length, of the BA paper.

The BA paper is a substantial research paper that presents an original argument or develops original evidence about an intellectual problem. The paper should demonstrate the student’s capacity to formulate a serious research problem, develop a clear thesis, and substantiate the thesis on the basis of careful analysis of relevant evidence and measured consideration of competing views. The originality of the BA paper may lie in the discovery of evidence, a new, critical analysis of familiar claims, or the synthesis of materials. In keeping with guidelines set by the College, the Department of Art History only recommends papers that have earned the highest grade to the master of the Humanities College Division for consideration of departmental honors.

Double Majors and the BA Paper

Whether or not a single BA paper can satisfy requirements for a double major in Art History and another program is decided by the department on a case-by-case basis. Students should consult with the director of undergraduate studies. The criteria on which the decision is based include:
- the degree to which the resulting thesis is likely to speak from and to art history, even as it necessarily speaks from and to another field;
- the feasibility of the proposed advising arrangements for the proposed joint thesis; and
- the department’s estimation of the student’s track record for independent work that bodes well for writing a successful thesis while navigating between two majors.

Transferring Credit

No credit from Advanced Placement (AP) exams can be used in the major. Students who have studied at another college or university and for whom the College has approved transfer credit may apply to transfer up to four courses in art history to fulfill their major requirements. Approval is required from the director of undergraduate studies, who will review each course individually. Preference will be given to general and
introductory courses. In the case of study abroad programs, and in any other case in which this is possible, 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 in 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 direct enrollment 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 the Transfer Credit page (http://collegecatalog.uchicago.edu/thecollege/transfercredit) of the Catalog.

**SUMMARY OF REQUIREMENTS FOR THE MAJOR**

**MAJOR: Standard Curriculum**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four (4) courses approved to meet the distribution requirement</td>
<td>400</td>
</tr>
<tr>
<td>Three (3) courses approved in a special field</td>
<td>300</td>
</tr>
<tr>
<td>Two (2) courses approved as electives</td>
<td>200</td>
</tr>
<tr>
<td>ARTH 29600 Junior Seminar: Doing Art History</td>
<td>100</td>
</tr>
<tr>
<td>Two (2) 10- to 15-page research papers</td>
<td></td>
</tr>
<tr>
<td>Total Units</td>
<td>1000</td>
</tr>
</tbody>
</table>

* All courses must be at the 20000-level or higher.

**MAJOR: Honors Curriculum**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four (4) courses to meet the distribution requirement</td>
<td>400</td>
</tr>
<tr>
<td>Three (3) courses in a special field</td>
<td>300</td>
</tr>
<tr>
<td>Two (2) courses as electives</td>
<td>200</td>
</tr>
<tr>
<td>ARTH 29600 Junior Seminar: Doing Art History</td>
<td>100</td>
</tr>
<tr>
<td>Two (2) 10- to 15-page research papers</td>
<td></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>1100</td>
</tr>
</tbody>
</table>

* All courses must be at the 20000-level or higher.

+ Some students register for ARTH 29900 Preparation for the BA Paper in Autumn or Winter Quarter to afford additional time for research or writing. This course would be taken in addition to the 11 courses in the major.

**ADVISORY**

Art history majors should see the director of undergraduate studies no less than once a year for consultation and guidance in planning a special field, in selecting courses, and in choosing a topic for the BA paper if pursuing honors, as well as for help with any academic problems within the major. When choosing courses, students should refer to the worksheet available on the Art History website (https://arthistory.uchicago.edu). This form helps each student and the director of undergraduate studies monitor the student’s progress in the program.

In order to keep an accurate record of students’ progress to graduation, students will need to regularly provide a copy of the updated major worksheet to their College adviser for processing.

**RECOMMENDATIONS FOR ART HISTORY MAJORS**

1. Qualified undergraduate students in Art History may, with the express permission of the instructor, enroll in graduate seminars in the department. (These seminars are also open to non-majors with the same proviso.) For students interested in graduate study in Art History, it is advantageous to have performed well in a graduate seminar while completing the BA.

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 undergraduate program chair 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 the language(s) relevant for the geographic region that corresponds to their primary area of interest.
GRADING

Art History majors must receive quality grades in courses taken for the major. ARTH 29900 Preparation for the BA Paper is open for P/F grading with consent of the instructor. Art History courses elected beyond program requirements may be taken for P/F grading with consent of the instructor. All courses taken to satisfy the general education requirement in the arts must receive quality grades. Nonmajors may select the P/F grading option with consent of the instructor if they are taking an Art History course that is not satisfying a general education requirement. A Pass grade is given only for work of C- quality or higher.

MINOR PROGRAM IN ART HISTORY

Beginning with the Class of 2020, Art History minors will follow the requirements outlined below. Students in the Class of 2019 have the option of adhering to the new or to the old requirements. They should meet with the director of undergraduate studies to address their options and any questions or concerns. Note: The new requirements do not apply to students who will be in their fourth year in 2017–18.

All Art History minors are encouraged take at least one (1) course in Art History at the 10000-level to fulfill their general education requirement in the arts. Although general education courses do not count for the minor, they are useful preliminaries to advanced work. It is, therefore, strongly recommended that students take such a course as early as possible in their undergraduate careers. Note: Students considering the minor in Art History and seeking admission to a 10000-level ARTH course may identify themselves to the instructor in advance.

The formula for requirements in the minor goes by the sobriquet “3-and-3”:

• All Art History minors take three (3) courses at the 20000-level to meet a distribution requirement within the department. These courses shall be selected in consultation with the director of undergraduate studies. Courses should be selected for maximal geographical, chronological, cultural, and methodological diversity, and for minimal overlap with the Special Field.

• All Art History minors take three (3) courses at the 20000-level in a Special Field. Students develop the Special Field in consultation with departmental instructors and the director of undergraduate studies. Because Special Fields reflect the interests of individual students, they range widely in topic, approach, and scope. Reading courses with Art History faculty may be used to pursue specific questions within a Special Field. For more on the Special Field, see The Special Field.

In all of the above cases, graduate seminars at the 40000-level may count toward requirements in the minor. Students are advised, however, that such courses impose special burdens of time and expertise, and admission to them is typically only by explicit approval of the instructor and may involve various prerequisites.

In one of the courses, students also write one research paper of about 10–15 pages on a topic chosen with and guided by the instructor, by individual arrangement at the start of the quarter. Minors may elect to take ARTH 29600 Junior Seminar: Doing Art History with the majors; if they do, they will research and write an essay on a topic of their choice instead of preparing a BA paper proposal.

Students who elect the minor program in Art History must meet with the director of undergraduate studies before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students choose courses in consultation with the director of undergraduate studies. The director’s approval for the minor program should be submitted to a student’s College adviser by the deadline above on a form available on the Art History website (https://arthistory.uchicago.edu).

Courses in the minor may not be double counted with the student’s major(s), other minors, or general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

The Special Field

The Special Field is developed by the student in consultation with instructors and the director of undergraduate studies and may take various forms. It may be defined with reference to a civilization, a chronological period, a nation-state, a cultural institution, or a suitable combination; it may be conceptual in character (e.g., art and the history of science, urban history, geography, gender and sexuality studies); it may combine historical, critical, and theoretical perspectives (e.g., politics and visual art in the twentieth century); it may be based in a particular medium or class of object (e.g., the built environment, tomb assemblages, or prints); it may combine historical and studio-practice courses (e.g., DoVA, CMST, TAPS, Music) to explore interrelations (e.g., art and dance).

Summary of Requirements for the Minor in Art History

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three (3) courses at the 20000-level to meet the distribution requirement</td>
<td>300</td>
</tr>
<tr>
<td>Three (3) courses at the 20000-level in a special field</td>
<td>300</td>
</tr>
<tr>
<td>One (1) 10- to 15-page research paper</td>
<td></td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td>600</td>
</tr>
</tbody>
</table>
One of the courses may be ARTH 29600 Junior Seminar: Doing Art History. Students in the minor would research and write an essay on a topic of their choice instead of preparing an honors paper proposal.

**MINOR PROGRAM IN ARCHITECTURAL STUDIES**

Beginning with the Class of 2020, Art History minors will follow the requirements outlined below. Students in the Class of 2019 have the option of adhering to the new or to the old requirements. They should meet with the director of undergraduate studies to address their options and any questions or concerns. Note: The new requirements do not apply to students who will be in their fourth year in 2017–18.

The minor in architectural studies combines course work in Art History, which equips students to analyze the form and changing history of the built environment in diverse cultures, places, and times, with up to three courses on architectural or urban topics offered in any department. Thus the minor enables students to enrich art historical analysis with methods from other disciplines. A student might choose to minor in architectural studies because the student is interested in the built environment—the inescapable setting of our lives—from a liberal arts perspective or because the student is considering applying to architecture school. The minor could represent an interest distinct from the student’s major or it could complement a major in the social sciences or humanities by exploring the material setting of history and social life or the context for works of literature, film, music, or drama. It could equally complement a major in the sciences, such as medical fields, ecology, geology, physics, or mathematics.

Prospective minors need to meet with Art History’s director of undergraduate studies before the end of the third year to discuss their interests and course plans and obtain the director’s advice and approval. Together the student and director will fill out the Minor Program Application Form listing the intended courses, which the director signs. The student should download the form from the Art History website (https://arthistory.uchicago.edu) and submit the completed, signed version to his or her College adviser before the end of the third year.

**Requirements**

The minor in architectural studies requires a total of six courses at the 20000-level chosen in consultation with the director of undergraduate studies, all of which must either focus on the built environment or permit the student to devote the assignments or papers to the built environment. A minimum of three courses must be in the Department of Art History. The additional three courses may be taken in Art History or in other departments or programs. Some of the programs that may offer relevant courses are Geographical Studies, Visual Arts, History, English Language and Literature, Anthropology, and Environmental Studies. In one of the courses, students also write one research paper of about 10 to 15 pages on a topic chosen with and guided by the instructor, by individual arrangement at the start of the quarter.

Minors are strongly encouraged to take the Art History course Introduction to the Built Environment when available. Minors may elect to take ARTH 29600 Junior Seminar: Doing Art History, for which they would research and write an essay on a topic of their choice instead of preparing a BA paper proposal. This option is particularly suitable for minors interested in doing graduate work in architectural history.

Graduate seminars at the 4000-level may count toward requirements. Students are advised, however, that such courses impose special burdens of time and expertise, and admission to them is typically only by explicit approval of the instructor and may involve various prerequisites.

Contact the director of undergraduate studies in Art History if you have questions about whether a course may be counted toward the architectural studies minor.

Courses in the minor may not be double counted with the student’s major(s) or with other minors. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

**Summary of Requirements for the Minor in Architectural Studies**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three (3) courses at the 20000-level in ARTH focusing on the built environment</td>
<td></td>
<td>300</td>
</tr>
<tr>
<td>Three (3) courses at the 20000-level in ARTH or other departments focusing on the built environment</td>
<td></td>
<td>300</td>
</tr>
<tr>
<td>One (1) 10- to 15-page research paper written for one of the six courses in the minor</td>
<td></td>
<td>300</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td></td>
<td>600</td>
</tr>
</tbody>
</table>

* One of the courses may be ARTH 29600 Junior Seminar: Doing Art History. Students in the minor would research and write an essay on a topic of their choice instead of preparing an honors paper proposal.

The following faculty members in Art History specialize in architectural history: Niall Atkinson, Wei-Cheng Lin, and Katherine Fischer Taylor. Many other faculty members in Art History have an interest in the built environment and will support students writing papers on architecture; students are welcome to ask their instructors.
A frequently updated list of courses that can count for the minor in architectural studies is available on the Art History website. For more information about the minor in architectural studies, please contact the director of undergraduate studies in Art History at arth-dus@lists.uchicago.edu.

**ART HISTORY COURSES**

**ARTH 10100. Introduction to Art. 100 Units.**
This course develops skills in perception, comprehension, and evaluation of various art objects. It encourages close analysis of visual materials, exploring the range of questions and methods appropriate to works of art, in their historical, theoretical, and social dimensions. Most importantly, the course emphasizes articulate writing and salient argumentation about visual and other aesthetic phenomena. Three coherent units, on Monument/Site, Image/Medium, and Object/Museum, explore these issues across cultures and periods. Examples draw on original objects in campus collections.
Instructor(s): C. Brittenham, A. Pop, H. Wu Terms Offered: Spring
Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

**ARTH 14105. 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
Note(s): This course meets the general education requirement in the arts. Equivalent Course(s): CLCV 14113

**ARTH 14107. Greek Art and Archaeology. 100 Units.**
This course examines the art and archaeology of ancient Greece from ca. 1000 BCE – ca. 200 BCE. Participants will learn a lot of facts about the Greek world; they will see the Greeks emerge from poverty and anarchy to form a distinctive political and social system based on city-states, and they will see that system grow unstable and collapse. They will see the emergence of distinctive forms of sculpture, architecture, pottery, and urban design – many of which are still in use today. Along with these facts, they will acquire a conceptual toolkit for looking at works of art and for thinking about the relation of art to social life.
Instructor(s): S. Estrin Terms Offered: Autumn
Note(s): This course meets the general education requirement in the arts. Equivalent Course(s): CLCV 21807

**ARTH 14200. Introduction to Medieval Art. 100 Units.**
This course explores the challenging world of medieval art. Beginning with the fourth-century fusion of Imperial and Christian images and ending with the advent of print, we trace how images and art-making took on new roles—and re-invented old ones—over the course of the Middle Ages. We consider architecture, sculpture, wall-painting, manuscript painting, stained glass, metalwork, and textiles in their historical contexts, questioning why medieval objects look the way they do and how they were seen and used by medieval viewers. Readings include medieval sources (in translation) and exemplary modern scholarship.
Instructor(s): A. Kumler Terms Offered: Spring

**ARTH 14400. Italian Renaissance Art. 100 Units.**
This course will familiarize students with developments in the art production in Italy from the 15th through the early 17th centuries. The course will survey a broad range of objects and settings, and attempt to familiarize students with relevant media and techniques, as well as important intellectual, social, and political developments that informed the production and reception of art. Students will hone their skills in visual analysis and their ability to engage art and express positions and observations about art orally and in writing. The major assignments for the class will include two papers, a formal analysis and a formal comparison (the latter building upon the former), as well as a final exam. Students will gain exposure to original works through appropriate use of resources on campus as well as a couple visits to the Art Institute. The textbook for the course will be complemented by selected original readings (in translation) and exemplary art historical scholarship on the period.
Instructor(s): J. Konova Terms Offered: Autumn
Note(s): This course meets the general education requirement in the arts.
ARTh 15600. Twentieth-Century Art. 100 Units.
This class provides a critical survey of the major movements, paradigms, and documents of European and American art of the 20th century. Special attention will be given to crucial problems: the relation of art and politics, art's response to mass media and consumer culture, and the understanding of terms such as “modern,” “avant-garde,” and “postmodern.” More broadly, we will study fundamental tools for examining works of art formally, historically, and critically. The course is not intended as a complete survey of 20th century art; rather, it will address the complex set of aesthetic, philosophical, and political motivations that shaped the artistic production of select figures and movements, including Cubism, Dada, Surrealism, Pop Art, Minimalism, Performance Art, and Appropriation Art.
Instructor(s): T. Zhurauliova Terms Offered: Autumn,Spring
Note(s): This course meets the general education requirement in the arts.

ARTh 15707. American Art since the Great War. 100 Units.
A survey of major figures and developments in visual arts and related fields since roughly 1920. Chronological in progression, this course affords students a wide view of consequential developments in and beyond major art centers and occurring across mediums and national borders. Themes to be considered will include American metabolizations of cubism and Dada, as well as more homegrown manners including regionalism, abstract expressionism, color field, happenings, neo-Dada, pop, op Art, minimal art, process, performance, Situationism, conceptual art, experimental film and video, earth and land art, neo-geo, and others.
Instructor(s): D. English Terms Offered: Spring
Note(s): This course meets the general education requirement in the arts.
Equivalent Course(s): AMER 15707

ARTh 16220. Aztec Art & Architecture. 100 Units.
This course offers an introduction to the art of the Aztecs, the last major civilization to inhabit Central Mexico before the Spanish Conquest. As we trace the development of Aztec art over time, from its earliest appearance in the archaeological record, through the development of sophisticated imperial styles, and finally in its survival after Conquest, we will consider works of stone sculpture, architecture, figurines, and painting, as well as objects in other media like gold, turquoise, bone, and feathers. Along the way, students will learn to use visual evidence to think critically about works of Aztec art; major themes include the representation and reification of power in works of ancient art, antiquarianism and the Aztec relationship to the past, and the relationship between art and sacred landscapes, among others. Lectures will be supplemented by sessions at the Art Institute and Special Collections to view objects and manuscript facsimiles.
Instructor(s): K. Driggers Terms Offered: Winter
Equivalent Course(s): LACS 16220

ARTh 16709. Islamic Art and Architecture, 1100 to 1500. 100 Units.
This course surveys the art and architecture of the Islamic world from 1100-1500. In that period, political fragmentation into multiple principalities challenged a deeply rooted ideology of unity of the Islamic world. The courts of the various principalities competed not only in politics, but also in the patronage of architectural projects and of arts such as textiles, ceramics, woodwork, and the arts of the book. While focusing on the central Islamic lands, we will 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: Winter
Note(s): This course meets the general education requirement in the arts.
Equivalent Course(s): NEAA 10630,NEHC 16709

ARTh 17000. Introduction to Architecture. 100 Units.
This course aims to equip students with the basic skills and knowledge required to analyze architecture and the urban environment. It offers an introduction to the methods and procedures of the architectural historian. These include practical tasks such as understanding architectural terminology, reading and interpreting architectural drawings, engaging with buildings ‘on site’, and studying buildings in context through urban design issues, such as street networks and public spaces. At a broader level, the course will involve critical discussions about the relationship between architecture and society, the building as a historical object, cultural representations of architecture, and modes of perceiving/experiencing the built environment. The course will operate through a combination of in-class seminars and site visits to buildings in Chicago.

NOTE: On Fridays the class will often meet off-campus at sites throughout the city. Students will need to be able to get to these sites in plenty of time, and therefore should not have other classes directly before or after.
Instructor(s): J. Lockard Terms Offered: Autumn
ARTH 17209. Art in France, 1598-1661. 100 Units.
France emerged from the 16th century devastated by wars of religion. Sixty years later it was the most powerful state in Europe. This course will provide an overview of French art in this period. Three themes will predominate: the rise of philosophical skepticism (pyrrhonisme) and the New Science, and their impact on ideas of painting; the relationship between new “practices of the self” and practices of knowledge; and political centralization and the emergence of the police state. We will discuss major artists like Nicolas Poussin, Philippe de Champaigne, Georges de la Tour, Claude Lorraine, and Charles Le Brun, as well as lesser-known figures like Laurent de la Hyre, Lubin Baugin, Eustache Le Sueur, and Valentin de Boulogne. Readings will be drawn largely from primary sources, all in translation.
Instructor(s): R. Neer Terms Offered: Spring
Note(s): This course meets the general education requirement in the arts.

ARTH 17302. Art and Archaeology of Death and Mourning in Ancient Greece. 100 Units.
No aspect of human existence so preoccupied the ancient Greeks as the condition of mortality—the knowledge that, unlike their immortal gods, they would inevitably die. This course will explore the role that material culture played in helping individuals process the effects of death in a variety of times and places within ancient Greece. It will provide an overview of burial and commemoration practices, tomb offerings and funerary monuments, as well as artistic and literary representations of death, mourning, and the afterlife. Many of the readings will be primary texts in translation—epic poems and plays, myths and stories that offered the Greeks paradigms for their own experiences. Throughout, we will consider the role works of art play in helping individuals cope with as personal an issue as bereavement, and we will draw on parallels from contemporary culture to help frame the ancient material.
Instructor(s): S. Estrin Terms Offered: Spring
Equivalent Course(s): CLCV 20017

ARTH 17311. Art of the Book in the Middle Ages. 100 Units.
Many of the greatest works of art from the Middle Ages come in the form of illuminated books. This course will introduce students to the history of the art of the book in the medieval West, exploring what kinds of books were made by medieval scribes and artists, how they were made, and what they meant to the men and women who gazed at their pages. We will meet in the Special Collections Research Center of the Regenstein Library, allowing us to explore the history of medieval book arts through close examinations of original medieval books and rare facsimiles. A wide range of illuminated books will be discussed—from those used in church rituals to those made for private aristocratic amusement.
Instructor(s): A. Kumler Terms Offered: Autumn
Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the 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): This course meets the general education requirement in the arts.
Equivalent Course(s): FNDL 20502; AMER 17410

ARTH 17610. Modernism. 100 Units.
This course will explore the development of European and American modernism by concentrating on examples in local collections, especially the Smart Museum and the Art Institute of Chicago. The modernist era, from roughly 1860 to 1960, brought dramatic changes in the conception and making of art. We will analyze these by attending to the media of painting, sculpture, and printmaking. The class will meet frequently at the Art Institute, and students will need to be able to arrive at the museum in time for classes beginning there at 3:30 p.m.
Instructor(s): M. Ward Terms Offered: Winter
Note(s): This course meets the general education requirement in the arts.
ARTH 17612. The Art of Michelangelo. 100 Units.
The focus of this course will be Michelangelo's sculpture, painting and architecture while making use of his writings and his extensive body of drawings to understand his artistic personality, creative processes, theories of art, and his intellectual and spiritual biography, including his changing attitudes towards Neoplatonism, Christianity and politics. Our structure will be chronological starting with his juvenilia of the 1490s in Florence at the court of Lorenzo the Magnificent through his death in Rome in 1564 as an old man who was simultaneously the deity of art and a lonely, troubled, repentent Christian. Beyond close examination of the works themselves, among the themes that will receive attention for the ways they bear upon his art are Michelangelo's fraught relationship with patrons; his changing attitude towards religion, especially his engagement with the Catholic Reform; his sexuality and how it might bear on the representation of gender in his art and poetry; his "official" biographies during Michelangelo's lifetime and complex, ambivalent, reception over the centuries; new ideas about Michelangelo that have emerged from the restoration and scientific imaging of many of his works. At the same time, the course will be an introduction of students with little or no background in art history to some of the major avenues for interpretation in this field, including formal, stylistic, iconographical, psychological, social, feminist, theoretical and reception.
Instructor(s): C. Cohen Terms Offered: Autumn
Note(s): This course meets the general education requirement in the arts.
Equivalent Course(s): FNDL 21411

ARTH 17700. 19th Century French Art in the Art Institute. 100 Units.
In this course, we will closely examine 19th century paintings and sculptures in the Art Institute of Chicago and seek to understand how and why art changed during this period. Topics to be considered include the meaning of stylistic innovation in the 19th century, the development and dissolution of the genres as landscape and portraiture, and varying conceptions of realism and abstraction. Most class sessions will be devoted to looking at works in the galleries of the Art Institute. Because attendance is mandatory, students should consider whether their schedules will allow time for traveling to and from the museum for class meetings. Assignments include three papers and a variety of written homework exercises.
Instructor(s): M. Ward Terms Offered: Spring
Note(s): This course meets the general education requirement in the arts.

ARTH 18000. Photography and Film. 100 Units.
This core course serves as an introduction to the history of art by concentrating on some fundamental issues in the history of photography and film. The course is divided roughly in half between still photography and film. The central theme of the course concerns the way in which photographs and films have been understood and valued during the past 165 years. There have been profound changes in attitudes and beliefs regarding the nature of photographs throughout the history of photography (this is likewise true of film). The current range of views is very different from those held by the various audiences for photographs and films in the last century and the century before. For instance, photographs were originally conceived of as copies of things that can be seen, but the notion of copy was drawn from a long established set of views about what makes a picture a work of art and copies were said to be incapable of being works of art. This view continues to haunt the writings of some critics and historians of photography and film. The course will concentrate on the work of photographers, theorists of photography and film, and on films by John Huston, Billy Wilder, and Roman Polanski.
Instructor(s): J. Snyder Terms Offered: Autumn
Note(s): This course meets the general education requirement in the arts.

ARTH 18202. Creative Destruction: War, Violence, and Upheaval in 20th-Century Art. 100 Units.
Articulated by Joseph A. Schumpeter in his book *Capitalism, Socialism, and Democracy* from 1942, the term "creative destruction" refers to capitalism's inherent tendency to destroy existing economic systems through incessantly creating new ones in order to generate additional wealth. In a similar vein, the history of artistic avant-gardes is often told as a succession of radical formal innovations, a string of revolts against existing artistic conventions in search of a new visual language. This course will draw on Schumpeter's concept of creative destruction, positioning it within a larger cultural context in order to examine the creative potential and ethical limitations of violence and destruction in art. Focusing on visual arts from World War I to the 9/11 attacks, we will question the concept of avant-garde innovation in order to consider the relationship between artistic gesture and social upheaval. Addressing such issues as political violence, radical visibility, and trauma, the course will focus on various forms of creation, from painting and sculpture to performance and photography.
Instructor(s): T. Zhurauliavtva Terms Offered: Winter
Note(s): This course meets the general education requirement in the arts.
ARTH 18305. New Art in Chicago Museums and Other Spaces. 100 Units.
Through very regular, required site visits to museums, galleries, and experimental spaces in the greater Chicago area, this course will introduce students to the close consideration—in situ—of works of art created in our times, as well as to the application to these works of pertinent modes of critical and historical inquiry. Sites to be visited can include our own Smart Museum of Art, the Hyde Park Art Center, the Art Institute of Chicago, the Museum of Contemporary Art Chicago, the Museum of Contemporary Photography, Gallery 400 at the University of Illinois at Chicago, and private collections and galleries.
Instructor(s): D. English Terms Offered: Spring
Prerequisite(s): Course limit of 12 students; instructor consent required.
Note(s): This course meets the general education requirement in the arts.

ARTH 18606. Structuring China’s Built Environment. 100 Units.
This course asks a basic question: Of what does China’s built environment in history consist? Unlike other genres of art in China, a history of China’s built environment still waits to be written, concerning both the physical structure and spatial sensibility shaped by it. To this end, students will be introduced to a variety of materials related to our topic, ranging from urban planning, buildings, tombs, gardens, and furniture. The course aims to explore each of the built environments—its principles, tradition, and history—based on existing examples and textual sources, and to propose ways and concepts in which the materials discussed throughout the quarter can be analyzed and understood as a broader historical narrative of China’s built environment.
Instructor(s): W. Lin Terms Offered: Winter
Note(s): This course meets the general education requirement in the arts.
Equivalent Course(s): EALC 18606

ARTH 18610. The Words around Art. 100 Units.
We are all the time describing, such as when we give accounts of things, places, moments, and impressions. Description provides extravagantly for our basic needs as communicating social actors—giving us the means to elaborate a groundwork for dialogue with others, tools for differentiating and ranking stuff, even solid pretexts for legal rulings. Description is singularly crucial for art history, which demands of all its practitioners not only a basic aptitude for describing objects and situations but also a willingness to showcase this aptitude when ‘doing’ art history. But there’s far more to description than art history formally acknowledges. In this course we will track modes of description across the disciplines—such as poetry, which values both metaphorical and plainspoken descriptions; and astronomy, where ‘description’ denotes the tracing out of a given path by an object’s motion along a certain course—exploring their convergences with art-historical ways of describing. Readings will include ancient texts (in translation), modern scholarship and artists’ writings, technical manuals, poetry, and other literary works. Participation will require occasional travel within Chicago.
Instructor(s): D. English Terms Offered: Spring

ARTH 20000. 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): Staff Terms Offered: Autumn, Spring, Winter
Note(s): Required of students majoring in Cinema and Media Studies
Equivalent Course(s): ENGL 10800, ARTV 20300, CMST 10100

ARTH 20228. William Blake: Poet, Painter, and Prophet. 100 Units.
William Blake is arguably the most unusual figure in the history of English poetry and visual art. Recognized now as an essential part of the canon of Romantic poetry, he was almost completely unknown in his own time. His paintings, poems, and illuminated books were objects of fascination for a small group of admirers, but it was not until the late 19th century that his work began to be collected by William Butler Yeats, and not until the 1960s that he was recognized as a major figure in the history of art and literature. Dismissed as insane in his own time, his prophetic and visionary works are now seen as anticipating some of the most radical strands of modern thought, including Freud, Marx, and Nietzsche. We will study Blake’s work from a variety of perspectives, placing his poetry in relation to the prophetic ambitions of Milton and his visual images in the European iconographic tradition of Michelangelo and Durer. The course will emphasize close readings of his lyric poems and attempt to open up the mythic cosmology of his allegorical, epic, and prophetic books. (C, E, I)
Instructor(s): W. J. T. Mitchell Terms Offered: Spring
Equivalent Course(s): ENGL 20228
ARTH 20506. Pompeii: Life, Death, and Afterlife of a Roman City. 100 Units.
This course takes an in-depth look at the exceptional and exceptionally preserved city of Pompeii (along with others in the Bay of Naples region, including Herculaneum, Stabiae, and Oplontis) as a microcosm of the forms of Roman life in the first century. In the late summer or early autumn of AD 79, Pompeii suffered a cataclysmic event when Mount Vesuvius exploded in a terrible and spectacular fashion, spewing forth a tremendous cloud of ash over the city. While the disaster claimed the lives of tens of thousands of inhabitants in the area, the peculiar conditions of the eruption preserved the material traces of their daily lives. Students will explore the civic, commercial, and domestic spaces of Pompeii including its forum, temples and sanctuaries, cemeteries, theaters, brothels, bakeries, and especially its townhouses, the latter of which were decorated with brilliant wall paintings, floor mosaics, furniture, and lush portico gardens designed to offer rest and relaxation from the bustle of city life. Significant attention will also be paid not only to the discovery of Pompeii and its neighboring towns in the 18th century, but also its reception in the archaeological and popular imagination up to the present.
Instructor(s): P. Crowley Terms Offered: Spring, Winter
Equivalent Course(s): ARTH 30506, CLCV 20516, CLAS 30516

ARTH 20510. Minoan Art, Modern Myths, and Problems of Prehistory. 100 Units.
This course will provide an introduction to the art of the Bronze Age culture of Minoan Crete, with an emphasis on the Palatial Period (ca. 1900–1450 BCE). We will cover both well-known works and recent archaeological finds, including those from outside of Crete that have altered our view of Minoan art in recent years. At the same time, we will investigate how our knowledge of this civilization and its art has been shaped by the mentalities of those who have excavated its remains and collected and displayed its art. We will look closely at archaeological reports, restorations, forgeries, and concepts of style and iconography to reveal how archaeological remains are transformed into historical narratives. While focused on the Minoans, the course is designed to build the analytical skills necessary for engaging with the art of prehistoric cultures and other ancient cultures heavily shaped by modern imaginaries.
Instructor(s): S. Estrin Terms Offered: Autumn
Equivalent Course(s): ARTH 30510, CLCV 21517, CLAS 31517

ARTH 20609. Early Christian Art. 100 Units.
This course will focus on the visual arts as ubiquitous, understanding them as an essential part of early Christian culture and identity. Close attention will be paid throughout to interdisciplinary scholarly methods that have been developed in order to approach early Christian art within the larger framework of late antique culture and to decode the symbolism that characterizes it. Some sample questions we are going to discuss include: What do the earliest Christian images in the catacombs and on sarcophagi convey about the hopes and fears of those who commissioned them? In which ways did the design and furnishing of religious architecture respond directly to needs associated with the celebration of the liturgy or other cultic activities? What were the functions and messages of the splendid mosaic programs that survive, for instance, in various churches in Rome and Ravenna? To what extent was understood (possibly until today) as an aid to religious imagination and worship? How were visual means employed to provide complex theological exegesis, and what is the relation of the imagery to religious writings? What is the place of early Christian manuscript illumination within the larger context of late antique book culture? What do we know about viewer response to Christian art both in the private and the public spheres?
Instructor(s): Karin Krause Terms Offered: Winter
Equivalent Course(s): ARTH 30609, RLV 43107, HCHR 43107

ARTH 21210. Simultaneity: Political Art of the 1960s and 70s Americas. 100 Units.
Taking its cue from Argentinian artist Marta Minujín’s seminal Simultaneidad en Simultaneidad (1966), which proposed a collaborative Happening between three countries in real-time, this course casts aside reductive concerns of primacy and originality and focuses instead on this notion of simultaneity. Exploring the multitude of artists’ engagement with political issues in 1960s and 70s Americas, it asks, how did artists enlist key tropes of artistic production of the period to wrestle with their specific political issues? Focusing on the work of artists in Argentina, Brazil, and the US, we study artworks by Minujín, David Lamelas, Cildo Meireles, Lygia Clark, Sonia Andrade, Artur Barrio, Allan Kaprow, Carolee Schneemann, Mierle Laderman Ukeles, Ana Mendieta, and ASCO, among others. Reading widely, from Marshall McLuhan to Timothy Morton, looking closely at art across a range of media with particular attention to the use of unusual materials, new technology, and body practices, and considering such material engagements with particular sites, this course takes an approach of productive juxtaposition to demonstrate the value of thinking across national borders and formal boundaries.
Instructor(s): H. Graversen Terms Offered: Spring
**ARTH 21315. Introduction to Art, Technology, and Media. 100 Units.**

The course gives an introduction to the relationship between art, media, and technology, as articulated in art practice, media theory, and art theory/history. The key focus is the relationship between 20th-century art and so-called "new media" (from photography, film, radio, TV to computers and digital technologies), but older instances of art- and media-historical perspectives will also be discussed. The objective of the course is to give insight into the historical exchanges between art and technological development, as well as critical tools for discussing the concept of the medium and the relationship between art, sensation/perception, visibility, and mediation. The course will also function as an introduction to the fields of media aesthetics and media archaeology.

Instructor(s): I. Blom
Terms Offered: Autumn
Equivalent Course(s): ARTH 31315, CMST 27815, CMST 37815

**ARTH 23202. Byzantium: Art, Religion, Culture I. 100 Units.**

In this introductory seminar we will explore works of art and architecture as primary sources for Byzantine civilization. Through the close investigation of artifacts of different media and techniques, students will gain insight into the artistic production of the Byzantine Empire from its foundation in the 4th century A.D. to the Ottoman conquest in 1453. We will employ different methodological approaches and resources that are relevant for the fruitful investigation of artifacts in their respective cultural setting. In order to fully assess the pivotal importance of the visual arts in Byzantine culture, we will address a wide array of topics, including art and ritual, patronage, the interrelation of art and text, classical heritage, art and theology, Iconoclasm, etc.

Instructor(s): I. Blom
Terms Offered: Autumn
Equivalent Course(s): ARTH 31315, CMST 27815, CMST 37815

**ARTH 23305. Reception and Appropriation of Antiquity in Renaissance Italy. 100 Units.**

This course will familiarize students with a broad spectrum of responses to the Ancient heritage across a variety of media, including both ephemeral and lasting art forms – from prints to architectural complexes, and from integrated statues to processions and their ephemeral appurtenances. We shall consider instances of quotation, assimilation, appropriation, and reuse, whereby examining how the fascination with ancient visual vocabulary went hand in hand with the reframing and transformation of surviving ancient art. Occasionally, we will be looking at examples of these modes in our own environment and across modern media to understand the perennial nature of assimilation and appropriation in art.

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

**ARTH 23806. COSI: Saints & Heroes. 100 Units.**

In this course, students will study the newly opened AIC galleries, “Saints and Heroes: Art of Medieval and Renaissance Europe.” With nearly 700 works on display—including ivories, panel paintings, enamels, ceramics, textiles, and jewelry—this collection affords the rich and timely opportunity to study Medieval and Renaissance art in considerable depth and breadth. Students’ close encounters with these objects will be supplemented by secondary reading along with recently completed studies by AIC conservation and curatorial staff, which have yielded several exciting discoveries. Each gallery brings together objects that were used in a similar context—whether during the celebration of Mass, in private prayer, at a sumptuous feast, or in battle, for instance—and so the course will be structured accordingly. We will focus our study on a few objects each week, considering the iconography, artistic techniques, and especially materials of their making. The course will also interrogate the different ways these objects are installed in the galleries and how different strategies of display create relationships between objects within a fictive medieval space. This class will meet at the Art Institute; students should plan their schedules to allow for travel time.

Instructor(s): N. Thebaut
Terms Offered: Spring

**ARTH 24002. Advanced Nonfiction Workshop: Writing About the Arts. 100 Units.**

Writing about the arts has long been a way for writers to investigate the wide world and to look inward. In this course, we’ll be focusing on the visual arts, and we’ll try to see how reflecting on painting, photography, installation art, and those arts that get called “decorative” gives us ways to consider the object in space, and also history, war, friendship, education, material culture, aesthetics, and coming-of-age. In writing, we will practice all kinds of forms: lyric fragments; polemics; reviews; catalog essays; museum wall texts; personal meditations on a single work; documentation of lost techniques and lost works; and history, criticism, and biography written for readers outside the academy. Students will also write a longer essay to be workshopped in class. We’ll read and discuss writers such as Susan Sontag, Geoff Dyer, Claudia Rankine, Tiana Bighorse, Rebecca Solnit, Zbigniew Herbert, Donald Judd, Octavio Paz, Mark Doty, Hervé Guibert, Kevin Young, Lawrence Weschler, and Walter Benjamin. Students will make some guided and some independent visits to museums, including the Art Institute, DuSable Museum of African American History, Smart Museum of Art, Oriental Institute Museum, and National Museum of Mexican Arts.

Instructor(s): R. Cohen
Terms Offered: Spring
Prerequisite(s): Submit nonfiction writing sample when applying to register for the course.
Equivalent Course(s): CRWR 24002, CRWR 44002, ARTH 34002
ARTH 24105. 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): CLCV 24113

ARTH 24170. Research the Chicago Cityscape. 100 Units.
This course has three goals: (1) To support artist Theaster Gates’s renovations of South Side Chicago buildings for civic uses with student research on the architectural and social history of prospective buildings and their environs. The Stony Island Arts Bank and the Arts Incubator at the University are examples of Gates’s work: https://rebuild-foundation.org. (2) To develop research skills, which can be adapted to other built environments. (3) To develop an understanding of Chicago’s built environment and its social history. We meet twice a week, once to discuss common readings and once for a longer session to enable field trips (a tour of Gates’s area; visits to research archives) and collaborative research work among students. Students will work together to produce historical reports. Permission of instructor required. Please send an email explaining your interest in the course and any relevant background experience (e.g., previous course work in architectural or urban history, urban problems, or experience with any aspect of the built environment or Chicago history). Although the course does not require significant background, ideally it will include students with diverse pockets of expertise.
Instructor(s): K. Taylor Terms Offered: Autumn
Prerequisite(s): Consent of instructor
Equivalent Course(s): AMER 24170, AMER 34170, ARTH 34170

ARTH 24180. Into the City: Art in Chicago from the Fire to Now. 100 Units.
“An abundance of life everywhere, and yet no culture.” That is how painter Mitchell Siporin described Chicago in the 1930s. In this course, we will interrogate Siporin’s claim by investigating the city’s history of art, from 19th century forays into social practice via settlement houses like Hull House to 21st century street art that tests the boundaries between radical politics and consumer culture. What, if anything, distinguishes the history of art in Chicago? To answer this question, students will be expected to visit museums around the city; do original, archival research in local collections; and conduct an interview with a contemporary artist (facilitated independently or by the instructor). Topics will include: South Side artist colonies, innovations in and resistance to abstraction, exchanges between WPA-era artists and Mexican printmakers, the pioneering photography department founded by Moholy-Nagy at the Institute of Design, the Chicago Imagists, the Black Arts Movement, and alternative spaces and apartment galleries. This course coincides with the Terra Foundation’s Art Design Chicago initiative and will make use of related exhibitions and programs like “Arte Diseño Xicágo” at the National Museum of Mexican Art, the MCA’s Ken Josephson exhibition, and the Chicago Parks Foundation’s “Art in the Park Tour Series”.
Instructor(s): M. Taft Terms Offered: Spring
Equivalent Course(s): ARTH 34180

ARTH 24602. Mediums and Contexts of Chinese Pictorial Art. 100 Units.
In this course, pictorial representations are approached and interpreted, first and foremost, as concrete, image-bearing objects and architectural structures—as portable scrolls, screens, albums, and fans, as well as murals in Buddhist cave-temples and tombs, and relief carvings on offering shrines and sarcophagi. The lectures and discussion investigate the inherent features of these forms, as well as their histories, viewing conventions, audiences, ritual/social functions, and the roles these forms played in the construction and development of pictorial images.
Instructor(s): Wu Hung Terms Offered: Autumn
Equivalent Course(s): ARTH 34602, EALC 24622, EALC 34622

ARTH 24605. A History of Japanese Visual Culture. 100 Units.
This course will examine the rich and nuanced material history of Japan, drawing upon religious art, architecture, theater, fine arts, and crafts, as well as creations made through the technologies of photography, cinema, manga, and anime. Note that most of the materials examined will be from the pre-twentieth century. We will also use the Art Institute of Chicago, the Field Museum, and the Smart Museum as resources and some of the classes will be held off campus.
Instructor(s): J. Ketelaar Terms Offered: Winter
Equivalent Course(s): EALC 24610, HIST 24609
ARTH 24650. Chinese Pagoda. 100 Units.
More often than not, the Chinese pagoda is considered the most representative of Buddhist architecture in pre-modern China. It is so ubiquitous that many have forgotten the fact that the pagoda actually has a non-Chinese origin; and its vertical building form – rather than the more usual, horizontal sprawl of traditional Chinese architecture – betrays a history that is everything but typical or representative of Chinese Buddhist architecture. Instead of seeing it merely as a building, accordingly, the course will investigate the ways in which the Chinese pagoda was uniquely conceived and constructed as a symbol, artifact, site, structure, space, etc., created to serve specific religious purposes, thereby exerting or evoking specific meanings that engaged both religious and nonreligious ideas and issues in pre-modern China.
Instructor(s): W. Lin Terms Offered: Winter
Equivalent Course(s): ARTH 34650, EALC 24650, EALC 34650

ARTH 24711. Raphael and the High Renaissance. 100 Units.
This course concentrates on Raphael, perhaps historically the most influential figure of the outsized trio (including Leonardo and Michelangelo), who embody the “culminating moment” of the Renaissance. Some attention will be given to the history of the idea and to the style concept “High Renaissance” and its usefulness as a vehicle for understanding three such diverse personalities. While we will try to do justice to the enormously diverse, if short, career of Raphael, the investigation of the High Renaissance will lead us to examine the mature works of Leonardo and Michelangelo’s painting and sculpture through 1520 (including the Sistine Ceiling and the Julius Tomb), which is part of their careers that overlap with Raphael. Special attention will be given to the writings and drawings of the major artists as a means of interpreting their works.
Instructor(s): C. Cohen Terms Offered: Spring
Equivalent Course(s): ARTH 34711

ARTH 24720. Goya and Manet. 100 Units.
Edouard Manet (1832–1883) is often regarded as the first modernist artist, but his practice was deeply rooted in the copying and emulation of Renaissance and Baroque painters, particularly Spaniards. Indeed, many of his subjects, and some of his techniques, from the use of firm outline to muted opaque tones with minimal modeling, are conspicuous in Francisco Goya (1746–1828), a Spanish court painter and moralist whose paintings and prints were received in the late nineteenth century, and in the twentieth, as prefiguring both modernist form and various crises of artistic meaning. This seminar proposes a binocular focus on the two artists, in their individual historical contexts and in dialogue, in order to understand the tension between tradition and innovation in modern art.
Instructor(s): A. Pop Terms Offered: Spring
Equivalent Course(s): ARTH 34720, SCTH 35004

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: Spring
Equivalent Course(s): ARTH 34812

ARTH 25005. Nineteenth-Century Prints. 100 Units.
Using a wide range of examples from the Smart Museum collection, this course will examine the various techniques, meanings, aspirations, and publics of nineteenth-century European printmaking, from the invention of lithography in 1798 to the color innovations of the 1890s. Among the topics to be investigated are prints as multiples; reproduction and originality; caricature; color in prints; the etching revival of the 1860s; and the practice of collecting. Students will not be expected to have any prior knowledge of prints or printmaking techniques but may benefit from a general acquaintance with nineteenth-century art. Major artists to be considered include Delacroix, Daumier, Whistler, Meryon, Buhot, Fantin-Latour, Tissot, Bonnard, and Toulouse-Lautrec. In part a history of nineteenth-century art told through prints, this course will give students the tools to recognize and identify traditional print media and to explore broader themes such as the illustrative and narrative function of prints; their relationship to other art forms; and their participation in discourses of scarcity and value. In concert with other course requirements, the class will make a visit to a local print dealer, propose an acquisition, and help prepare a small exhibition drawn from the Smart Museum’s holdings.
Instructor(s): A. Leonard Terms Offered: Winter
Equivalent Course(s): ARTH 35005
ARTH 25106. Art & Urbanism at Teotihuacan. 100 Units.
This course will take stock of our understanding of Mesoamerica's first great city. How did Teotihuacan's unprecedented urban form, and the art created within it, structure a sense of collective identity for the city's multiethnic population? How did the city change over time, and how did it engage with its Mesoamerican neighbors? Recent discoveries from the Pyramid of the Feathered Serpent and the Temple of the Sun will play an important role in our investigations.
Instructor(s): C. Brittenham Terms Offered: Spring
Equivalent Course(s): ARTH 35106, LACS 24106, LACS 34106

ARTH 25300. Pilgrimage in Antiquity and the Early Christendom. 100 Units.
This course will present an interdisciplinary interrogation into the nature of pilgrimage in pre-Christian antiquity and the rise of Christian pilgrimage in the years after Constantine. It will simultaneously be a reflection on the disciplinary problems of examining the phenomena of pilgrimage from various standpoints including art history, archaeology, anthropology, the history of religions, the literary study of travel writing, as well as on the difficulties of reading broad and general theories against the bitty minutiae of ancient evidence and source material. The core material, beyond the theoretical overview, will be largely limited to antiquity and early Christianity; but if students wish to write their papers on areas beyond this relatively narrow remit (in other religions, in the middle ages, modern or early modern periods), this will be positively encouraged!
Instructor(s): J. Elsner Terms Offered: Spring
Note(s): This course will be taught in an intensive format twice per week, plus some individual discussion sessions to set up term papers, for the first five weeks of the quarter.
Equivalent Course(s): ARTH 35300, RLVC 38802

ARTH 25505. The Detective Film. 100 Units.
This course will survey the detective genre from its origins in the silent serial film through its development in film noir and neo-noir as well as its transformation in what is often called Metaphysical Detective films which explore the limits of the genre.
Instructor(s): T. Gunning Terms Offered: Spring
Equivalent Course(s): CMST 25505

ARTH 25940. The Artist as Ethnographer. 100 Units.
This interdisciplinary seminar considers the idea of the artist as ethnographer in contemporary art and curatorial practice. Through lecture, screening, and group discussions, we will trace the historical relationship between visual culture and the social sciences, uncovering how this has impacted ways of viewing objects, people, and cultures within the Western tradition. Armed with this knowledge, we will consider how the ethnographer’s commitment to the study of Others has been challenged by an increasingly globalized and post-colonial world. We will explore questions of authority and subjectivity in ethnographic fieldwork. Finally, we will look to contemporary artworks and exhibitions that have reinvested in the image and practice of the ethnographer to uncover the politics and poetics of their work. You will be introduced to the practices of Brad Butler and Karen Mirza, Paulo Nazareth, Marine Hugonnier, Camille Henrot, Kapwani Kiwanga, et al. Sessions will include close reading and discussion of texts by Hal Foster, James Clifford, Clementine Deliss, Okwui Enwezor, and Kaelen Wilson-Goldie, among others.
Instructor(s): Y. Umolu Terms Offered: Spring
Prerequisite(s): This course is open to advanced undergraduates and graduate students.
Equivalent Course(s): ARTH 35940, ARTV 20940, ARTV 30954

ARTH 26410. Rhoades Seminar: 19th Cent. Photography – Image, Object, Idea. 100 Units.
This seminar will explore the social, technological, and artistic histories of photography from 1839 through the beginnings of the twentieth century. Photographs will be discussed in terms of different categories of function—art, document, science, and market—and the ways in which they overlapped throughout the first century of the medium. The course will examine photographs as both images and objects, and will explore the circumstances of their production, circulation, and reception. The course will focus on close examination of works in the Art Institute of Chicago’s collection, with readings drawn from both primary sources and recent scholarship.
Instructor(s): L. Siegel Terms Offered: Spring
Prerequisite(s): This class will meet at the Art Institute of Chicago. Registered students should account for travel time in their schedules.
Equivalent Course(s): ARTH 36410
ARTH 26510. Architecture and the Zionist Imagination. 100 Units.
This course explores the intersection of form and ideology through the example of the built environments (both speculative and realized) that were part of the formation of the Jewish state and its history. We will follow the evolution of Israeli architecture, starting with the interwar period, in which Zionist institutions were built in Palestine under British colonial rule. In this context, debates centered on the question of how different modernist styles developed in Europe and imported to the Middle East can respond to different streams within Zionism. We then move on to the period of nation-building, in which attempts were made to develop an Israeli architectural style that would respond to the waves of immigration and the formation of state institutions. Now, a debate emerged between the modernist style that came to represent an emergent tradition, and a new generation of architects who sought to develop a more local idiom. The current phase of Israeli architecture is influenced by the political turn to the right, the institution of liberal economic policies, the arrival of a large wave of post-Soviet Russian immigrants, and an opening to global commerce, all of which have weakened the nation state. In addition to studying this architectural history, we will engage with cultural texts (literary, filmic, artistic) that imagine and describe Zionist spaces and places, starting with Theodor Herzl's Zionist Utopia, Altneuland, and all the way through contemporary TV sitcom
Instructor(s): A. Nitzan-Shiftan and N. Rokem Terms Offered: Autumn Equivalent Course(s): ARTH 36510, NEHC 25149, NEHC 35149

ARTH 27220. Dimensions of Late Sculpture. 100 Units.
For centuries, the discrete annex it established within three-dimensional space characterized the medium of sculpture. Think of a monument, an architectural relief carving, or a Brillo box. In and after high modernism, artists—not all of them self-identified sculptors—made a range of propositions that put huge pressure on sculptural convention. Today, a work construed as sculpture may disappear entirely into the space that ostensibly contains it, or may be impossible to distinguish from a decidedly nonart thing nearby. What is the character of this attempt? Not to be a thing, or art, at all? If so, then why not entirely abandon art's traditional physical and institutional frameworks? This discussion-based course will explore the complex of challenges the sculptural medium faced as it approached the end of its putative discreteness. How and why has sculpture managed to endure beyond this terminal point? Course readings are drawn from a range of modes including the history, theory, and criticism of art; artists' writing; as well as cultural studies, continental philosophy, political theory, psychoanalysis, and queer theory. Several visits to Chicago venues will be required in order to pass the course.
Instructor(s): D. English Terms Offered: Winter Equivalent Course(s): ARTH 37220

ARTH 27304. Photo/Modernism/Osthetic. 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: Autumn Equivalent Course(s): ARTH 37304, ARTV 20704, ARTV 30704

ARTH 27800. The Material Science of Art (Suzanne Deal Booth Conservation Seminar) 100 Units.
This course will introduce students to the methods, theories, and strategies of scientific approaches to studying art objects and consider the meaning of different materials and surfaces across artistic media. It will showcase new scholarship generated in the field of conservation science and object-based art history that draws its strength from the collaborative work among scientists, conservators, art historians, and theorists. Conservation science draws on the applied sciences and engineering to understand how to preserve the world’s cultural heritage and forge connections between making and meaning. The course will explore scientific examinations to investigate the production and use of art objects. Focusing on material studies of paintings and sculptures, pigments as well as their binding media, students will learn about the material make-up of art objects by employing visual analysis alongside practical studies using scientific analysis and imaging on campus and at the Art Institute of Chicago. Readings will be drawn from a variety of disciplines, including material science and chemistry, art history, visual and material culture, anthropology, and philosophy.
Instructor(s): M. Kokkori Terms Offered: Winter Equivalent Course(s): ARTH 37800
ARTH 28405. The Films of Alfred Hitchcock. 100 Units.
No single filmmaker has equaled Alfred Hitchcock's combination of popular success, critical commentary, and widespread influence on other filmmakers. Currently, his work is so familiar it threatens to be taken for granted. This course will reveal Hitchcock as the filmmaker who systematically used the stylistics of late silent film to forge a dialectical approach to the so-called Classical Style. Hitchcock devised a relation among narrative, spectator, and character point of view, yielding a configuration of suspense, sensation, and perception. Tracing Hitchcock's career chronologically, we will follow his intertwining of sexual desire and gender politics, and his reshaping of melodrama according to Freudian concepts of repression, memory, interpretation, and abreaction, as he navigates from silent film to sound and from Great Britain to Hollywood.
Instructor(s): T. Gunning Terms Offered: Spring
Prerequisite(s): PQ: CMST 10100 - Introduction to Film Analysis, and preferably CMST 28500 - History of International Cinema, Part I.
Equivalent Course(s): ARTH 38405,CMST 36500

ARTH 28406. The Cinema of Charlie Chaplin. 100 Units.
The course looks at Chaplin and his long film career from a number of perspectives. One of these is Chaplin's acting technique inherited from commedia dell'arte and enriched by cinematic devices; another is Chaplin as a person involved in a series of political and sexual scandals; yet another one is Chaplin as a myth fashioned within twentieth-century art movements like German Expressionist poetry, French avant-garde painting, or Soviet Constructivist art.
Instructor(s): Y. Tsivian Terms Offered: Autumn
Prerequisite(s): PQ: CMST 10100 Introduction to Film or consent of instructor.
Equivalent Course(s): FNDL 26402,ARTH 38406,CMST 36400

This sequence is required of students majoring in Cinema and Media Studies. Taking these courses in sequence is strongly recommended but not required.

ARTH 28500. History of International Cinema I: Silent Era. 100 Units.
This course 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): J. Lastra 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 38500,CMLT 22400,CMLT 32400,CMST 48500,ENGL 29300,ENGL 48700,MAPH 36000,ARTV 20002

ARTH 28600. History of International Cinema II: Sound Era to 1960. 100 Units.
The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell’s Film History: An Introduction; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.
Instructor(s): Y. Tsivian 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 38600,CMLT 22500,CMLT 32500,CMST 48600,ENGL 29600,ENGL 48900,MAPH 33700,ARTV 20003,CMST 28600

ARTH 28606. Early Twentieth-Century Urban Visions. 100 Units.
It is hard to understand contemporary architectural debate about how cities should develop without knowing its origins in the influential city planning proposals developed by architects and planners in pre-World War II Europe and North America. This course studies those foundations, looking at the period when modernist architects and intellectuals proclaimed the obsolescence of the metropolis just as it came to dominate the modern landscape. We will examine a variety of strategies devised to order or replace the metropolis during the late nineteenth and early twentieth centuries, ranging from the City Beautiful movement in Chicago and Hugh Ferriss's later skyscraper version, Camillo Sitte's influential critique of Vienna's Ringstrasse, and the English garden city alternative Lewis Mumford championed for the New York region, to Le Corbusier's Voisin Plan for Paris and Frank Lloyd Wright's Broadacre City model displayed in New York's Rockefeller Center. We conclude with a glimpse of urban renewal in New York and Chicago, and Jane Jacobs's celebrated reaction.
Course readings are in primary sources. Focusing on particular projects and their promulgation in original texts and illustrations, as well as in exhibitions and film, we will be especially concerned with their polemical purposes and contexts (historical, socio-cultural, professional, biographical) and with the relationship between urbanism and architecture.
Instructor(s): K. Taylor Terms Offered: Winter
Equivalent Course(s): ARTH 38606
ARTH 29600. Junior Seminar: Doing Art History. 100 Units.
The aim of this seminar is to deepen an understanding of art history as a discipline and of the range of analytic strategies art history affords to students beginning to plan their honors papers or, in the case of students who are minoring in art history, writing research papers in art history courses. Students read essays that have shaped and represent the discipline, and test their wider applicability and limitations. Through this process, they develop a keener sense of the kinds of questions that most interest them in the history and criticism of art and visual culture. Students develop a formal topic proposal in a brief essay, and write a final paper analyzing one or two works of relevant, significant scholarship for their topics.
Instructor(s): P. Crowley 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 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,Spring,Winter
Prerequisite(s): Consent of Instructor and Director of Undergraduate Studies
Note(s): Students are required to submit the College Reading and Research Form. Must be taken for a quality grade. With adviser’s approval, students who are majoring in art history may use this course to satisfy requirements for the major, a special field, or electives. This course is also open to nonmajors with advanced standing. This course does not meet the general education requirement in the arts.

ARTH 29800. Senior 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 arts.

ARTH 29900. Preparation for the BA Paper. 100 Units.
This course provides guided research on the topic of the honors paper. Students arrange their program of study and a schedule of meetings with their honors paper advisor.
Instructor(s): Staff Terms Offered: Autumn,Spring,Winter
Prerequisite(s): Consent of instructor and Undergraduate Program Chair
Note(s): Students are required to submit the College Reading and Research Form. May be taken for P/F grading with consent of instructor.
Astronomy 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.

Program of Study

The Department of Astronomy and Astrophysics offers several courses that satisfy the general education requirement in the physical sciences. The six courses numbered in the 12000s present many options for choosing coherent two- or three-quarter sequences across a range of foundational topics, from the grand principles governing the universe and understanding its beginning, to the formation and evolution of stars and galaxies, and the search for habitable extrasolar planets. The courses include labs for engaging in astronomical inquiry through classical experiments, opportunities for telescope observing, and data analysis. Quantitative analysis will be an important part of these courses; however, any tools needed beyond pre-calculus algebra will be taught as needed.

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 the student’s second year or later. These courses are intended for students from throughout the College.

Minor in Astronomy and Astrophysics

Non-science majors may pursue extended exploration of astronomical phenomena to complete the minor in Astronomy and Astrophysics. Students are allowed flexibility in selecting five courses to compose a rigorous program of study according to individual interest, with the requirement that their selection include at least two courses numbered in the 12000s and at least one in the 18000s. It is possible for a student pursuing the minor to substitute ASTR 29700 Participation in Research for one course numbered in the 18000s, if the student is able to make a suitable arrangement with a faculty member who agrees to supervise this effort.

There are no physics or math prerequisites for the minor. Students must meet with the academic affairs administrator before the end of Spring Quarter of their third year to declare their intention to complete the minor and fill out the College’s Consent to Complete a Minor (http://college.uchicago.edu/sites/college.uchicago.edu/files/Consent_Minor_Program.pdf) form. Courses taken to satisfy the general education requirement in the physical sciences may not be counted towards the minor.

Courses counted toward the minor must be taken for quality grades (no P/F grading).

Sample Program for the Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTR 12700</td>
<td>Stars</td>
<td>100</td>
</tr>
<tr>
<td>ASTR 12710</td>
<td>Galaxies</td>
<td>100</td>
</tr>
<tr>
<td>ASTR 12720</td>
<td>Exoplanets</td>
<td>100</td>
</tr>
<tr>
<td>ASTR 18100</td>
<td>The Milky Way</td>
<td>100</td>
</tr>
<tr>
<td>ASTR 18200</td>
<td>The Origin and Evolution of the Universe</td>
<td>100</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>500</td>
</tr>
</tbody>
</table>

Students who satisfy their general education requirement in the physical sciences in Astronomy and Astrophysics may pursue the minor through completing the remaining courses numbered in the 12000s and at least one in the 18000s.

Sample Program

(when general education requirement in the physical sciences is taken in Astronomy and Astrophysics)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTR 12600</td>
<td>Matter, Energy, Space, and Time</td>
<td>100</td>
</tr>
<tr>
<td>ASTR 12620</td>
<td>The Big Bang</td>
<td>100</td>
</tr>
<tr>
<td>ASTR 12700</td>
<td>Stars</td>
<td>100</td>
</tr>
<tr>
<td>ASTR 12610</td>
<td>Black Holes</td>
<td>100</td>
</tr>
<tr>
<td>ASTR 18200</td>
<td>The Origin and Evolution of the Universe</td>
<td>100</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>500</td>
</tr>
</tbody>
</table>

Study Abroad Program

Every Spring Quarter a three-course Astronomy program is offered in Paris, composed from the courses numbered in the 12000s that are offered on campus. This sequence is designed for non-science majors but may also be of interest to science majors who want to supplement their work in physics and chemistry with a quarter devoted to the cosmos.
The Astronomy program in Paris satisfies the general education requirement in the physical sciences. Students who have already completed their general education requirement in the physical sciences may count the three courses taken in Paris toward the five required to satisfy the minor in Astronomy and Astrophysics. For details, see the Study Abroad (https://study-abroad.uchicago.edu) page for Paris: Astronomy (http://study-abroad.uchicago.edu/programs/paris-astronomy).

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 three courses in astrophysics (selected from ASTR 23900 The Physics of Galaxies, ASTR 24100 The Physics of Stars, ASTR 24300 Cosmological Physics, ASTR 25400 Radiation Processes in Astrophysics, ASTR 28200 Current Topics in Astrophysics), or two courses in astrophysics plus a senior thesis project in physics (PHYS 29100-29200-29300 Bachelor’s Thesis) 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.

For details on the specialization in astrophysics, see the Physics section of this catalog.

ASTRONOMY AND ASTROPHYSICS COURSES

ASTR 12600. Matter, Energy, Space, and Time. 100 Units.
This course is a comprehensive survey of how the physical world works, and how matter, energy, space, and time evolved from the beginning to the present. We will explore current theories of the evolution of the Universe and see how these four concepts give us remarkable insight into how our world came to be. Beginning with a brief survey of the historical development of mathematics, physics, and astronomy, we then focus on the modern theory of the physical universe, space and time in relativity, the quantum theory of matter and energy, and the evolution of cosmic structure and composition. The lab component for the class will be aimed at understanding some of the tools astronomers and physicists have used to make the observations that led to our picture of the Universe. Although quantitative analysis will be an important part of the course, students will not be expected to employ mathematics beyond algebra. (L)
Instructor(s): S. Meyer Terms Offered: Autumn
Note(s): Approved Sequences Warning! PHSC 12600 can only be combined as follows to form an approved PHSC sequence: PHSC 12600-12610, PHSC 12600-12620, PHSC 12600-12700, or PHSC 12600-12710.
Equivalent Course(s): PHSC 12600

ASTR 12610. Black Holes. 100 Units.
Black holes are the most exotic, extreme and paradoxical systems in the universe. They are the densest concentrations of energy, yet they convert all matter that falls in to a pure vacuum with extreme space-time curvature; they radiate more power than anything else, even though most of their radiation may not even be made of light; they are mathematically the most perfectly understood of any physical structure, but their enigmatic behavior is still the subject of a disagreement, even among experts, that highlights our ignorance of how quantum physics relates to gravity. This course will survey the physics of space and time, the nature of black holes, their effects on surrounding matter and light, the astrophysical contexts in which they are observed, and their importance in such frontier areas of research as quantum gravity and gravitational waves. Quantitative analysis will be an important part of the course, but mathematics beyond algebra will not be required. (L)
Instructor(s): C. Hogan Terms Offered: Winter
Prerequisite(s): PHSC 12600 or PHSC 12700. Prerequisites are required when the course is to be taken as part of an approved sequence to satisfy the PHSC general education requirement. If the course is to be taken as an elective, the prerequisite is recommended but not required.
Note(s): Approved Sequences Warning! PHSC 12610 can only be combined as follows to form an approved PHSC sequence: PHSC 12600-12610 or PHSC 12700-12610.
Equivalent Course(s): PHSC 12610
ASTR 1260. The Big Bang. 100 Units.
How old is the universe? How big is it? What is it made of? Why is there a universe? Will it last forever? Are
there other universes? These questions have been asked for millennia. The answers involve our modern theory
for the origin of the universe, The Big Bang, a model that can account for much of what we observe. It provides
a framework for understanding the last 14 billion years over which our Universe expanded, cooled, and evolved
from the simple, formless fog of the primordial soup, into a universe of galaxies, stars, planets, people, poodles,
protozoa, pond scum, and politicians. The course will explore the history of scientific cosmology and the
evidence for the Big Bang model, its consequences for the earliest moments after the Big Bang, and its predictions
for the eventual fate of the Universe. Quantitative analysis will be an important part of the course, but prior
experience with mathematics beyond algebra will not be required. (L)
Instructor(s): M. Turner Terms Offered: Spring
Prerequisite(s): PHSC 12600 must be taken before PHSC 12620 to form an approved sequence that will satisfy the
PHSC general education requirement. If the course is to be taken as an elective, the prerequisite is recommended
but not required.
Note(s): Approved Sequences Warning! PHSC 12620 can only be combined as follows to form an approved PHSC
sequence: PHSC 12600-12620.
Equivalent Course(s): PHSC 12620

ASTR 12700. Stars. 100 Units.
Elements such as carbon and oxygen are created in fusion reactions at high temperatures and pressures in the
deep interiors of stars, conditions that naturally arise in stars like the Sun. This course will outline the physical
principles at work and the history of the development of key ideas: how nuclear physics and the theory of stellar
interiors account for how stars shine, why they live for such long times, and how the heavy elements in their
cores are dispersed to seed a new generation of stars. Gravity assembles stars out of more diffuse material, a
process that includes the formation of planetary systems. The course shows how, taken together, these physical
processes naturally lead to the ingredients necessary for the emergence of life. The course features quantitative
analysis of data; any tools needed beyond pre-calculus algebra will be taught as part of the course. (L)
Instructor(s): D. Fabrycky Terms Offered: Autumn
Note(s): Approved Sequences Warning! PHSC 12700 can only be combined as follows to form an approved PHSC
sequence: PHSC 12700-12710, PHSC 12700-12720 or PHSC 12700-12610.
Equivalent Course(s): PHSC 12700

ASTR 12710. Galaxies. 100 Units.
Galaxies have been called “island universes,” places where stars are concentrated, where they are born, and
where they die. These collections of stars, gas, and dust form much of the visible structures in the Universe.
Using extensive modern observational data from a wide range of telescopes, we will trace the modern
understanding of the formation and evolution of galaxies and the stars in them. Galaxies will then be used as
markers of yet larger-scale structures, in order to examine the influence of gravity over cosmic time.
Our explorations will highlight the profound discovery that most of the mass in galaxies (and the Universe
as a whole) is in fact an exotic form of matter—dark matter—that we cannot directly see. Observationally
oriented labs will allow students to directly experience how some of the modern understanding of galaxies has
arisen. Quantitative analysis will be an important part of the course in both laboratory work and lectures, but
mathematics beyond algebra and some geometric understanding will not be required. (L)
Instructor(s): M. Gladders Terms Offered: Winter
Prerequisite(s): PHSC 12600 or PHSC 12700 must be taken before PHSC 12710 to form an approved sequence that
will satisfy the PHSC general education requirement. If the course is to be taken as an elective, the prerequisite is
recommended but not required.
Note(s): Approved Sequences Warning! PHSC 12710 can only be combined as follows to form an approved PHSC
sequence: PHSC 12600-12710, PHSC 12700-12720 or PHSC 12700-12610.
Equivalent Course(s): PHSC 12710

ASTR 12720. Exoplanets. 100 Units.
The past two decades have witnessed the discovery of planets in orbit around other stars and the characterization
of extra-Solar (exo-) planetary systems. We are now able to place our Solar System into the context of other
worlds and a surprising conclusion that most planetary systems look nothing like our own. A challenging next
step is to find planets as small as the Earth in orbit around stars like the Sun. The architecture of planetary
systems reflects the formation of the parent star and its protoplanetary disk, and how these have changed with
time. This course will review the techniques for discovery of planets around other stars, what we have learned
so far about exoplanetary systems, and the driving questions for the future, including the quest for habitable
environments elsewhere. Although quantitative analysis will be an important part of the course, students will
not be expected to employ mathematics beyond algebra. (L)
Instructor(s): L. Rogers Terms Offered: Spring
Prerequisite(s): PHSC 10800, PHSC 10100, PHSC 12700 or PHSC 12710 must be taken before PHSC 12720 to form
an approved sequence that will satisfy the PHSC general education requirement. If PHSC 12720 is to be taken as
an elective, the prerequisite is recommended but not required.
Note(s): Approved Sequences Warning! PHSC 12720 can only be combined as follows to form an approved PHSC
sequence: PHSC 12700-12720, PHSC 12710-12720, PHSC 10800-12720 or PHSC 10100-12720.
Equivalent Course(s): PHSC 12720
ASTR 18100. The Milky Way. 100 Units.
Within a largely empty universe, we live in a vast stellar “island” that we call the Milky Way. As we survey the stellar and interstellar components of the Milky Way—the distribution and motions of stars and interstellar gas, and how these dynamic, ever-changing components interact with each other during their life cycles inside the Milky Way—we will follow the path of ancient astronomers, wonder at their mistakes and prejudices, and form our own understanding.
Instructor(s): N. Gnedin 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 provides a comprehensive introduction to modern cosmology for students wishing to delve deeper into the subject than PHSC 12620 (which is not a prerequisite) but at a similar mathematical level. It will discuss how the fundamental laws of physics allow us to understand the origin, evolution, and large-scale structure of the universe. After a brief review of the history of cosmology, the course will cover the expansion of the universe, Newtonian cosmology, Einstein's Special and General Relativity, black holes, dark matter, dark energy, the Cosmic Microwave Background radiation, Big Bang nucleosynthesis, the early universe, primordial inflation, the origin and evolution of large-scale structure in the universe, and cosmic surveys that are probing inflation and cosmic acceleration.
Instructor(s): Josh Frieman Terms Offered: 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 18800. Philosophical Problems in Cosmology. 100 Units.
In this course, we will undertake a comparison of the philosophical underpinnings of the Aristotelian and Copernican cosmologies, including a comparison of mechanistic and teleological approaches to the natural world. The epistemological foundations of the scientific method, in particular as applied to cosmology (from Galileo to the modern context) will be examined, as will positivist vs. realistic outlooks on cosmology. (For example, what does science say—or not say—about the inside of a black hole, or the space beyond the Hubble horizon?) We will ponder questions such as: Do the epistemological foundations of science require us to be able to repeat relevant experiments? If so, does this disqualify cosmology as a science? If not, why? Might our universe be part of a computer simulation? What information could possibly convince us that this is true or false?
Instructor(s): Dan Hooper Terms Offered: Spring
Prerequisite(s): Any two-course 10000-level general education sequence in chemistry, geophysical sciences, physical sciences, or physics.
Equivalent Course(s): PHSC 18800

ASTR 21200. Observational Techniques. 100 Units.
This course will prepare students in methods that will be used in their independent research by introducing observation and analysis techniques in a field of astrophysics chosen by the instructor. Students will learn basics of astronomical instrumentation and will apply that knowledge in a practical context (for example, using an on-campus telescope or telescopes controlled robotically from campus). The process of data reduction and calibration will be illustrated, leading to the extraction of scientifically meaningful results.
Instructor(s): Doyal A. Harper Terms Offered: Spring
Prerequisite(s): PHYS 15400 or by consent of instructor.

ASTR 21300. Origin and Evolution of the Solar System. 100 Units.
This course will explore the formation and evolution of the Solar System, from the collapse of the natal molecular cloud core to the orbital restructuring of the planets. Topics to be covered include: structure and evolution of the solar nebula, dust dynamics in the solar nebula and the formation of planetesimals, accretion of the terrestrial planets, giant planet formation and migration, and meteorites and the historical record of the Solar System they preserve. (L)
Instructor(s): F. Ciesla Terms Offered: Winter
Prerequisite(s): At least one year of physics or chemistry and an understanding of multivariate calculus.
Note(s): This course is offered in alternate years.
Equivalent Course(s): GEOS 32000, GEOS 22000
ASTR 23900. The Physics of Galaxies. 100 Units.
This course will provide a comprehensive introduction to galaxies and the interstellar medium and will examine the physical processes involved in their structure and evolution. Topics will include the stellar content of galaxies and the dynamics of stars within galaxies, the physical state of the interstellar medium, central supermassive black holes and power generation in active galactic nuclei, what can be learned about the distribution of mass from gravitational lensing, and processes that shape the relative distributions of dark matter and baryonic matter.
Instructor(s): Hsiao-Wen Chen
Terms Offered: Autumn
Prerequisite(s): PHYS 15400

ASTR 24100. The Physics of Stars. 100 Units.
This course develops the physical theory of the internal structure of stars and how their structure changes with time. The material illustrates how to build model stars based on these physical principles and covers observational constraints on these models, such as the neutrino flux from the core of the Sun. Topics include supernovae and the end states of stars—white dwarfs, neutron stars, and black holes.
Instructor(s): Robert Rosner
Terms Offered: Winter
Prerequisite(s): PHYS 15400

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): Staff
Terms Offered: TBD. Not offered in 2017-18
Prerequisite(s): Students taking the Specialization in Astrophysics who have completed ASTR 24100 may substitute ASTR 23900, ASTR 24300, ASTR 25400 or ASTR 28200 to complete their minimum two-course requirement.

ASTR 24300. Cosmological Physics. 100 Units.
This course will provide a comprehensive introduction to the principal topics in cosmology, including theoretical and observational foundations. Key topics will include the expansion of the Universe, dark matter and energy, cosmic microwave background, hot Big Bang, and the origin and evolution of structure.
Instructor(s): Wayne Hu
Terms Offered: Spring
Prerequisite(s): PHYS 15400

ASTR 25400. Radiation Processes in Astrophysics. 100 Units.
Most of what we know about the Universe comes from detection of electromagnetic radiation emitted by individual sources or by diffuse media. Once we understand the processes by which the radiation was created and the processes by which the radiation is scattered or modified as it passes through matter, we can address the physical nature of the sources. The physics of radiation processes includes electricity and magnetism; quantum mechanics and atomic and nuclear structure; statistical mechanics; and special relativity.
Instructor(s): Damiano Caprioli
Terms Offered: Autumn
Prerequisite(s): PHYS 15400

ASTR 25800. Astrophysics of Exoplanets. 100 Units.
Extrasolar planets, a.k.a. exoplanets, are planets orbiting other stars. First definitively detected in the mid 1990s, the planet count has rapidly expanded and their physical characterization has sharpened with improved observational techniques. Theoretical studies of planetary formation and evolution are now attempting to understand this statistical sample. The field also aspires to address questions about life in the universe. This course emphasizes hands-on activities, like working with real astronomical data to find and characterize exoplanets. Topics are the radial velocity, transit, and other discovery and characterization techniques; statistical distributions of known planets; comparisons among planet structure and planetary system types; formation in a protoplanetary disk and subsequent dynamical evolution; the goal of finding life on an exoplanet; colonization of exoplanets; and the Fermi paradox.
Instructor(s): Dan Fabrycky
Terms Offered: TBD
Prerequisite(s): PHYS 15400, or consent of instructor. Recommended for third- and fourth-year students majoring in Physics or the Geophysical Sciences, or students who have completed two quarters of Calculus.

ASTR 28200. Current Topics in Astrophysics. 100 Units.
This advanced course presents the forefront research and interests of a member of the Astronomy & Astrophysics faculty, with instructors and topics changing annually.
Instructor(s): Erik Shirokoff
Terms Offered: Winter
Prerequisite(s): PHYS 15400. Recommended for third- and fourth-year students majoring in Physics or the Geophysical Sciences, or students who have completed two quarters of Calculus.
ASTR 29700. Participation in Research. 100 Units.
Students are assigned to work in the research group of a member of the faculty. Participation in research may take the form of independent work on a small project or assistance to an advanced graduate student or faculty member in his or her research.
Instructor(s): R. Kron
Terms Offered: Autumn, Spring, Winter
Prerequisite(s): Third- or fourth-year standing and consent of instructor and departmental counselor.
Note(s): Students must arrange with instructor in advance of the start of the term. Students are required to submit the College Reading and Research Course Form. Available for either quality grades or for P/F grading. Students may register for this course for as many quarters as they wish; they need not work with the same faculty member each time.
**BIOLOGICAL CHEMISTRY**

Department Website: http://chemistry.uchicago.edu/kb

**PROGRAM OF STUDY**

The Department of Chemistry, in conjunction with the Department of Biochemistry and Molecular Biology (BCMB) in the Division of the Biological Sciences, offers a BS degree in Biological Chemistry. The program is designed to prepare students to enter a variety of interdisciplinary fields in biochemical and biophysical sciences. Undergraduate research is strongly encouraged. By combining resources of both departments, students in this program are given the opportunity to study chemistry and physics of macromolecules, mechanisms of actions of enzymes and hormones, molecular and cellular biology, biotechnology, and other related fields.

**SUMMARY OF REQUIREMENTS**

**GENERAL EDUCATION**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Units</th>
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<tbody>
<tr>
<td>CHEM 11100-11200</td>
<td>Comprehensive General Chemistry I-II</td>
<td>200</td>
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<tr>
<td>One of the following sequences:</td>
<td></td>
<td></td>
</tr>
<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>
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</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**

One of the following: *‡*

<table>
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<tr>
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<tbody>
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<td>CHEM 12300</td>
<td>Honors General Chemistry III</td>
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<td>MATH 16300</td>
<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 grade of A- or higher)</td>
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<td>MATH 20000-20100</td>
<td>Mathematical Methods for Physical Sciences I-II</td>
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<tr>
<td>CHEM 20100</td>
<td>Inorganic Chemistry I</td>
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</tr>
<tr>
<td>PHYS 12100-12200-12300</td>
<td>General Physics I-II-III (or higher)</td>
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One of the following sequences: 300

<table>
<thead>
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<tr>
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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>
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<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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<tr>
<td>One of the following:</td>
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<tr>
<td>CHEM 20200</td>
<td>Inorganic Chemistry II</td>
<td></td>
</tr>
<tr>
<td>CHEM 23300</td>
<td>Organic Chemistry of Proteins</td>
<td></td>
</tr>
<tr>
<td>CHEM 26300</td>
<td>Chemical Kinetics and Dynamics</td>
<td></td>
</tr>
<tr>
<td>One appropriate 20000-level course in Biology (under the category Advanced-Level Courses) §</td>
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<tr>
<td>BIOS 20200</td>
<td>Introduction to Biochemistry</td>
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<tr>
<td>BIOS 21317</td>
<td>Topics in Biological Chemistry</td>
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</tr>
<tr>
<td>One approved 30000-level biochemistry or chemistry course §</td>
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</tbody>
</table>

Total Units 1900

† Credit may be granted by examination.
‡ CHEM 10100-10200 Introductory General Chemistry I-II and CHEM 12100-12200 Honors General Chemistry I-II also satisfy this requirement. Enrollment into a particular sequence is based on chemistry placement or AP score.
* See Advanced Placement and Accreditation Examinations sections of this catalog. **Note that no credit is given for IB chemistry.**

Chemistry and Biological Chemistry majors can take these courses without the Biological Sciences prerequisites (BIOS 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.

§ These courses must be chosen in consultation with the departmental counselor; their approval must be conveyed to the student's College adviser for proper documentation.

NOTE: The three-quarter sequence MATH 20300-20400-20500 Analysis in Rn I-II-III may be substituted for MATH 20000 Mathematical Methods for Physical Sciences I; please note that MATH 20250 Abstract Linear Algebra or STAT 24300 Numerical Linear Algebra is a prerequisite for MATH 20400. MATH 27300 Basic Theory of Ordinary Differential Equations may be substituted for MATH 20100 Mathematical Methods for Physical Sciences II. MATH 19620 Linear Algebra is recommended for Biological Chemistry majors who plan to pursue advanced study in physical chemistry.

ADVANCED PLACEMENT

Students who earn a score of 5 on the AP test in chemistry are given credit for CHEM 11100 Comprehensive General Chemistry I. Students with CHEM 11100 Comprehensive General Chemistry I credit may join CHEM 11200 Comprehensive General Chemistry II in the Winter Quarter. A score of 5 on the AP exam also permits students to take CHEM 12100-12200-12300 Honors General Chemistry I-II-III; students may opt to begin with CHEM 12100 Honors General Chemistry I in the Autumn Quarter or CHEM 12200 Honors General Chemistry II in the Winter Quarter. Students who complete the first quarter of Comprehensive General Chemistry or Honors General Chemistry forgo the AP credit. Note that no credit is given for IB chemistry.

ACCREDITATION

The Department of Chemistry also administers accreditation examinations for CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III to entering College students. Only incoming first-year and transfer students are eligible to take these examinations, which are offered at the beginning of Autumn Quarter. Students may receive credit on the basis of their performance on accreditation examinations.

GRADING

Students majoring in biochemistry must earn 1) a major GPA of 2.0 or higher and 2) a C- or higher in all courses required by the Biochemistry major, including those courses counting toward general education requirements in the mathematical, biological, and physical sciences. Nonmajors may take chemistry courses on a P/F basis; only grades of C- or higher constitute passing work.

HONORS AND UNDERGRADUATE RESEARCH

By their third year, students majoring in Biological Chemistry are strongly encouraged to participate in research with a faculty member. For more information on research opportunities and honors in Biological Chemistry, visit chemistry.uchicago.edu/undergraduate-chemistry-major-and-research.

Excellent students who pursue a substantive research project with a faculty member in the Department of Chemistry or the Department of Biochemistry and Molecular Biology should plan to submit an honors thesis based on their work. Students usually begin this research program during their third year, and they continue their research activities through the following summer and their fourth year. To be considered for honors, students are expected to complete their arrangements with the departmental counselor before the end of their third year and to register for one quarter of CHEM 29900 Advanced Research in Chemistry or one year of CHEM 29600 Research in Chemistry during their third or fourth years.

A BS with honors in Biological Chemistry requires students to write a creditable honors paper describing their research. The paper must be approved by the program advisers in the Department of Chemistry and the Department of Biochemistry and Molecular Biology, and it must be submitted before the deadline established by the department. In addition, an oral presentation of the research is required.

To earn a BS degree with honors in Biological Chemistry, students must also have an overall GPA of 3.0 or higher.

JOINT DEGREE PROGRAM

A four-year joint degree program leading to a concurrent award of the BS in Biological Chemistry and the MS in Chemistry is available for a select group of students who have achieved advanced standing through their performance on placement or on accreditation examinations. Special programs are developed for such students. For more information, consult Ka Yee Lee at kayeelee@uchicago.edu and Vera Dragisich at
vdragisi@uchicago.edu in the Chemistry Department, and Pete Segall at psegall@uchicago.edu in the College advising office.
2017-2018 The College  89

Biological Sciences

Department Website: http://bscd.uchicago.edu

Beginning in 2017 the timing of the Fundamentals sequence is shifted forward from previous years, meaning that incoming students in 2017 will have the opportunity to begin their major studies in their first year. In 2018, BIOS 20186 will be offered in Spring and BIOS 20187 will be taught in the Autumn. BIOS 20189 moves to Winter in 2019 and BIOS 20190 in moves to Spring 2019. The timing of BIOS 20188 and BIOS 20191 are unchanged.

For rising second year students who completed BIOS 20150 and BIOS 20151 or 20152 in Spring of 2017, a legacy sequence will be taught in 2017-18 ONLY, maintaining the previous timing of the Fundamentals sequence. BIOS 20186 will be taught in Autumn 2017, BIOS 20187 will be taught in Winter 2018, and BIOS 20189 will be in Spring 2018. After Autumn 2017, BIOS 20190 will not be taught again until Spring 2019.

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. a two-quarter general education sequence for non-majors; or
2. The Pre-Med Sequence for non-science majors (described below, the first two courses of BIOS 20170 through BIOS 20175); or
3. BIOS 20150 How Can 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 4 or 5 on the AP biology test who complete the first three quarters of an Advanced Biology Fundamentals Sequence will be awarded a total of two quarters of credit to be counted toward the general education requirement 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 include the following: (1) The Advanced Biology sequence is designed for first-year students who have achieved a score of 4 or 5 on the Advanced Placement Biology test and are primarily interested in pursuing a research career. (2) The Track A (Section 1) and B (Section 2) 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. At the completion of the first three quarters of a Fundamentals sequence students begin taking the upper-level advanced elective courses and may start a specialization.

General Education Courses for Biological Sciences Majors

To prepare for more advanced work in the biological sciences, students must take the following to satisfy general education requirements:

**PHYSICAL SCIENCES.** One of the following sequences: 200

CHEM 10100 & CHEM 10200
Introductory General Chemistry I and Introductory General Chemistry II (or equivalent)

CHEM 11100-11200
Comprehensive General Chemistry I-II

**MATHEMATICAL SCIENCES.** One of the following sequences: 200

MATH 13100-13200
Introductory Calculus I-II (or higher)

MATH 15100-15200
Calculus I-II

MATH 16100-16200
Honors Calculus I-II

**BIOLOGICAL SCIENCES.** One of the following: 200

BIOS 20150 & BIOS 20151
How Can We Understand the Biosphere? and Introduction to Quantitative Modeling in Biology (Basic)

BIOS 20150 & BIOS 20152
How Can We Understand the Biosphere? and Introduction to Quantitative Modeling in Biology (Advanced)

Total Units 600

Students with a score of 4 or 5 on the AP biology test may use their AP credit to meet the general education requirement for the biological sciences if the first three quarters of the Advanced Biology sequence are completed.

**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, or equivalent); 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 Fundamentals of Cell and Molecular Biology (Section 1), BIOS 20187 Fundamentals of Genetics (Section 1), BIOS 20188 Fundamentals of Physiology, and BIOS 20190 Principles of Developmental Biology;

Track B includes BIOS 20186 Fundamentals of Cell and Molecular Biology (Section 2), BIOS 20187 Fundamentals of Genetics (Section 2), BIOS 20189 Fundamentals of Developmental Biology, and BIOS 20191 Integrative Physiology or BIOS 20242 Principles of Physiology;

Track C (Life, Ecosystems, and Evolution) includes BIOS 20186 Fundamentals of Cell and Molecular Biology, BIOS 20187 Fundamentals of Genetics, BIOS 20198 Biodiversity, and BIOS 20196 Ecology and Conservation;

the Advanced Biology Fundamentals sequence (open only to first-year students who have scored a 4 or 5 on the AP Biology exam), which includes BIOS 20234 Molecular Biology of the Cell, BIOS 20235 Biological Systems, BIOS 20236 Biological Dynamics, and BIOS 20242 Principles of Physiology), makes up the final track.

Students who do not enter the Advanced Biology sequence must complete BIOS 20150 How Can We Understand the Biosphere? in Winter Quarter and BIOS 20151 Introduction to Quantitative Modeling in Biology (Basic) or BIOS 20152 Introduction to Quantitative Modeling in Biology (Advanced) in Winter or Spring Quarter of their first year. (These two courses fulfill the general education requirement in the biological sciences.)

**NOTE FOR THE 2017–18 ACADEMIC YEAR AND BEYOND**

Beginning in 2017 the timing of the Fundamentals sequence is shifted forward from previous years, meaning that incoming students in 2017 will have the opportunity to begin their major studies in their first year.

For rising second years who completed BIOS 20150 and BIOS 20151 or 20152 in Spring of 2017, a legacy sequence will be taught in 2017-18 ONLY, maintaining the previous timing of the Fundamentals sequence. BIOS 20186
will be taught in Autumn 2017, BIOS 20187 will be taught in Winter 2018, and BIOS 20189 will be in Spring 2018. After Autumn 2017, BIOS 20190 will not be taught again until Spring 2019.

*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 Advanced Biology 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 Advanced Biology sequence also register for BIOS 20200 Introduction to Biochemistry plus five additional 20242 to 28000-level and above courses in Biological Sciences. Track C also requires five additional 20242 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 00199 Undergraduate Research, BIOS 00206 Readings: Biology, and BIOS 00299 Advanced Research: Biological Sciences may not be used to meet requirements for the biological sciences 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 Advanced Biology and Tracks A, B, and C

GENERAL EDUCATION

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<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
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<tr>
<td>One of the following CHEM sequences (or equivalent):</td>
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</tr>
<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</td>
</tr>
<tr>
<td>One of the following MATH sequences:</td>
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</tr>
<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>
<tr>
<td>One of the following BIOS sequences:</td>
<td>200</td>
</tr>
<tr>
<td>BIOS 20150 &amp; BIOS 20151</td>
<td>How Can We Understand the Biosphere? and Introduction to Quantitative Modeling in Biology (Basic)</td>
</tr>
<tr>
<td>BIOS 20150 &amp; BIOS 20152</td>
<td>How Can We Understand the Biosphere? and Introduction to Quantitative Modeling in Biology (Advanced)</td>
</tr>
<tr>
<td>Completion of the three-quarter Advanced Biology sequence</td>
<td>600</td>
</tr>
<tr>
<td>Total Units</td>
<td>600</td>
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</table>

* Open only to students with a 4 or 5 on the AP Biology test. Upon completion of the first three quarters 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.

Summary of Major Requirements: Advanced Biology*

MAJOR

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CHEM 11300</td>
<td>Comprehensive General Chemistry III (or equivalent)</td>
</tr>
<tr>
<td>PHYS 12100-12200</td>
<td>General Physics I-II (or higher)</td>
</tr>
<tr>
<td>One of the following:</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 26210</td>
<td>Mathematical Methods for Biological Sciences I</td>
</tr>
<tr>
<td>PHYS 12300</td>
<td>General Physics III (or higher)</td>
</tr>
<tr>
<td>STAT 22000</td>
<td>Statistical Methods and Applications (or higher, or petition BSCD for replacement)</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 20234</td>
<td>Molecular Biology of the Cell</td>
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</tr>
<tr>
<td>BIOS 20235</td>
<td>Biological Systems</td>
<td>100</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>
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<tr>
<td>BIOS 20242</td>
<td>Principles of Physiology</td>
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<td>Five courses above BIOS 20242 in Biological Sciences</td>
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One of the following sequences:

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<th>Sequence</th>
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<td>CHEM 22000-22100 Organic Chemistry I-II</td>
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</tr>
<tr>
<td></td>
<td>CHEM 23000-23100 Honors Organic Chemistry I-II</td>
<td>200</td>
</tr>
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</table>

**Total Units** 1600

* Open only to students with a 4 or 5 on the AP Biology test. Upon completion of the first three quarters 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.

### Summary of Major Requirements: Track A

**MAJOR**

<table>
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<th>Course Title</th>
<th>Units</th>
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<tr>
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<td>Comprehensive General Chemistry III (or equivalent) §</td>
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</tr>
<tr>
<td>PHYS 12100-12200</td>
<td>General Physics I-II (or higher) §</td>
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One of the following:

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<tr>
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<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>BIOS 26210</td>
<td>Mathematical Methods for Biological Sciences I</td>
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</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>
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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>
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</tr>
<tr>
<td>BIOS 20187</td>
<td>Fundamentals of Genetics</td>
<td>100</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 20242 in Biological Sciences</td>
<td>500</td>
</tr>
</tbody>
</table>

**Total Units** 1600

§ Credit may be granted by examination.

### Summary of Major Requirements: Track B

**MAJOR**

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<tr>
<td>CHEM 11300</td>
<td>Comprehensive General Chemistry III (or higher) §</td>
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</tr>
<tr>
<td>PHYS 12100-12200</td>
<td>General Physics I-II (or higher) §</td>
<td>200</td>
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One of the following:

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>BIOS 26210</td>
<td>Mathematical Methods for Biological Sciences I</td>
<td>100</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></td>
<td>AND</td>
<td></td>
</tr>
<tr>
<td>BIOS 20191</td>
<td>Integrative Physiology</td>
<td>100</td>
</tr>
<tr>
<td>or BIOS 20242</td>
<td>Principles of Physiology</td>
<td></td>
</tr>
</tbody>
</table>

Five courses above BIOS 20242 in Biological Sciences 500
One of the following sequences: 200

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 22000-22100</td>
<td>Organic Chemistry I-II</td>
</tr>
<tr>
<td>CHEM 23000-23100</td>
<td>Honors Organic Chemistry I-II</td>
</tr>
</tbody>
</table>

**Total Units** 1600

§ Credit may be granted by examination.

Summary of Major Requirements: Track C

MAJOR

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 11300</td>
<td>Comprehensive General Chemistry III (or equivalent) §</td>
</tr>
</tbody>
</table>

One of the following two-quarter sequences: 200

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 22000-22100</td>
<td>Organic Chemistry I-II</td>
</tr>
<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: 100

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 26210</td>
<td>Mathematical Methods for Biological Sciences I</td>
</tr>
<tr>
<td>PHYS 12300</td>
<td>General Physics III (or higher) §</td>
</tr>
<tr>
<td>STAT 22000</td>
<td>Statistical Methods and Applications (or higher) §</td>
</tr>
</tbody>
</table>

All of the following: 300

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 20186</td>
<td>Fundamentals of Cell and Molecular Biology</td>
</tr>
<tr>
<td>BIOS 20187</td>
<td>Fundamentals of Genetics (Variant BB)</td>
</tr>
<tr>
<td>BIOS 20198</td>
<td>Biodiversity</td>
</tr>
<tr>
<td>BIOS 20196</td>
<td>Ecology and Conservation</td>
</tr>
<tr>
<td>Three additional quantitative courses (<a href="http://bscd.uchicago.edu/page/quantitative-courses">http://bscd.uchicago.edu/page/quantitative-courses</a>)</td>
<td>300</td>
</tr>
<tr>
<td>Five courses above BIOS 20242 in Biological Sciences</td>
<td>500</td>
</tr>
</tbody>
</table>

**Total Units** 1600

§ Credit may be granted by examination.

**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 general elective 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/content/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-biology 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 of the sequence, and BIOS 20173 Perspectives of Human Physiology must be taken in the Autumn Quarter of the second year of the sequence. The courses in this sequence cannot be applied toward a major in Biological Sciences. Students who complete this sequence are, however, eligible for the Biological Sciences minor. These students must combine the sequence with four upper-level Biological Sciences courses to complete the requirement for the minor. (Please review the section on the Minor Program in the Biological Sciences for additional relevant information.)

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. All courses must be taken for a quality grade in order to count towards a 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 first three quarters of a Biological Sciences Fundamentals Sequence.

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 Code</th>
<th>Course 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 third or fourth year, having successfully completed BIOS 25108 and BIOS 25308 above, and started work in their chosen research laboratory.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 25310</td>
<td>Pharmacogenomics: Discovery and Implementation</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 25327</td>
<td>Health Disparities in Breast Cancer</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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 22200</td>
<td>Organic Chemistry III</td>
<td>100</td>
</tr>
<tr>
<td>CHEM 23200</td>
<td>Honors Organic Chemistry III</td>
<td></td>
</tr>
<tr>
<td>Three of the following:*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOS 21207</td>
<td>Cell Biology</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 21236</td>
<td>Genetics of Model Organisms</td>
<td></td>
</tr>
</tbody>
</table>
BIOS 21237  Developmental Mechanisms
BIOS 23299  Plant Development and Molecular Genetics
BIOS 21208  Fundamentals of Molecular Biology

Total Units  400

* If students choose a developmental course, they must choose between BIOS 21237 or BIOS 23299.

**Laboratory Research**

Completion of an independent research project is required under the guidance of a faculty mentor/adviser that either:

1. Qualifies as a senior honors project; or
2. Is approved by the director of the specialization and the student's research adviser.

The specialization in cellular and molecular biology is administered by the Department of Molecular Genetics and Cell Biology. The director of this specialization is TBA.

**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 Statistical Methods and Applications or higher) or other quantitative approaches relevant to their research plans (BIOS 26210 Mathematical Methods for Biological Sciences I and BIOS 26211 Mathematical Methods for Biological Sciences II recommended). These courses can count toward the quantitative requirements for Track C. (bscd.uchicago.edu/page/quantitative-courses)

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, 773.834.0071, cpfister@uchicago.edu) or the BSCD Ecology and Evolution adviser (Chris Andrews, 773.702.1214, candrews@uchicago.edu).

**Laboratory or Field Research**

Students specializing in Ecology and Evolution must perform original research under the guidance of a member of the ecology and evolution faculty and write a senior thesis based on this research. The research paper draft should be submitted before the end of fifth week in Spring Quarter, with the final thesis due in eighth week. NOTE: Students must complete field research by the end of the growing season (summer) of their third year.

The specialization in ecology and evolution is administered by the Department of Ecology and Evolution. For more information, please consult the director of the specialization, Cathy Pfister (773.834.0071, cpfister@uchicago.edu).

**SPECIALIZATION IN ENDOCRINOLOGY**

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</th>
<th>Title</th>
<th>Units</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>
</tbody>
</table>
The specialization in endocrinology is administered by the Section of Endocrinology, Diabetes and Metabolism, 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 the five courses from the categories listed 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 Vincent Lynch (vjlynch@uchicago.edu) if you would like to request approval for any non-listed course with significant genetics content to satisfy this requirement.

<table>
<thead>
<tr>
<th>Category</th>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of the following:</td>
<td>BIOS 20187</td>
<td>Fundamentals of Genetics</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>BIOS 20235</td>
<td>Biological Systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>STAT 22000</td>
<td>Statistical Methods and Applications (or higher)</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>BIOS 21306</td>
<td>Human Genetics and Evolution</td>
<td>100</td>
</tr>
</tbody>
</table>

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 21236</td>
<td>Genetics of Model Organisms (Autumn)</td>
</tr>
<tr>
<td>BIOS 21306</td>
<td>Human Genetics and Evolution</td>
</tr>
<tr>
<td>BIOS 23258</td>
<td>Molecular Evolution I: Fundamentals and Principles (Winter)</td>
</tr>
</tbody>
</table>

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 21216</td>
<td>Intro Statistical Genetics (Winter)</td>
</tr>
<tr>
<td>BIOS 21229</td>
<td>Genome Informatics: How Cells Reorganize Genomes (Winter)</td>
</tr>
<tr>
<td>BIOS 21237</td>
<td>Developmental Mechanisms (Winter)</td>
</tr>
<tr>
<td>BIOS 23299</td>
<td>Plant Development and Molecular Genetics (Spring)</td>
</tr>
<tr>
<td>BIOS 25216</td>
<td>Molecular Basis of Bacterial Diseases (Winter)</td>
</tr>
<tr>
<td>BIOS 25287</td>
<td>Introduction to Virology (Spring)</td>
</tr>
<tr>
<td>BIOS 28407</td>
<td>Genomics and Systems Biology (Spring)</td>
</tr>
</tbody>
</table>

**Total Units**

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>500</td>
</tr>
</tbody>
</table>

**Laboratory Research**

The specialization in genetics is administered by the Committee on Genetics. Consult Vincent Lynch (773.834.1326, vjlynch@uchicago.edu) for more information.

**SPECIALIZATION IN GLOBAL HEALTH SCIENCES**

Students majoring in biological sciences who complete the following requirements will be recognized as having completed a specialization in global health sciences. Note that this specialization fulfills two upper-level elective requirements in the biological sciences major, and students must take three additional upper-level electives to complete the major.

Students register for the three required courses listed below: BIOS 27810 and BIOS 27811 qualify as upper-level electives in the biological sciences major, and BIOS 29812 qualifies as a general elective in the College. There are two ways to complete this specialization:

1. **On campus:** Offered every other year, as a yearlong sequence beginning Autumn 2016, or
2. **At the University of Chicago Center in Paris:** Offered every other year during Winter Quarter in even years. See http://study-abroad.uchicago.edu/programs/paris-global-health.

Additional courses may be available but are not required. These courses should be identified in consultation with the director of the specialization, Dr. Sola Olopade (solopade@bsd.uchicago.edu (solopade@bsd.uchicago.edu)).

**Courses**

Students are required to take the following three courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 27810</td>
<td>Global Health Seminar I (Summer)</td>
</tr>
<tr>
<td>BIOS 27811</td>
<td>Global Health Seminar II (Summer)</td>
</tr>
<tr>
<td>BIOS 29812</td>
<td>Global Health Elective (Fall, Spring)</td>
</tr>
</tbody>
</table>
BIOS 27810 Epidemiology & Population Health: Global Health Sciences I 100
Offered Autumn Quarter every year on campus; Winter Quarter in Paris as part of Study Abroad, beginning 2018 and every other year thereafter

BIOS 27811 Microbiology: Global Health Sciences II 100
Offered Winter Quarter on campus beginning 2017 and every other year thereafter; Winter Quarter in Paris as part of Study Abroad, beginning 2018 and every other year thereafter

BIOS 29812 Bio/Social Determinants of Health: Global Health Sciences III 100
Offered Spring Quarter every other year on campus beginning 2017; Winter Quarter in Paris as part of Study Abroad, beginning 2018 and every other year thereafter. This course may not be counted toward the Biological Sciences major.

Total Units 300

Thesis Option
For students interested in a career in the area of Global Health, a thesis is recommended and should be arranged with the director of the specialization during the Spring Quarter of their third year. The thesis may be either a report on an original research project conducted under the direction of a faculty mentor or an original review of a current area of interest in the literature and must be approved by the director of the specialization.

For more information, students should consult with Dr. Sola Olopade (solopade@bsd.uchicago.edu).

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:

BIOS 25256 Immunobiology (Autumn) 100
BIOS 25258 Immunopathology (Winter) 100
BIOS 25266 Molecular Immunology (Spring) 100

The following is an elective course:

BIOS 25260 Host Pathogen Interactions (Autumn) 100

For more information, students should consult with Bana Jabri, Department of Pathology and the Committee on Immunobiology (773.834.8670, bjabri@bsd.uchicago.edu).

Accelerated Program in Immunology
The University of Chicago Graduate Program in Immunology permits undergraduate students who have demonstrated outstanding potential for graduate studies in biology to begin graduate school during their fourth year in the College. This is a competitive merit-award program.

Because of the accelerated nature of the curriculum, applicants must have outstanding academic credentials (i.e., GPA typically in the range of 3.7 and GRE scores typically not less than 1400). Eligible students also have a clear understanding of their motivation for immunology. Laboratory experience is not mandatory but highly encouraged.

Candidates will apply to the Graduate Program in Immunology at the University of Chicago during their third year in the College. Eligible students must have completed thirty-three credits (of the forty-two required for a degree in the College) by the end of their third year. These thirty-three credits must include all fifteen general education requirements and one-half of the requirements for their major.

For further information, contact Bana Jabri, Department of Pathology and the Committee on Immunobiology (773.834.8670, bjabri@bsd.uchicago.edu).

Specialization in Microbiology
Students majoring in biological sciences who complete three courses on the list that follows will be recognized as having completed a specialization in microbiology.

Students should preferentially register for BIOS 25206 Fundamentals of Bacterial Physiology, BIOS 25216 Molecular Basis of Bacterial Diseases, and BIOS 25287 Introduction to Virology.

With prior approval from the specialization chair, Dominique Missiakas (dmissiak@bsd.uchicago.edu), (dmissiak@bsd.uchicago.edu), students may substitute BIOS 25206 and BIOS 25216 for the two elective courses GEOS 26650 Environmental Microbiology and BIOS 27811 Microbiology: Global Health Sciences II respectively. The elective courses are also available to students who wish to pursue additional studies in microbiology.

Students are encouraged to begin this sequence in Autumn Quarter of their third year, carry out individual guided research, participate in the honors research program, and attend the Microbiology Seminar series (https://
Students who elect to specialize should consult Dominique Missiakas (dmissiak@bsd.uchicago.edu) for advice on the choice of courses and identification of a laboratory to carry out research projects in microbiology.

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>
<tr>
<td>Total Units</td>
<td></td>
<td>300</td>
</tr>
</tbody>
</table>

**ELECTIVES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 27811</td>
<td>Microbiology: Global Health Sciences II (Winter)</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 26650</td>
<td>Environmental Microbiology (Autumn)</td>
<td>100</td>
</tr>
</tbody>
</table>

**SPECIALIZATION IN NEUROSCIENCE**

Beginning with the entering class of Autumn 2017, the Specialization in Neuroscience will no longer be available. Rising second-, third-, and fourth-years who still wish to complete the specialization should contact Megan McNulty (mmcnulty@uchicago.edu) for guidance regarding course selection.

**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 an adviser who is on the BSD research faculty. 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) or Megan McNulty (mmcnulty@uchicago.edu). Details of the BS degree and a timeline for completion of requirements are provided on the BSCD website at https://bscd.uchicago.edu/page/bs-biological-sciences.

**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 and MATH 13100 Elementary Functions and Calculus I and MATH 13200 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 How Can We Understand the Biosphere? and BIOS 20151 Introduction to Quantitative Modeling in Biology (Basic) or (BIOS 20152 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.

Students who complete the pre-med sequence for non-majors (BIOS 20170s) are also eligible for the Biological Sciences minor. BIOS 20170 Microbial and Human Cell Biology and BIOS 20171 Human Genetics
and Developmental Biology satisfy the general education requirement in biology; BIOS 20172 Mathematical Modeling for Pre-Med Students, BIOS 20173 Perspectives of Human Physiology and BIOS 20175 Biochemistry and Metabolism satisfy the fundamentals requirement. These students must follow up the 20170s with 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. All courses for the minor must be taken for quality grades.

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 one of the senior advisers, contact Christine Andrews (candrews@uchicago.edu) or Megan McNulty (mmcnulty@uchicago.edu).

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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 Computational Neuroscience in this catalog or neuroscience.uchicago.edu/undergraduate.

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 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 24408</td>
<td>Modeling and Signal Analysis for Neuroscientists</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>Total Units</td>
<td></td>
<td>500</td>
</tr>
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* Autumn and Winter Quarters of the Mathematical Methods for Biological Sciences sequence

Students who elect the minor program are required to meet with the faculty adviser for Computational Neuroscience (Stephanie Palmer) 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. All courses for the minor must be taken for quality grades.

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.

September Courses at Marine Biological Laboratory

The College offers three courses in September 2017 at the Marine Biological Laboratory (MBL) in Woods Hole, Massachusetts. These intensive, three-week-long courses are designed for students with a strong interest in research in the sciences. All are taught by University of Chicago and MBL faculty, and take advantage of both the unique research strengths and the natural environmental resources found at MBL. The courses will each meet 5–6 days/week, 8 hours per day, with lecture in the mornings and lab or fieldwork in the afternoons. Students may only enroll in one course. Classes are small (12–15 students maximum), and the teaching environment will allow extensive contact with the instructors. The course topics cross several disciplines; students in such majors as
Biological Sciences, Neuroscience, Computer Science, Physics, Mathematics, Molecular Engineering, Geophysical Sciences, Environmental Science, and Chemistry are particularly encouraged to consider these opportunities.

Each course carries 100 units of credit. All courses count as upper-level electives for Biological Sciences majors; for students in other majors, the courses can be used as Biology Topics courses to fulfill the second quarter of the general education requirement in biology. Descriptions for BIOS 27720 Microbiomes Across Environments, BIOS 27721 Observing Proteins in Action: How to Design and Build Your Own, and BIOS 27722 Marine Invertebrates of Woods Hole: Ecology/Diversity/Function can be found in the General Courses section of this page.

Students register for a September MBL course as part of their Autumn Quarter course load. The courses will take place from September 2 through September 22, 2017. This will allow students to return to campus in time for the remainder of the Autumn Quarter. Since the courses at MBL are considered part of Autumn Quarter, students who participate in the program will take either 200 or 300 units of credit for the rest of the quarter. This is something applicants should consider carefully when looking at major and general education requirements.

In addition to tuition, each course has a program fee of $2,750, which covers three weeks’ dorm-style housing and meals at MBL, as well as all supplies and excursions. A limited number of need-based scholarships are available. Students seeking financial assistance are encouraged to apply early. Because of the small course sizes, the MBL program will be admissions-based. An application form can be found at http://college.uchicago.edu/academics/mlb-september-courses.

For questions about the program, contact Jocelyn Malamy at jmalamy@bsd.uchicago.edu.

Biology Topics Courses

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

BIOS 10450. Pharmacological Perspectives in Cell and Molecular Biology. 100 Units.
This course introduces concepts related to the use, pharmacodynamic properties, manner in which drugs act at the molecular and/or cellular level, and their effects at the organismal level.
Instructor(s): R. Zaragoza Terms Offered: Autumn
Prerequisite(s): This course is equivalent to BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition. This course MUST be followed by the second course in the sequence.

BIOS 10451. Pharmacological Perspectives II. 100 Units.
Must 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: Winter
Prerequisite(s): BIOS 10450. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, 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): J. Kennedy Terms Offered: Autumn
Prerequisite(s): This course MUST be followed by the second course in the sequence. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

BIOS 10501. Metabolism and Nutrition. 100 Units.
Must be taken in sequence with BIOS 10500. Taking a scientific approach to nutrition, this course covers nutritional requirements and why they are required for human health by exploring their function at the cellular and molecular level. Basic physiology concepts related to nutritional health are covered, including digestive physiology and some aspects of endocrinology. As a continuation of the exercise concepts covered in BIOS 10501, the relationship between exercise and nutrition is considered. Students complete a dietary analysis of their food intake to critique their individual nutritional health.
Instructor(s): P. Strieleman Terms Offered: Winter
Prerequisite(s): BIOS 10500. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.
Note(s): Credit may not be earned for both BIOS 10501 and BIOS 12114.

BIOS 10602. Multiscale Modeling of Biological Systems I. 100 Units.
This two-sequence course is intended for students with strong quantitative background, such as those majoring in physical sciences or economics. Modern biology generates massive amounts of data; this course is devoted to biological information and the models and computational techniques used to make sense of it. The first course in the sequence begins with the organization of life at the molecular level, and builds a physical understanding to the structure of macromolecules such as DNA, RNA and proteins. Students learn about biological databases, algorithms for sequence alignment and phylogenetic tree building. Students will also be introduced to basics of high performance computation and its application to the field of bioinformatics. They will learn how to use our in-house supercomputer to process and analyze next generation gene sequencing data in order to identify disease-relevant variants. Students implement computational algorithms using R and Unix.
Instructor(s): E. Haddadian Terms Offered: Autumn,Winter. L.
Prerequisite(s): MATH 13300/15300/16300 or equivalent placement. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition. This course MUST be followed by the second course in the sequence.
BIOS 10603. Multiscale Modeling of Biological Systems II. 100 Units.
Must be taken in sequence with BIOS 10602. Major Advances in understanding how life works at the molecular level have revolutionized biology. The second course in the sequence is dedicated to the study of how large molecules, such as proteins, DNA, carbohydrates, and phospholipids, perform their functions. The course will begin with a solid grounding in molecular chemistry and the forces that govern interactions between atoms and molecules. This is followed by an overview of structure and function of macromolecules, in particular of proteins and enzymes. The students will learn how to visualize macromolecules and measure their basic properties and to model their physical movements by means of molecular dynamic simulations running at university’s super computer facility. The course will then proceed to describe how interactions of these molecules produce functioning organelles and cells, and how molecular mishaps can lead to disease.
Instructor(s): E. Haddadian Terms Offered: Spring, Winter.
Prerequisite(s): BIOS 10602 or consent of instructor. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, 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 11125. Life through a Genomic Lens. 100 Units.
The implications of the double helical structure of DNA triggered a revolution in cell biology. More recently, the technology to sequence vast stretches of DNA has offered new vistas in fields ranging from human origins to the study of biodiversity. This course considers a set of these issues, including the impact of a DNA perspective on the legal system, on medicine, and on conservation biology.
Instructor(s): A. Turkewitz, M. Nobrega Terms Offered: Winter
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.
Equivalent Course(s): ENST 12402

BIOS 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 OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

BIOS 11135. Epigenetics. 100 Units.
For a long time it was thought that all of the information for producing an organism is contained in the DNA sequence inherited from the parent(s), but reality turned out to be more complicated. The expression of genes (turning translation on and off) is regulated by chemical modifications that do not change the DNA sequence but are passed along with it to the offspring. The study of these modifications and their impact on gene regulation is called epigenetics (“around” genetics); it has disrupted our understanding of pure biology, specifically of evolution, as well as of applied topics like cancer medicine. The goals of the course are: a) to gain an understanding of the molecular basis of epigenetics; b) to appreciate the paradigm shift that epigenetics has brought to our understanding of inheritance; c) to read publications in the field and to learn to critically assess the quality of scientific and medical research.
Instructor(s): Dmitry Kondrashov Terms Offered: Autumn
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, 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, Spring, Winter
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.
BIOS 12114. Nutritional Science. 100 Units.
This course examines the underlying biological mechanisms of nutrient utilization in humans and the scientific basis for setting human nutritional requirements. The relationships between food choices and human health are also explored. Students consider how to assess the validity of scientific research that provides the basis for advice about how to eat healthfully. Class assignments are designed to help students apply their knowledge by critiquing their nutritional lifestyle, nutritional health claims, and/or current nutrition policy issues.
Instructor(s): P. Strieleman Terms Offered: Autumn, Spring, Summer
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.
Note(s): Credit may not be earned for both BIOS 12114 and BIOS 10501

BIOS 12115. Responses of Cardiopulmonary System to Stress. 100 Units.
This course is designed to provide students an overview of basic concepts involved in the functioning of cardiopulmonary vascular systems. Special emphasis will be given to different regulatory mechanisms working at the cell, tissue and organ levels to control the systems functioning during stress conditions. We also discuss recent topics related to molecular basis of adaptation and drugs designed to treat mal-adaptive changes taking place in the heart and lungs (vessels) subjected to various types of pathological stresses. Instructors, who are both actively engaged in research to understand molecular basis of cardiopulmonary vascular diseases take this course beyond the knowledge of standard textbook content.
Instructor(s): M. Gupta, Y. Fang Terms Offered: Spring
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

BIOS 12116. The Human Body in Health and Disease. 100 Units.
This course is designed to provide an overview of physiological organ systems under different states of health and disease. A comprehensive tour through the human body will take students through the anatomy and functioning of several systems including, but not limited to, the cardiovascular, respiratory, nervous, renal, gastrointestinal, and immune systems. We will examine each of these systems under normal conditions and from the perspective of disease. A variety of pathological conditions including diabetes, heart and kidney diseases, neurodegenerative conditions, and autoimmune diseases, will be covered with an emphasis on how many diseases involve multiple organ systems.
Instructor(s): M. McNulty Terms Offered: Autumn
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

BIOS 12117. The 3.5 Billion Year History of the Human Body. 100 Units.
This course looks at the structure, function, and deep history of the human body. Each major organ and system of the body is explored from perspectives of anatomy, paleontology, and developmental genetics to reveal the deep history of the body and our connections to the rest of life on the planet.
Instructor(s): N. Shubin Terms Offered: Spring
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

BIOS 12119. Essentials of Exercise Physiology and Nutrition. 100 Units.
This course is intended to give a basic knowledge concerning the relationship between nutrient-energy intake, nutrient-energy metabolism, and energy transfer during exercise. The course will cover biochemical metabolism and nutrition, the interconnection of the macronutrients, and the physiologic systems that support exercise. The basic physiology of the muscular system, cardiovascular system, pulmonary system, and endocrine system will be introduced with emphasis on their role in exercise. How exercise impacts the nutritional macronutrient needs of the athlete will be explored.
Instructor(s): P. Strieleman Terms Offered: Winter
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

BIOS 13111. Natural History of North American Deserts. 100 Units.
This lecture course focuses on the ecological communities of the Southwest, primarily on the four subdivisions of the North American Desert, the Chihuahuan, Sonoran, Mohave, and Great Basin Deserts. Lecture topics include climate change and the impact on the flora and fauna of the region; adaptations to arid landscapes; evolutionary, ecological, and conservation issues in the arid Southwest, especially relating to isolated mountain ranges; human impacts on the biota, land, and water; and how geological and climatic forces shape deserts.
Instructor(s): E. Larsen Terms Offered: Spring
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.
BIOS 13112. Natural History of North American Deserts: Field School. 100 Units.
This lecture/lab course is the same course as BIOS 13111, but includes a lab section preparatory to a two-week field trip at end of Spring Quarter, specific dates to be announced. Our goal in the lab is to prepare proposals for research projects to conduct in the field portion of this course. Field conditions are rugged. Travel is by twelve-passenger van. Lodging during most of this course is tent camping on developed campsites.
Instructor(s): E. Larsen Terms Offered: Spring
Prerequisite(s): Consent of instructor. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

BIOS 13123. Biological Evolution. 100 Units.
This course is an introduction to evolutionary processes and patterns in present-day organisms and in the fossil record and how they are shaped by biological and physical forces. Topics emphasize evolutionary principles. They include DNA and the genetic code, the genetics of populations, the origins of species, and evolution above the species level. We also discuss major events in the history of life, such as the origin of complex cells, invasion of land, and mass extinction.
Instructor(s): D. Jablonski Terms Offered: Winter
Prerequisite(s): Students using this course as part of the general education requirement register for GEOS 13900 or BIOS 13123; prerequisite BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS except by petition to the BSCD Senior Advisers. Due to significant overlap of course content, students may register for only one of PHSC 11000, BIOS 12117, or GEOS 13900 (=NTSC 10300, =BIOS 13123). Students using this course for credit in the GEOS or ENSC major register for GEOS 27300; additional work, including a term paper, will be required.
Equivalent Course(s): GEOS 27300, GEOS 13900

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 OR NON-BIOLOGY PRE-MED STUDENTS, 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 OR NON-BIOLOGY PRE-MED STUDENTS, 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. L.
Instructor(s): A. Hunter Terms Offered: Autumn
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

BIOS 13132. Ecology in the Anthropocene. 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 feedback on to humans. Discussion required.
Instructor(s): T. Price Terms Offered: Autumn
Prerequisite(s): Bios 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.
Equivalent Course(s): ENST 13132
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
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS,
except by petition.

BIOS 13253. Apes and Human Evolution. 100 Units.
This course is a critical examination of the ways in which data on the behavior, morphology, and genetics of apes
have been used to elucidate human evolution. We emphasize bipedalism, hunting, meat eating, tool behavior,
food sharing, cognitive ability, language, self-awareness, and sociability. Visits to local zoos and museums, film
screenings, and demonstrations with casts of fossils and skeletons required.
Instructor(s): R. Tuttle Terms Offered: TBD
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS,
except by petition.
Equivalent Course(s): HIPS 21428, ANTH 38600, EVOL 38600, ANTH 21428

BIOS 14112. Workings of the Human Brain: From Brain to Behavior. 100 Units.
This course examines how the brain generates behavior. Topics include the organization of the nervous system;
the mechanisms by which the brain translates external stimuli into electrical and chemical signals to initiate
or modify behavior; and the neurological bases of learning, memory, sleep, cognition, drug addiction, and
neurological disorders.
Instructor(s): M. McNulty Terms Offered: Spring, Summer
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS,
except by petition.

BIOS 14114. Drugs Galore: What They Are and What They Do to You. 100 Units.
The course will cover several drugs used and abused (such as alcohol, ritalin, adderall, cannabinoids), their
targets and pharmacological actions.
Instructor(s): R. Zaragoza Terms Offered: Spring
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS,
except by petition.

BIOS 14115. From Social Neuroscience to Medical Neuroscience and Back. 100 Units.
This course considers the roles of brain activity, as modulated by states of health and by neural, hormonal,
cellular, genetic and epigenetic mechanisms in determining social interactions. It also considers the inverse, but
inextricably linked social interactions on nervous system and brain function.
Instructor(s): S. Cacioppo Terms Offered: Spring. Every other year in even years
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS,
except by petition.

BIOS 15115. Cancer Biology: How Good Cells Go Bad. 100 Units.
This lecture/discussion course examines the multi-step process by which normal cells become malignant cancer
cells. Topics include how defects in the regulation of proliferation, differentiation, and apoptosis can occur in
cancer cells, as well as how cancer cells can acquire the ability to attract blood vessels (angiogenesis) and to
invade other organ systems (metastasis). We emphasize the study of signal transduction pathways and how they
are altered in cancer cells. The concept of genes that cause cancer (oncogenes) and genes that deter cancer (tumor
suppressor genes) is discussed. New disease treatments that target specific molecular defects within cancer cells
are reviewed.
Instructor(s): M. Villereal Terms Offered: Spring, Winter
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS,
except by petition.

BIOS 15123. The Microbiome in Human and Environmental Health. 100 Units.
Modern microbiology is an exciting time. We are just now discovering the full extent of the impact microbial life
- bacteria, archaea, eukaryotes and viruses – has on our lives. In this course we will examine and dissect a brief
history of microbiology, uncover the vast biochemical and metabolic diversity of the microbial world examining
life at the extremes, delve into the human microbiome and its myriad roles in our health, physiological and
psychological wellbeing, examine the microbiome of our human world (the built environment), and highlight the
myriad ways microbes influence our social and economic success. We will present a compelling multidisciplinary
examination of the current state of the art in microbial sciences.
Instructor(s): J. Gilbert, H. Shuman Terms Offered: Spring
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS,
except by petition.
BIOS 15124. The Principles of Microbiology/Global Infectious Diseases. 100 Units.
Infectious diseases—of both viral and bacterial origins—remain a major global health burden. This course introduces students to the excitingly diverse world of microbes and discusses the roles they play in causing infectious diseases in humans. Various types of microbes are described, with the focus on viruses and bacteria that have caused, or continue to cause, significant morbidity and mortality in humans worldwide. A central part of this subject outlines some of the strategies used by infectious agents to cause disease, their transmission, and principal mechanisms employed by the human immune system to prevent disease. Other measures of controlling infectious diseases, including vaccines and antimicrobial therapies, are also discussed. This course provides students with an understanding of the basic concepts in Microbiology/Infectious Diseases.
Instructor(s): M. Gack Terms Offered: Winter
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-MAJOR PRE-MED STUDENTS, except by petition.

BIOS 16120. The Biological Nature of Psychological Problems. 100 Units.
This course is based on the strong assumption that psychology is a biological science, albeit with elements of the social sciences. The course uses a combination of lectures and classroom discussion of primary and secondary source readings assigned for each class meeting. It presents a strong biological science perspective on individual differences in emotions, motivations, and cognitions that cause distress or interfere with adaptive life functioning, but does so in a non-stigmatizing manner. The course begins with a description and discussion of the nature of psychological problems. The course will survey what is currently known about the neural and other biological mechanisms involved in maladaptive individual difference in emotion, motivation, and cognitive processes, with discussion of the methods of studying such mechanisms in humans and nonhumans. The pros and cons of the medical model of “mental illness” will be discussed as the major contrast with the natural science view advocated by the instructor.
Instructor(s): B. Lahey Terms Offered: Spring
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-MAJOR PRE-MED STUDENTS, except by petition.
Equivalent Course(s): PSYC 28850

BIOLOGICAL SCIENCES SEQUENCES FOR MAJORS AND STUDENTS PREPARING FOR THE HEALTH PROFESSIONS

Fundamentals Sequences
All first-year students who wish to major in Biological Sciences must take BIOS 20150 How Can We Understand the Biosphere? and either BIOS 20151 Introduction to Quantitative Modeling in Biology (Basic) or BIOS 20152 Introduction to Quantitative Modeling in Biology (Advanced) during their first year as prerequisites for the Fundamentals courses. Beginning in 2017, BIOS 20151 Introduction to Quantitative Modeling in Biology (Basic)/BIOS 20152 Introduction to Quantitative Modeling in Biology (Advanced) can be taken together with the first course of the Fundamentals sequence. (Chemistry, Biological Chemistry, and Neuroscience 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.)

Beginning in 2017 the timing of the Fundamentals sequence is shifted forward from previous years, meaning that incoming students in 2017 will have the opportunity to begin their major studies in their first year. In 2018, BIOS 20186 will be offered in Spring and BIOS 20187 will be taught in the Autumn. BIOS 20189 moves to Winter in 2019 and BIOS 20190 in moves to Spring 2019. The timing of BIOS 20188 and BIOS 20191 are unchanged.

For rising second year students who completed BIOS 20150 and BIOS 20151 or 20152 in Spring of 2017, a legacy sequence will be taught in 2017-18 ONLY, maintaining the previous timing of the Fundamentals sequence. BIOS 20186 will be taught in Autumn 2017, BIOS 20187 will be taught in Winter 2018, and BIOS 20189 will be in Spring 2018. After Autumn 2017, BIOS 20190 will not be taught again until Spring 2019.

BIOS 20150. How Can We Understand the Biosphere? 100 Units.
This course surveys the basic principles of ecology and evolutionary biology to lay the foundation for further study in all fields of biology. Broad ecological concepts, such as population growth, disease dynamics, and species interactions, will be explored through a combination of published data, simulations, and mathematical models. The emphasis is on “ecological thinking” rather than specific notions. Essential topics in the modern study of evolutionary biology will be covered with a focus on both theory and empirical examples. Examples of topics include history of evolutionary thought, evidence for evolution, mechanisms of microevolution, phylogenetics, molecular evolution, and speciation. This course requires a weekly 120-minute lab period.
Instructor(s): S. Allesina, M. Kronforst, C. Andrews, A. Hunter Terms Offered: Winter
Prerequisite(s): Concurrent enrollment in 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-biology majors and cannot be applied toward a major in Biological Sciences.

BIOS 20170. Microbial and Human Cell Biology. 100 Units.
This course is the entry point into an integrated biology sequence designed to prepare non-biology majors for application to medical school. We explore topics in human cell biology within the context of evolutionary biology, chemistry, microbiology, and medicine. We pay special attention to the influence of prokaryotes on the history of life and to the ecological interactions between humans and their microbiota, which have major implications for human health and disease. Students read and discuss papers from the scientific literature, attend discussions led by physicians and other medical professionals, and gain experience with microbiological basic microscopy techniques and vertebrate dissection in lab.
Instructor(s): C. Andrews, R. Zaragoza, E. Kovar Terms Offered: Winter. L.
Prerequisite(s): First or second-year standing, or consent of instructors.

BIOS 20171. Human Genetics and Developmental Biology. 100 Units.
This course covers the fundamentals of genetics, with an emphasis on human traits and diseases. Topics include Mendelian genetics, simple and complex traits, genetic diseases, the human genome, and testing for human traits and diseases. After establishing a foundation in genetics, we will discuss mechanisms underlying differentiation and development in humans. We will focus on events that lead to gastrulation and the establishment of the body plan (how humans develop from an unpatterned egg into a recognizable human form). Other topics may include limb development and stem cell biology.
Instructor(s): T. Christianson, C. Schonbaum, R. Zaragoza Terms Offered: Spring. L.
Prerequisite(s): BIOS 20170

BIOS 20172. Mathematical Modeling for Pre-Med Students. 100 Units.
This course covers mathematical approaches in biology and medicine, including basic statistics and hypothesis testing, mathematical modeling of biological systems, and an introduction to bioinformatics. Students will apply what they learn as they analyze data and interpret primary papers in the biological and clinical literature. BIOS 20172 lays the foundation for biomathematical approaches explored during subsequent courses in the BIOS 20170s sequence.
Instructor(s): E. Haddadian Terms Offered: Spring. L.
Prerequisite(s): BIOS 20170
BIOS 20173. Perspectives of Human Physiology. 100 Units.
This course will explore the structure and function of the human body as a set of integrated, interdependent systems. We will continue the cellular, genetic, and developmental themes of the previous courses to explore the emergent functions of the human body, from cells to systems. The laboratory exercises will allow the students to experience the concepts discussed in lecture in a way that introduces them to the methods of academic research, including the application of mathematical models to physiological questions. Students will be asked to serve as test subjects in several of the laboratory exercises. In required weekly discussions, students will present on papers from the scientific literature and attend talks by physicians and other medical professionals.
Instructor(s): C. Andrews, E. Kovar Terms Offered: Autumn, L.
Prerequisite(s): BIOS 20170, BIOS 20171, BIOS 20172

BIOS 20175. Biochemistry and Metabolism. 100 Units.
The course introduces cellular biochemical metabolism. The chemical characteristics, biochemical properties, and function of carbohydrates, proteins, and lipids are introduced. Basic protein structure and enzyme kinetics including basic allosteric interactions are considered. The integration of carbohydrates, proteins, and lipids in cellular intermediary metabolism is examined including pathway regulation and bioenergetics. Adaptation of the pathways to changes in nutritional or disease state is used to highlight interrelationships in cellular metabolism.
Instructor(s): P. Strieleman Terms Offered: Winter
Prerequisite(s): BIOS 20170, BIOS 20171, BIOS 20172

BIOS 20186 through 20191
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): 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.
Instructor(s): D. McGehee, J. Kennedy. Terms Offered: Spring. L.
Prerequisite(s): BIOS 20187
Note(s): Credit can NOT be earned for both BIOS 20188 and BIOS 20191.

BIOS 20189. Fundamentals of Developmental Biology. 100 Units.
This course covers both the classical experiments that contributed to our understanding of developmental biology and the recent explosion of information about development made possible by a combination of genetic and molecular approaches. Examples from both vertebrate and invertebrate systems are used to illustrate underlying principles of animal development.
Instructor(s): R. Ho, S. Horne-Badovinac, C. Schonbaum, E. Kovar Terms Offered: Spring. L.
Prerequisite(s): BIOS 20187 BB, or section 2.
BIOS 20190. Principles of Developmental Biology. 100 Units.
This course will cover important concepts of developmental biology including differentiation, lineage, fate, pattern formation, and morphogenesis. We will review developmental processes and experimental evidence used to uncover underlying mechanisms. We will focus on a few model organisms—vertebrates (chicken and mice) and non-vertebrates (Drosophila).
Instructor(s): A. Imamoto, W. Du Terms Offered: Autumn. L. Will be offered ONLY in Spring Quarter beginning in 2019.
Prerequisite(s): BIOS 20187

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): J. Kennedy, C. Andrews Terms Offered: Winter. L.
Prerequisite(s): BIOS 20189. This course is intended for students in the Fundamentals Sequence BB or Section 2 tracks only.
Note(s): Credit can NOT be earned for both BIOS 20188 and BIOS 20191.

BIOS 20196 through 20198
Life, Ecosystems, and Evolution
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. L.
Prerequisite(s): BIOS 20150, BIOS 20151 or BIOS 20152
Note(s): BIOS 20196 is identical to the previously offered BIOS 23251. Students who have taken BIOS 23251 should not enroll in BIOS 20196.
Equivalent Course(s): ENSC 24400

BIOS 20198. Biodiversity. 100 Units.
An overview of the diversity of living organisms, both prokaryotes and eukaryotes, is presented. We emphasize the major groups of organisms, their evolutionary histories and relationships, and the biological and evolutionary implications of the characteristic features of each group. We discuss how the biosphere transformed to its present state over the past four billion years.
Instructor(s): M. LaBarbera, C. Andrews Terms Offered: Spring. L.
Prerequisite(s): 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.

Four-Quarter Advanced Biology Fundamentals Sequence
Advanced Biology is an accelerated four-quarter Fundamentals sequence designed for motivated first-year students with exceptionally strong science and math backgrounds and an intense interest in examining and understanding biological mechanisms. Successful students are those motivated to learn about biological processes and mechanisms through learning how to interpret the primary evidence that supports modern understanding. The courses emphasize experimental design and interpretation, together with quantitative and theoretical approaches to understanding biological mechanisms. This sequence is most appropriate for students considering careers in biomedical sciences. Students are expected to devote significant time to this sequence (minimum four to eight hours/week for reading primary literature and background information and for working problem sets, in addition to attendance at lectures and participation in laboratory exercises and discussion sections). A score of 4 or 5 on the Biology AP exam is required and successful students usually also have strong preparation in chemistry and calculus as well as some experience in computer programming.

Upon completion of the first three quarters of the Advanced Biology sequence, students will have three credits in the major and they will have met the general education requirement in the biological sciences. 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). Students complete the sequence by taking BIOS 20242 Principles of Physiology.* During their
second year, Advanced Biology students are required to take BIOS 20242 Principles of Physiology (Autumn Quarter).

* BIOS majors unable to complete the sequence after the first quarter must then complete BIOS 20151/BIOS 20152 which will be applied to their biological sciences general education requirement along with their AP Biology credit. BIOS 20234 Molecular Biology of the Cell would then be applied toward their major and then completing the requirements for Tracks A, B, or C.

BIOS 20234. Molecular Biology of the Cell. 100 Units.
This course covers the fundamentals of molecular and cellular biology. Topics include protein structure and function; DNA replication, repair, and recombination; transcription, translation, control of gene expression; cytoskeletal dynamics; protein modification and stability; cellular signaling; cell cycle control; mitosis; and meiosis.

Instructor(s): M. Glotzer, A. Ruthenburg, N. Bhasin. L. Terms Offered: Autumn
Prerequisite(s): Score of 4 or 5 on the AP biology test
Note(s): To continue in the sequence, students must receive a minimum grade of B- in BIOS 20234

BIOS 20235. Biological Systems. 100 Units.
Students preparing for the health professions must take BIOS 20235 and 20242 in sequence. This course builds upon molecular cell biology foundations to explore how biological systems function. Topics include classical and molecular genetics, developmental signaling networks, genomics, proteomics, transcriptomics, and biological networks.

Instructor(s): I. Rebay, M, Pascual, N. Bhasin. L. Terms Offered: Winter
Prerequisite(s): A grade of B- or above in BIOS 20234

BIOS 20236. Biological Dynamics. 100 Units.
This class introduces the use of quantitative approaches to study biological dynamics. Deeper exploration of cellular and developmental processes introduced in BIOS 20234 and BIOS 20235 will emphasize the use of quantitative analysis and mathematical modeling to infer biological mechanisms from molecular interactions. The lab portion of the class will introduce basic approaches for simulating biological dynamics using examples drawn from the lectures.

Instructor(s): E. Munro, M. Rust, E. Kovar. Terms Offered: Spring. L.
Prerequisite(s): BIOS 20234 and BIOS 20235 with a minimum grade of B- in each course.

BIOS 20242. Principles of Physiology. 100 Units.
This course focuses on the physiological problems that animals (including humans) face in natural environments; solutions to these problems that the genome encodes; and the emergent physiological properties of the molecular, cellular, tissue, organ, and organismal levels of organization. We emphasize physiological reasoning, problem solving, and current research.

Instructor(s): M. Feder, E. Kovar. Terms Offered: Autumn. L.
Prerequisite(s): BIOS 20236 or BIOS 20189 or consent of instructor

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; (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) *(For the 2017-18 academic year only)*
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)
21416. Stem Cells and Regeneration. (C)
22233. Comparative Vertebrate Anatomy. L. (O)
22249. Principles of Toxicology. (O)
22306. Evolution and Development. (O)
23261. Invertebrate Paleobiology and Evolution. (E&E)
23262. Mammalian Evolutionary Biology. L. (E&E)
23266. Evolutionary Adaptation. (E&E)
23404. Reconstructing the Tree of Life: An Introduction to Phylogenetics. (E&E)
23409. The Ecology and Evolution of Infectious Diseases. (E&E)
24206. Peering Inside the Black Box: Neocortex. (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)
25308. Heterogeneity in Human Cancer: Etiology and Treatment. (MIV)
25309. Cancer Metastasis. (MIV)
26120. An Introduction to Bioinformatics and Proteomics. L. (CI)
26210. Mathematical Models for Biological Sciences I. (CI)
27810. Epidemiology and Population Health: Global Health Sciences I
29265. Evolution and Economics of Human Behavior. (S)
29271. The Psychology and Neurobiology of Stress. (S)

**Winter Quarter**

20150. How Do We Understand the Biosphere? (F)
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)
20191. Integrative Physiology. L. (F)
20235. Biological Systems. L. (F)
20242. Physiology. (F)
21216. Introductory Statistical Genetics. (C)
21229. Genome Informatics: How Cells Reorganize Genomes. (C)
21237. Developmental Mechanisms. (C)
21238. Cell Biology. (C)
21306. Human Genetics and Evolution. (C)
21358. Simulation, Modeling, and Computation in Biophysics. (C)
21360. Advanced Molecular Biology. (C)
21415. Stem Cells in Development of Diseases. (C)
21508. Cellular Engineering. (C)
22226. Human Developmental Biology. (O)
22233. Comparative Vertebrate Anatomy. (O)
22245. Biomechanics: How Life Works. (O)
23247. Bioarchaeology and the Human Skeleton. (E&E)
23249. Animal Behavior. (E&E)
23258. Molecular Evolution I: Fundamentals and Principles. (E&E)
23289. Marine Ecology. (E&E)
23365. Evolutionary and Genomic Medicine I. (E&E)
23406. Biogeography. (E&E)
24217. Conquest of Pain. (N)
24249. Neurobiology of Seeing. (N)
25108. Cancer Biology. (MIV)
25216. Molecular Basis of Bacterial Disease. (MIV)
25227. Endocrinology II: Systems and Physiology. (MIV)
25258. Immunopathology. (MIV)
25327. Health Disparities in Breast Cancer. (MIV)
25407. Organ Transplantation. (MIV)
26211. Mathematical Models for Biological Sciences II. (CI)
27811. Microbiology: Global Health Sciences II. (MIV)
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)
20186. Fundamentals of Cell and Molecular Biology. L. (F)
20188. Fundamentals of Physiology. L. (F)
20189. Fundamentals of Developmental Biology. L. (F)
20198. Biodiversity. L. (F)
20200. Introduction to Biochemistry. L. (F)
20236. Biological Dynamics. L. (F)
21249. Organization, Expression, and Transmission of Genome Information. (C)
21317. Topics in Biological Chemistry. (C)
21328. Biophysics of Biomolecules. (C)
21349. Protein Structure and Functions in Medicine. (C)
21356. Vertebrate Development. (O)
21407. Image Processing In Biology. (C)
21417. Systems Biology: Molecular Regulatory Logic of Networks. (C)
21418. Historical and Conceptual Foundations of DevoEvo. (C)
21507. Selected Topics in Molecular Engineering. (C)
22236. Reproductive Biology of Primates. (C)
22250. Chordates: Evolution and Comparative Anatomy. (O)
22260. Vertebrate Structure and Function. (O)
23100. Dinosaur Science. (O)
23232. Ecology and Evolution in the Southwest. (E&E)
23233. Ecology and Evolution in the Southwest: Field School. (E&E)
23242. Primate Evolution and the Roots of Human Biology. (E&E)
23252. Field Ecology. L. (E&E)
23254. Mammalian Ecology. L. (E&E)
23299. Plant Development and Molecular Genetics. (E&E)
23410. Complex Interactions: Coevolution, Parasites, Mutualists, and Cheaters. (E&E)
24218. Molecular Neurobiology. (N)
24232. Computational Approaches to Cognitive Neuroscience. (N)
24408. Signal Analysis and Modeling for Neuroscientists. L. (N)
25109. Topics in Reproductive Biology and Cancer. (MIV)
25126. Animal Models of Human Disease. (MIV)
25228. Endocrinology III: Human Disease. (MIV)
25266. Molecular Immunology. (MIV)
25287. Introduction to Virology. (MIV)
25326. Tumor Microenvironment and Metastasis. (MIV)
25310. Pharmacogenomics: Discovery and Implementation. (MIV)
25419. Infectious Disease Epidemiology, Networks, and Modeling. (MIV)
28407. Genomics and Systems Biology.
29270. A History of Cell and Molecular Biology. (S)
29323. Health Care and the Limits of State Action. (S)
29326. Introduction to Medical Physics and Medical Imaging. (S)
29327. Topics in Clinical Research. (S)
29328. Biological Materials. (S)
29812. Biological and Social Determinants of Health: Global Health Sciences III. (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 2020. Introduction to Biochemistry. 100 Units.
This course meets the biochemical requirement in the biological sciences major. This course examines the chemical nature of cellular components, enzymes, and mechanisms of enzyme activity, energy interconversion, and biosynthetic reactions. Strong emphasis is given to control and regulation of metabolism through macromolecular interactions.
Instructor(s): M. Makinen, E. Özkan, P. Strieleman. L. Terms Offered: Autumn, Spring, Summer. L.
Prerequisite(s): Completion of a Biological Sciences fundamentals sequence with an average grade of C and CHEM 22000-22100/23100 with an average grade of C.

BIOS 21216. Intro Statistical Genetics. 100 Units.
This course focuses on genetic models for complex human disorders and quantitative traits. Topics covered also include linkage and linkage disequilibrium mapping and genetic models for complex traits, and the explicit and implicit assumptions of such models.
Instructor(s): X. He Terms Offered: Winter
Prerequisite(s): For Biology Majors: Three quarters of a Biological Sciences Fundamentals sequence
Equivalent Course(s): HGEN 47100

BIOS 21229. Genome Informatics: How Cells Reorganize Genomes. 100 Units.
This course deals with the molecular and cellular basis of genetic change. We discuss DNA repair functions, mutator loci, induced mutation, mechanisms of homologous recombination and gene conversion, site-specific recombination, transposable elements and DNA rearrangements, reverse transcription and retrotransposons, transposable vector systems for making transgenic organisms, and genetic engineering of DNA sequences in antibody formation. Discussion section required.
Instructor(s): J. Shapiro Terms Offered: Winter
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence.

BIOS 21236. Genetics of Model Organisms. 100 Units.
A small number of organisms have been chosen for extensive study by biologists. The popularity of these organisms derives largely from the fact that their genomes can be easily manipulated, allowing sophisticated characterization of biological function. This course covers modern methods for genetic analysis in budding yeast (Saccharomyces cerevisiae), fruit flies (Drosophila melanogaster), plants (Arabidopsis thaliana), and mice (Mus musculus). Case studies demonstrate how particular strengths of each system have been exploited to understand such processes as genetic recombination, pattern formation, and epigenetic regulation of gene expression.
Instructor(s): D. Bishop, H.-C Lee, E. Ferguson, I. Moskowitz Terms Offered: Autumn
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence including BIOS 20187.
Equivalent Course(s): DVBI 36400, MGCB 36400

BIOS 21237. Developmental Mechanisms. 100 Units.
This course provides an overview of the fundamental questions of developmental biology, with particular emphasis on the genetic, molecular and cell biological experiments that have been employed to reach mechanistic answers to these questions. Topics covered will include formation of the primary body axes, the role of local signaling interactions in regulating cell fate and proliferation, the cellular basis of morphogenesis, and stem cells.
Instructor(s): E. Ferguson, R. Fehon Terms Offered: Winter
Prerequisite(s): For undergraduates only: Three quarters of a Biological Sciences Fundamentals sequence including BIOS 20189, BIOS 20190, or BIOS 20235.
Equivalent Course(s): DVBI 31700, MGCB 31700

BIOS 21238. Cell Biology II. 100 Units.
This course covers the mechanisms with which cells execute fundamental behaviors. Topics include signal transduction, cell cycle progression, cell growth, cell death, cancer biology, cytoskeletal polymers and motors, cell motility, cytoskeletal diseases, and cell polarity. Each lecture will conclude with a dissection of primary literature with input from the students. Students will write and present a short research proposal, providing excellent preparation for preliminary exams.
Instructor(s): M. Glotzer, D. Kovar Terms Offered: Winter
Prerequisite(s): For undergraduates: Three quarters of a Biological Sciences Fundamentals sequence.
Equivalent Course(s): DVBI 31700, MGCB 31700

BIOS 21249. Organization, Expression, and Transmission of Genome Information. 100 Units.
This seminar course examines how genomes are organized for coding sequence expression and transmission to progeny cells. The class discusses a series of key papers in the following areas: bacterial responses to external stimuli and genome damage, control of eukaryotic cell differentiation, complex loci regulating developmental expression in animals, centromere structure and function, position effect variegation, chromatin domains, chromatin remodeling, RNAi, and chromatin formatting.
Instructor(s): J. Shapiro Terms Offered: Spring
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence. Recommended for Advanced Biology students
BIOS 21306. Human Genetics and Evolution. 100 Units.
The goal of this course is to provide an evolutionary perspective on the molecular genetic bases of human
diseases and non-clinical human traits. The course covers fundamental concepts and recent progress in
Mendelian and complex trait mapping as well as evolutionary principles as they apply to genomics analyses of
DNA sequence variation in human populations. These topics will be introduced through lectures and will be
complemented by discussion and student presentations of original research papers.
Instructor(s): V. Lynch, A Di Rienzo. Terms Offered: Winter
Prerequisite(s): Three quarters of a Biological Fundamentals Sequence including BIOS 20187 or BIOS 20235.

BIOS 21317. Topics in Biological Chemistry. 100 Units.
Required of students who are majoring in biological chemistry. This course examines a variety of biological
problems from a chemical and structural perspective, with an emphasis on molecular machines. Topics include
macromolecular structure-function relationships, DNA synthesis and repair, RNA folding and function, protein
synthesis, targeting and translocation, molecular motors, membrane proteins, photosynthesis, and mechanisms
of signal transduction. Computer graphics exercises and in-class journal clubs complement the lecture topics.
Instructor(s): P. Rice, R. Keenan Terms Offered: Spring
Prerequisite(s): BIOS 20200

BIOS 21328. Biophysics of Biomolecules. 100 Units.
This course covers the properties of proteins, RNA, and DNA, as well as their interactions. We emphasize the
interplay between structure, thermodynamics, folding, and function at the molecular level. Topics include
cooperativity, linked equilibrium, hydrogen exchange, electrostatics, diffusion, and binding.
Instructor(s): T. Sosnick Terms Offered: Spring
Prerequisite(s): Consent of instructor
Equivalent Course(s): BCMB 32200, BPHS 31000

BIOS 21349. Protein Structure and Functions in Medicine. 100 Units.
This course explores how molecular machinery works in the context of medicine (vision, fight or flight, cancer,
and action of drugs). We first explore the physical and biochemical properties of proteins in the context of
cellular signaling. We then examine how proteins and other cellular components make up the signal transduction
pathway of humans and conduct their biological functions. The course engages students to strengthen their
scientific communication and teaching skills via the in-class podcast, oral examinations, computer-aided
structural presentations, student lectures, and discussions.
Instructor(s): W-J. Tang Terms Offered: Spring
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence. Biochemistry strongly
recommended.
Equivalent Course(s): NURB 31349

BIOS 21356. Vertebrate Development. 100 Units.
This advanced-level course combines lectures, student presentations, and discussion sessions. It covers major
topics on the developmental biology of embryos (e.g. formation of the germ line, gastrulation, segmentation,
nervous system development, limb patterning, organogenesis). We make extensive use of the primary literature
and emphasize experimental approaches including embryology, genetics, and molecular genetics.
Instructor(s): V. Prince, C. Ragsdale. Terms Offered: Spring
Prerequisite(s): For College students: Three quarters of a Biological Sciences Fundamentals sequence.
Equivalent Course(s): DVBI 35600, MGC B 35600, ORGB 33600

BIOS 21358. Simulation, Modeling, and Computation in Biophysics. 100 Units.
This course develops skills for modeling biomolecular systems. Fundamental knowledge covers basic statistical
mechanics, free energy, and kinetic concepts. Tools include molecular dynamics and Monte Carlo simulations,
random walk and diffusion equations, and methods to generate random Gaussian and Poisson distributors.
A term project involves writing a small program that simulates a process. Familiarity with a programming
language or Matlab would be valuable.
Instructor(s): B. Roux Terms Offered: Winter
Prerequisite(s): BIOS 20200 and Bios 26210-26211, or consent from instructor
Equivalent Course(s): BCMB 31358, CPNS 31358

BIOS 21360. Advanced Molecular Biology. 100 Units.
This course covers genome structures, transcription of DNA to RNA, messenger RNA splicing, translation
of RNA to protein, transcriptional and post-transcriptional gene regulations, non-coding RNA functions,
epigenetics and epitranscriptomics. Basic methods in molecular biology will also be covered. The course also
includes special, current topics on genomics, single molecule studies of gene expression, epitranscriptomics, and
others.
Instructor(s): J. Fei, T. Pan. Terms Offered: Winter
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and Organic Chemistry, or
consent of instructor.
BIOS 21407. Image Processing in Biology. 100 Units.
Whether one is trying to read radio signals from faraway galaxies or to understand molecular structures, it is necessary to understand how to read, interpret, and process the data that contain the desired information. In this course, we learn how to process the information contained in images of molecules as seen in the electron microscope. We also deal with the principles involved in processing electron microscope images, including the underlying analytical methods and their computer implementation.
Instructor(s): R. Josephs Terms Offered: Spring
Prerequisite(s): For College students: Three quarters of a Biological Sciences Fundamentals sequence and one year of calculus
Equivalent Course(s): MGCB 34300

BIOS 21415. Stem Cells in Development and Diseases. 100 Units.
This course will provide a survey of concepts and biology of stem cells based on experimental evidence for their involvement in developmental processes and human diseases. Topics will discuss classic models as well as recent advances made in the biomedical research community.
Instructor(s): A. Imamoto, X. Wu Terms Offered: Spring
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence, including BIOS 20186 and BIOS 20187

BIOS 21416. Stem Cells and Regeneration. 100 Units.
The course will focus on the basic biology of stem cells and regeneration, highlighting biomedically relevant findings that have the potential to translate to the clinic. We will cover embryonic and induced pluripotent stem cells, as well as adult stem cells from a variety of systems, both invertebrate and vertebrates.
Instructor(s): E. Ferguson, V. Prince, J. Cunningham, J. De Jong, X. Wu Terms Offered: Autumn
Prerequisite(s): 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, E. Kovar. Terms Offered: Spring
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and consent of Instructor

BIOS 21418. Historical and Conceptual Foundations of DevoEvo. 100 Units.
The goal of this course is to explore the historical and conceptual foundations of Developmental Evolution (DevoEvo) through readings and group discussions of historical and philosophical literature on evolutionary and developmental biology, in particular the role developmental biology played in the formulation of evolutionary theory and its subsequent banishment from the Modern Synthesis. The course begins with a review of nineteenth-century scientific and evolutionary thought, including an examination of competing theories of evolution (Theistic Evolutionism, Lamarckism, Orthogenesis, and Mutation Theory) and their contribution (or lack thereof) to modern evolutionary biology. We then explore how (and why) developmental biology was excluded from the formulation of the Synthesis and Neo-Darwinian thought, and examine the source of continued conflicts between Neo-Darwinism and DevoEvo. The course concludes with a discussion of what (if anything) DevoEvo can contribute to evolutionary theory that other research programs cannot (for example, what kinds of phenomena do developmental mechanisms contribute more to the explanation of evolutionary processes than population genetic mechanisms?).
Instructor(s): V. Lynch. Terms Offered: Spring
Prerequisite(s): For Biology Majors: Three quarters of a Biological Sciences Fundamentals sequence.

BIOS 21507. Selected Topics in Molecular Engineering: The Engineering and Biology of Tissue Repair. 100 Units.
In this course, students will gain an understanding of the science and application of tissue engineering, a field that seeks to develop technologies for restoring lost function in diseased or damaged tissues and organs. The course will first introduce the underlying cellular and molecular components and processes relevant to tissue engineering: extracellular matrices, cell/matrix interactions such as adhesion and migration, growth factor biology, stem cell biology, inflammation, and innate immunity. The course will then discuss current approaches for engineering a variety of tissues, including bone and musculoskeletal tissues, vascular tissues, skin, nerve, and pancreas. Students will be assessed through in-class discussions, take-home assignments and exams, and an end-of-term project on a topic of the student's choice.
Instructor(s): Jeffrey Hubbell Terms Offered: Spring
Prerequisite(s): Completion of the first three quarters of a Biological Sciences Fundamentals Sequence
Equivalent Course(s): MENG 24300
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): Three quarters of a Biological Sciences Fundamentals sequence

BIOS 22233. Comparative Vertebrate Anatomy. 100 Units.
This course covers the structure and function of major anatomical systems of vertebrates. Lectures focus on vertebrate diversity, biomechanics, and behavior (from swimming and feeding to running, flying, seeing, and hearing). Labs involve detailed dissection of animals (muscles, organs, brains) and a focus on skull bones in a broad comparative context from fishes to frogs, turtles, alligators, mammals, birds, and humans. Field trip to Field Museum and visit to medical school lab for human dissection required.
Instructor(s): M. Westneat, L. Terms Offered: Spring
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals 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
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence.

BIOS 22249. Principles of Toxicology. 100 Units.
This course covers basic concepts of toxicology including routes of exposure and uptake, metabolic conversion, and elimination of toxic agents, as well as fundamental laws governing the interaction of external chemicals with biological systems. In addition to toxins of biological origin, we also consider a set of physical and chemical toxicants in the environment, including air pollution, radiation, manufactured chemicals, metals, and pesticides. Methods of risk assessment will also be considered.
Instructor(s): Y-Y He Terms Offered: Autumn
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and BIOS 20200

BIOS 22250. Chordates: Evolution and Comparative Anatomy. 100 Units.
Chordate biology emphasizes the diversity and evolution of modern vertebrate life, drawing on a range of sources (from comparative anatomy and embryology to paleontology, biomechanics, and developmental genetics). Much of the work is lab-based, with ample opportunity to gain firsthand experience of the repeated themes of vertebrate body plans, as well as some of the extraordinary specializations manifest in living forms. The instructors, who are both actively engaged in vertebrate-centered research, take this course beyond the boundaries of standard textbook content.
Instructor(s): M. Coates Terms Offered: Winter. L. 
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence. Recommended for Advanced Biology students.
Equivalent Course(s): EVOL 30250, ORGB 30250

BIOS 22260. Vertebrate Structure and Function. 100 Units.
This course is devoted to vertebrate bones and muscles, with a focus on some remarkable functions they perform. The first part takes a comparative look at the vertebrate skeleton via development and evolution, from lamprey to human. The major functional changes are examined as vertebrates adapted to life in the water, on land, and in the air. The second part looks at muscles and how they work in specific situations, including gape-feeding, swimming, leaping, digging, flying, and walking on two legs. Dissection of preserved vertebrate specimens required.
Instructor(s): P. Sereno. L. Terms Offered: Spring
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and consent of instructor. See also http://paulsereno.uchicago.edu/fossil_lab/classes/vertebrate_structure_and_function for more information.

BIOS 22306. Evolution and Development. 100 Units.
The course examines the evolution of animal development. Special attention is given to the development of invertebrate phyla from sponges to lower chordates. References to vertebrate body plans are included. Original research papers will be assigned to introduce current debates. Students will be asked to contribute an oral presentation on a selected research topic that fits the broader goal of the course.
Instructor(s): U. Schmidt-Ott Terms Offered: Autumn
Prerequisite(s): Advanced undergraduates may enroll with the consent of the instructor.
Equivalent Course(s): DVBI 33850, EVOL 33850, ORGB 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.
Prerequisite(s): Consent of instructor, three quarters of a Biological Sciences Fundamentals sequence and a prior course in general science, preferably geology. See also http://paulsereno.uchicago.edu/fossil_lab/classes/dinosaur_science for more information.

BIOS 23222. Ecology and Evolution in the Southwest. 100 Units.
This lecture course focuses on the ecological communities of the Southwest, primarily on the four subdivisions of the North American Desert, the Chihuahuan, Sonoran, Mohave, and Great Basin Deserts. Lecture topics include climate change and the impact on the flora and fauna of the region; adaptations to arid landscapes; evolutionary, ecological, and conservation issues in the arid Southwest, especially relating to isolated mountain ranges; human impacts on the biota, land, and water; and how geological and climatic forces shape deserts.
Instructor(s): E. Larsen Terms Offered: Spring
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence, or consent of instructor

BIOS 23223. Ecology and Evolution in the Southwest: Field School. 100 Units.
This lecture/lab course is the same course as BIOS 13111, but includes a lab section preparatory to a two-week field trip at end of Spring Quarter, specific dates to be announced. Our goal in the lab is to prepare proposals for research projects to conduct in the field portion of this course. Field conditions are rugged. Travel is by twelve-passenger van. Lodging during most of this course is tent camping on developed campsites.
Instructor(s): E. Larsen Terms Offered: Spring
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and consent of instructor

BIOS 23242. Primate Evolution and the Roots of Human Biology. 100 Units.
The course is designed to achieve a state-of-the-art synthesis of primate evolution and human origins. An overview of the biology and evolution of the mammalian order Primates provides a broad foundation for considering the special case human evolution. Across primates as a group, the course explores and integrates comparative evidence from anatomy, physiology, behavior, chromosomal studies, and molecular genetics. Both living primates and their fossil relatives are covered, with due reference to theoretical aspects. Particular emphasis is given to evaluation of characters for inference of evolutionary relationships and to explicit examination of scaling effects of body size in between-species comparisons. Within the general framework of origins and adaptations of primates, human evolution is examined with respect to all features covered. Special features of humans are identified and related to an overview of the hominid fossil record. A specific goal of this course is to guide students to read, interpret, and synthesize scientific literature, and exercise critical thinking with respect to selected topics. As shown by examples, the course is directly relevant to the field of Darwinian medicine, which considers health and disease in relation to the evolutionary background of human biology.
Instructor(s): R. Martin Terms Offered: Spring
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence, or consent of instructor

BIOS 23247. Bioarchaeology and the Human Skeleton. 100 Units.
This course is intended to provide students in archaeology with a thorough understanding of bioanthropological and osteological methods used in the interpretation of prehistoric societies by introducing bioanthropological methods and theory. In particular, lab instruction stresses hands-on experience in analyzing the human skeleton, whereas seminar classes integrate bioanthropological theory and application to specific cases throughout the world. Lab and seminar-format class meet weekly.
Instructor(s): M. C. Lozada Terms Offered: Winter
Note(s): This course qualifies as a Methodology selection for Anthropology majors.
Equivalent Course(s): ANTH 38800, ANTH 28400

BIOS 23249. Animal Behavior. 100 Units.
This course introduces the mechanism, ecology, and evolution of behavior, primarily in nonhuman species, at the individual and group level. Topics include the genetic basis of behavior, developmental pathways, communication, physiology and behavior, foraging behavior, kin selection, mating systems and sexual selection, and the ecological and social context of behavior. A major emphasis is placed on understanding and evaluating scientific studies and their field and lab techniques.
Instructor(s): S. Pruett-Jones (even years), J. Mateo (odd years) Terms Offered: Winter
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence.
Note(s): CHDV Distribution: A
Equivalent Course(s): CHDV 23249, PSYC 23249
BIOS 23252. Field Ecology. 100 Units.
Open only to students who are planning to pursue graduate research. This course introduces habitats and biomes in North America and the methods of organizing and carrying out field research projects in ecology and behavior, focusing on questions of evolutionary significance. A two-week field trip to southern Florida during the Winter/Spring Quarter break consists of informal lectures and discussions, individual study, and group research projects. During Spring Quarter, there are lectures on the ecology of the areas visited and on techniques and methods of field research. Field trip required.
Instructor(s): S. Pruett-Jones Terms Offered: Spring. This course is offered in alternate (odd) years.
Prerequisite(s): Consent of instructor

BIOS 23254. Mammalian Ecology. 100 Units.
This course introduces the diversity and classification of mammals and their ecological relationships. Lectures cover natural history, evolution, and functional morphology of major taxonomic groups. Lab sessions focus on skeletal morphology, identifying traits of major taxonomic groups, and methods of conducting research in the field. Participation in field trips, occasionally on Saturday, is required.
Instructor(s): E. Larsen Terms Offered: Spring. L.
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and third-year standing or consent of instructor.

BIOS 23258. Molecular Evolution I: Fundamentals and Principles. 100 Units.
The comparative analysis of DNA sequence variation has become an important tool in molecular biology, genetics, and evolutionary biology. This course covers major theories that form the foundation for understanding evolutionary forces that govern molecular variation, divergence, and genome organization. Particular attention is given to selectively neutral models of variation and evolution, and to alternative models of natural selection. The course provides practical information on accessing genome databases, searching for homologous sequences, aligning DNA and protein sequences, calculating sequence divergence, producing sequence phylogenies, and estimating evolutionary parameters.
Instructor(s): M. Kreitman Terms Offered: Winter
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and two quarters of 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. (L)
Instructor(s): M. Webster Terms Offered: Autumn
Prerequisite(s): GEOS 13100 and 13200, or equivalent. For BIOS students: Three quarters of a Biological Sciences Fundamentals sequence.
Equivalent Course(s): EVOL 32400,GEOS 36300,GEOS 26300

BIOS 23262. Mammalian Evolutionary Biology. 100 Units.
This course examines mammalian evolution—the rise of living mammals from ancient fossil ancestors stretching back over 300 million years. Lectures focus on the evolutionary diversification of mammals, including anatomical structure, evolutionary adaptations, life history, and developmental patterns. Labs involve detailed comparative study of mammalian skeletons, dissection of muscular and other systems, trips to the Field Museum to study fossil collections, and studies of human anatomy at the Pritzker School of Medicine. Students will learn mammalian evolution, functional morphology, and development, and will gain hands-on experience in dissection. Taught by instructors who are active in scientific research on mammalian evolution, the course is aimed to convey new insights and the latest progress in mammalian paleontology, functional morphology, and evolution.
Instructor(s): Z. Luo, K. Angielczyk Terms Offered: Autumn. L.
Prerequisite(s): Second-year standing and three quarters of a Biological Sciences Fundamentals sequence; or GEOS 13100-13200 or GEOS 22300, or consent of instructors.
Equivalent Course(s): ORGB 31201

BIOS 23266. Evolutionary Adaptation. 100 Units.
This course deals with the adaptation of organisms to their environments and focuses on methods for studying adaptation. Topics include definitions and examples of adaptation, the notion of optimization, adaptive radiations, the comparative method in evolutionary biology, and the genetic architecture of adaptive traits. Students will draw on the logical frameworks covered in lecture as they evaluate primary papers and prepare two writing assignments on an adaptive question of their choice.
Instructor(s): C. Andrews Terms Offered: Autumn 2018
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence or consent of instructor.
BIOS 23289. Marine Ecology. 100 Units.
This course provides an introduction into the physical, chemical, and biological forces controlling the function of marine ecosystems and how marine communities are organized. The structures of various types of marine ecosystems are described and contrasted, and the lectures highlight aspects of marine ecology relevant to applied issues such as conservation and harvesting.
Instructor(s): T. Wootton Terms Offered: Winter
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and prior introductory course in ecology or consent of instructor.
Equivalent Course(s): ENST 23289

BIOS 23299. Plant Development and Molecular Genetics. 100 Units.
Genetic approaches to central problems in plant development will be discussed. Emphasis will be placed on embryonic pattern formation, meristem structure and function, reproduction, and the role of hormones and environmental signals in development. Lectures will be drawn from the current literature; experimental approaches (genetic, cell biological, biochemical) used to discern developmental mechanisms will be emphasized. Graduate students will present a research proposal in oral and written form; undergraduate students will present and analyze data from the primary literature, and will be responsible for a final paper.
Instructor(s): J. Greenberg Terms Offered: Spring
Prerequisite(s): For undergraduates only: Three quarters of a Biological Sciences Fundamentals sequence.
Equivalent Course(s): DVBI 36100,ECEV 32900,MGCB 36100

BIOS 23365. Evolutionary and Genomic Medicine I. 100 Units.
Evolution is regularly investigated in free-living organisms, but some of its most fascinating and important examples occur in the interface between free-living and non-free-living states. In this course, we will use evolutionary and ecological principles to study the dynamics of viruses, unicellular organisms and cells in multicellular organisms relevant to human medicine. In EGM I, the emphasis will be on the evolution of pathogens, the evolution of cells of the immune system in response to pathogen invasion, the basis of autoimmune disorders, and the population genetics of cancerous cells in light of recent cancer genomic studies. EGM II will cover more general topics including Darwinian medicine, aging, and systems biology/medicine.
Instructor(s): S. Cobey, C-I. Wu Terms Offered: Winter
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence. Background in evolution and population genetics.
Equivalent Course(s): ECEV 33365

BIOS 23404. Reconstructing the Tree of Life: An Introduction to Phylogenetics. 100 Units.
This course is an introduction to the tree of life (phylogeny): its conceptual origins, methods for discovering its structure, and its importance in evolutionary biology and other areas of science. Topics include history and concepts, sources of data, methods of phylogenetic analysis, and the use of phylogenies to study the tempo and mode of lineage diversification, coevolution, biogeography, conservation, molecular biology, development, and epidemiology. One Saturday field trip and weekly computer labs required in addition to scheduled class time.
This course is offered in alternate (odd) years.
Instructor(s): C. Moreau, R. Ree. Terms Offered: Autumn. L.
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence or consent of instructor
Note(s): This course is offered in alternate (odd) years.
Equivalent Course(s): EVOL 35401

BIOS 23406. Biogeography. 100 Units.
This course examines factors governing the distribution and abundance of animals and plants. Topics include patterns and processes in historical biogeography, island biogeography, geographical ecology, areography, and conservation biology (e.g., design and effectiveness of nature reserves).
Instructor(s): B. Patterson (odd years, lab). L., Heaney (even years, discussion) Terms Offered: Winter
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and a course in either ecology, evolution, or earth history; or consent of instructor
Equivalent Course(s): 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: Spring. L.
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and Integral calculus.
BIOS 23410. Complex Interactions: Coevolution, Parasites, Mutualists, and Cheaters. 100 Units.
This course emphasizes the enormous diversity of interactions between organisms. It is an introduction to the biology and ecology of parasitic and mutualistic symbiotic associations and their evolution. Topics include endosymbioses and their impact on the evolution of photosynthetic organisms, bacterial symbioses (e.g., nitrogen fixation), symbioses that fungi evolved with plants and animals (e.g., endophytes, mycorrhizae, lichens), pollination biology, insect-plant associations, and associations of algae with animals. Methods to elucidate the evolution of these associations are discussed with a focus on coevolutionary events and the origin of cheaters.
Instructor(s): T. Lumbsch
Terms Offered: Spring
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence.

BIOS 24110. Fundamental Neuroscience. 100 Units.
This course is a rigorous introduction to the study of neurons, nervous systems and brains. The systems anatomy and physiology of the vertebrate brain will be covered in depth. Common features of neural circuits, such as those subserving the stretch reflex, will be examined. The biology of brain evolution and development will be introduced. A highlight of this course will be student dissections of sheep brains and the laboratory presentation of human brain dissections by the instructors.
Instructor(s): C. Ragsdale, P. Mason
Terms Offered: Autumn
Prerequisite(s): At least two quarters of Biological Sciences instruction (including courses taken concurrently) or consent of instructor.
Equivalent Course(s): NSCI 20110

BIOS 24120. Cellular Neuroscience. 100 Units.
This course describes the cellular and subcellular properties of neurons, including passive and active electrophysiological properties, and their synaptic interactions. Readings are assigned from a general neuroscience textbook.
Instructor(s): R. A. Eatock, W. Wei, Staff
Terms Offered: Winter
Prerequisite(s): NSCI 20110, along with completion of MATH 13100, or MATH 15100, or MATH 16100
Equivalent Course(s): NSCI 20120

BIOS 24130. Systems Neurobiology. 100 Units.
This course covers vertebrate and invertebrate systems neuroscience with a focus on the anatomy, physiology, and development of sensory and motor control systems. The neural bases of form and motion perception, locomotion, memory, and other forms of neural plasticity are examined in detail. We also discuss clinical aspects of neurological disorders.
Instructor(s): D. Freedman, Staff
Terms Offered: Spring
Prerequisite(s): NSCI 20110, and NSCI 20120 or consent of instructor
Equivalent Course(s): NSCI 20130

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): NSCI 20130 or consent of instructor. For Biology majors: Three quarters of a Biological Sciences Fundamentals sequence.
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): S. Bensmaia
Terms Offered: Autumn
Prerequisite(s): Consent of instructor

BIOS 24209. Photons to Consciousness: Cellular and Integrative Brain Functions. 100 Units.
This course uses the visual system as a model to explore how the brain works. We begin by considering the physical properties of light. We then proceed to consider the mechanism of sensory transduction, cellular mechanisms of neuron to neuron communication, the operation of small neural networks, strategies of signal detection in neuron networks, and the hierarchical organization of cortical function. We conclude with visually guided behavior and consciousness.
Instructor(s): E. Schwartz
Terms Offered: Winter
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence.
BIOS 24217. Conquest of Pain. 100 Units.
This course examines the biology of pain and the mechanisms by which anesthetics alter the perception of pain. The approach is to examine the anatomy of pain pathways both centrally and peripherally, and to define electrophysiological, biophysical, and biochemical explanations underlying the action of general and local anesthetics. We discuss the role of opiates and enkephalins. Central theories of anesthesia, including the relevance of sleep proteins, are also examined.
Instructor(s): K. Ruskin
Terms Offered: Winter
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence, CHEM 2200-22100-22200 or BIOS 20200 and prior course in neurobiology or physiology is recommended.

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): For Biology majors: Three quarters of a Biological Sciences Fundamentals sequence, BIOS 20200, NSCI 20120 and BIOS 20200, 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, L.
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

BIOS 24248. Biological Clocks and Behavior. 100 Units.
This course will address physiological and molecular biological aspects of circadian and seasonal rhythms in biology and behavior. The course will primarily emphasize biological and molecular mechanisms of CNS function, and will be taught at a molecular level of analysis from the beginning of the quarter. Those students without a strong biology background are unlikely to resonate with the course material.
Instructor(s): B. Prendergast
Terms Offered: Spring
Prerequisite(s): A quality grade in PSYC 20300 Biological Psychology. Additional biology courses are desirable. Completion of Core biology will not suffice as a prerequisite. For Biology majors: Completion of three quarters of a Biological Sciences Fundamentals Sequence.
Equivalent Course(s): PSYC 21750

BIOS 24408. Modeling and Signal Analysis for Neuroscientists. 100 Units.
The course provides an introduction into signal analysis and modeling for neuroscientists. We cover linear and nonlinear techniques and model both single neurons and neuronal networks. The goal is to provide students with the mathematical background to understand the literature in this field, the principles of analysis and simulation software, and allow them to construct their own tools. Several of the 90-minute lectures include demonstrations and/or exercises in Matlab.
Instructor(s): W. van Drongelen
Terms Offered: Spring, L.
Prerequisite(s): 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): Three quarters of a Biological Sciences Fundamentals sequence.
BIOS 25109. Topics in Reproduction and Cancer. 100 Units.
This course focuses on several aspects of the molecular and cellular biology of human reproduction. We also discuss the basis of chemical/viral carcinogenesis and the progression, treatment, and prevention of cancer. The role of steroid hormones and their receptors in the control of growth, development, and specialized cell function is discussed in the context of normal and abnormal gene expression in human development and disease. Key historical events, research approaches, utilization of knowledge, recent advances in drug design and herbal medicines, and philosophies of scientific research are also covered.
Instructor(s): G. Greene, D. Vander Griend Terms Offered: Spring
Prerequisite(s): For Biology majors: Three quarters 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): K. Luchins Terms Offered: Spring
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence, or consent of instructor

BIOS 25206. Fundamentals of Bacterial Physiology. 100 Units.
This course meets one of the requirements of the microbiology specialization. This course introduces bacterial diversity, physiology, ultra-structure, envelope assembly, metabolism, and genetics. In the discussion section, students review recent original experimental work in the field of bacterial physiology.
Instructor(s): D. Missiakas Terms Offered: Autumn
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence
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): Three quarters of a Biological Sciences Fundamentals sequence
Equivalent Course(s): MICR 31600

BIOS 25226. Endocrinology I: Cell Signaling. 100 Units.
The subject matter of this course considers the wide variety of intracellular mechanisms that, when activated, change cell behavior. We cover aspects of intracellular signaling, the latter including detailed discussions of receptors, G-proteins, cyclic nucleotides, calcium and calcium-binding proteins, phosphoinositides, protein kinases, and phosphatases.
Instructor(s): M. Brady, R. Cohen Terms Offered: Autumn
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and BIOS 20200.

BIOS 25227. Endocrinology II: Systems and Physiology. 100 Units.
Endocrinology is the study of hormones, which are chemical messengers released by tissues that regulate the activity of other cells in the body. This course covers the classical hormone systems, including hormones regulating metabolism, energy mobilization and storage, calcium and phosphate metabolism, reproduction, growth, “fight or flight,” and circadian rhythms. We focus on historical perspective, the mechanisms of action, homeostatic regulation, and relevant human diseases for each system.
Instructor(s): M. Brady, R. Cohen Terms Offered: Winter
Prerequisite(s): Completion of the first three quarters of a Biological Fundamentals Sequence

BIOS 25228. Endocrinology III: Human Disease. 100 Units.
This course is a modern overview of the patho-physiologic, genetic, and molecular basis of endocrine based human diseases (e.g., hypertension, cardiovascular diseases, obesity, diabetes, osteoporosis, thyroid disorders).
Instructor(s): Y. C. Li Terms Offered: Spring
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence is required and BIOS 25227 is strongly recommended.

BIOS 25256. Immunobiology. 100 Units.
This comprehensive survey course presents an integrated coverage of the tactics and logistics of innate and adaptive immunity in mammalian organisms. It conveys the elegance and complexity of immune responses against infectious agents. It introduces their implications in autoimmune diseases, cancer and organ transplantation and presents some of the emerging immunotherapeutics that are transforming health care. Prior knowledge of microbiology (e.g., BIOS 25206) will be advantageous.
Instructor(s): A. Bendelac Terms Offered: Autumn
Prerequisite(s): BIOS 20186, BIOS 20187, BIOS 20189 and BIOS 20188 or BIOS 20191.
BIOS 25258. Immunopathology. 100 Units.
This course will expand on general immunological concepts that have implications for our understanding of immune-related disorders such as autoimmune diseases, inflammatory bowel diseases, infection immunity, immunodeficiencies and transplant rejection. Students will read and discuss primary immunological papers and become familiarized with typical experiment designs in immunology. At the end of the course, students will have learned how to design experiments in order to address specific hypotheses related to immune-mediated disorders.
Instructor(s): B. Jabri Terms Offered: Winter
Prerequisite(s): BIOS 25256 with a grade of B or higher.
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. Offered in odd years
Prerequisite(s): BIOS 20200 or 25256, or consent of instructor
Equivalent Course(s): IMMU 30266

BIOS 25267. Mucosal Immunology. 100 Units.
This course addresses how the gut associated lymphoid tissue distinguishes innocuous dietary antigens and commensal bacteria from pathogenic microbes and mounts an appropriate response. The realization that we live in a dynamic relationship with the trillions of bacteria that form the commensal microbiome has added additional complexity to our understanding of this conundrum. In this course a topic will be introduced with a lecture and review article for the first class of each week. In the second class each week students will lead the discussion of the primary articles assigned. The course will be graded on class participation and a final essay-based exam. Although intended primarily for graduate students in the Immunology, Microbiology, MPMM and CMMN programs, undergraduates may enroll with the permission of the instructor.
Instructor(s): C. Nagler Terms Offered: Spring. Offered in even years
Prerequisite(s): BIOS 25256
Equivalent Course(s): IMMU 37000

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): B. Manicassamy Terms Offered: Spring
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and third- or fourth-year standing
Equivalent Course(s): MICR 34600

BIOS 25308. Heterogeneity in Human Cancer: Etiology and Treatment. 100 Units.
This course addresses the importance of understanding human tumor heterogeneity (organ site by organ site) in terms of predicting whether tumors will progress to malignancy and how tumors will respond to standard treatments or require tailored molecular therapeutics. Alternating lecture and discussion lectures will explore and tease apart the controversies in the field that limit progress in cancer prevention, diagnosis and treatment. At the end of the course, students should have an in-depth understanding of the complexities, challenges and opportunities facing modern cancer researchers and clinical oncologists and be able to discuss novel scientific approaches to solving these issues.
Instructor(s): K. MacLeod Terms Offered: Autumn, 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 polygenic traits and are often confounded by nongenetic factors (e.g., age, co-morbidities, drug-drug interactions, environment, diet). Using knowledge of an individual’s DNA sequence as an integral determinant of drug therapy has not yet become standard clinical practice; however, several genetics-guided recommendations for physicians have been developed and are highlighted. The ethics and economics of pharmacogenomics are also discussed.
Instructor(s): R. S. Huang, B. Stranger Terms Offered: Spring
Prerequisite(s): Ugrads (3 & 4 yrs only) must have taken BIOS 20187 & are required to email instructors for approval (bstraeger@medicine.bsd.uchicago.edu & rhuang@medicine.bsd.uchicago.edu) prior to registering. Equivalent Course(s): CABI 47510,CCTS 40006

BIOS 25327. Health Disparities in Breast Cancer. 100 Units.
Across the globe, breast cancer is the most common women’s cancer. In the last two decades, there have been significant advances in breast cancer detection and treatment that have resulted in improved survival rates. Yet, not all populations have benefited equally from these improvements, and there continues to be a disproportionate burden of breast cancer felt by different populations. In the U.S., for example, white women have the highest incidence of breast cancer but African-American women have the highest breast cancer mortality overall. The socioeconomic, environmental, biological, and cultural factors that collectively contribute to these disparities are being identified with a growing emphasis on health disparities research efforts. In this 10-week discussion-based course students will meet twice weekly and cover major aspects of breast cancer disparities.
Instructor(s): E. Dolan and S. Conzen Terms Offered: Winter. Course not offered every year.
Prerequisite(s): Biology majors: Three quarters of a Biological Sciences Fundamentals sequence and third or fourth year standing Equivalent Course(s): CCTS 20400,CCTS 40400

BIOS 25407. Organ Transplantation. 100 Units.
This course presents biological, technical, ethical, and economic issues associated with organ transplantation. We sharply focus the immunologic knowledge from BIOS 25256 onto the biologic barriers to organ acceptance and the ultimate goal of immunologic tolerance. We also address principles of organ preservation and the mechanisms of ischemia/reperfusion injury. The technical aspects and physiology of organ transplantation (i.e., kidney, liver, heart, lung, pancreas, islet, intestinal) are covered. The social, economic, and ethical issues raised in transplantation (i.e., allografts, xenografts, living donation) are also discussed. This course is offered in alternate years.
Instructor(s): A. Chong Terms Offered: Winter. 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 Terms Offered: Spring. Not offered 2017-18
Prerequisite(s): PBHS 30700 or PBHS 30900 or introductory epidemiology or consent of instructor. Equivalent Course(s): PBHS 31300
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 and three quarters of a Biological Sciences Fundamentals sequence 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 or equivalent.
Equivalent Course(s): CPNS 31100, PSYC 36211

BIOS 27710-27711-27712-27713-27714-27715. Ecology – Marine Biological Laboratory; Biogeochemical Analysis in Terrestrial and Aquatic Ecosystems – Marine Biological Laboratory; Independent Undergraduate Research in Environmental Sciences – Marine Biological Laboratory; Quantitative Environmental Analyses – Marine Biological Laboratory; Methods in Microbial Ecology – Marine Biological Laboratory; Roles of Animals in Ecosystems – Marine Biological Laboratory.

Marine Biological Laboratory Semester in Environmental Science Sequence (SES). Courses BIOS 27710-27715 are the College designations for the Semester in Environmental Science that is taught at the Marine Biological Laboratory (MBL) in Woods Hole, Massachusetts. Registration in BIOS 27710, 27711, and 27712, plus one of BIOS 27713, 27714, or 27715 is required. Admission to the Semester in Environmental Science program is by application, which must be received by the MBL in March of the year preceding the start of the semester. Admissions decisions will be mailed in April. Note that these courses start at the beginning of September, typically four weeks prior to the start of the College’s Autumn Quarter and are completed by the end of Autumn Quarter. More information on the course content and the application process can be found at www.mbl.edu/ses.

BIOS 27710. Ecology – Marine Biological Laboratory. 100 Units.

This course examines the structure and functioning of terrestrial and aquatic ecosystems including the application of basic principles of community and ecosystem ecology. The course also examines contemporary environmental problems such as the impacts of global and local environmental change on community composition and food webs within forest, grassland, marsh and nearshore coastal ecosystems on Cape Cod. This course examines the structure and functioning of terrestrial and aquatic ecosystems including the application of basic principles of community and ecosystem ecology. The course also examines contemporary environmental problems such as the impacts of global and local environmental change on community composition and food webs within forest, grassland, marsh and nearshore coastal ecosystems on Cape Cod.

Instructor(s): Marine Biological Laboratory Staff Terms Offered: Autumn. L.
Prerequisite(s): Consent only. Admission by application to the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA; concurrent registration in BIOS 27711 and BIOS 27712 along with one of BIOS 27713, BIOS 27714 or BIOS 27715.
Equivalent Course(s): ENSC 24100
BIOS 27711. Biogeochemical Analysis in Terrestrial and Aquatic Ecosystems – Marine Biological Laboratory. 100 Units.
This course examines the interface of biological processes with chemical processes in ecological systems. Course content emphasizes aquatic chemistry and the role of microbes in the cycling of nitrogen, carbon, and other elements. Effects of global changes on chemical cycling are emphasized.
Instructor(s): Marine Biological Laboratory Staff. Terms Offered: Autumn. L.
Prerequisite(s): Consent only. Admission by application to the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA; concurrent registration in BIOS 27710 and BIOS 27712 along with one of BIOS 27713, BIOS 27714 or BIOS 27715.
Equivalent Course(s): ENSC 23820

BIOS 27712. Independent Undergraduate Research in Environmental Sciences – Marine Biological Laboratory. 100 Units.
This course is the culmination of the Semester in Environmental Science at the Marine Biological Laboratory. An independent research project, on a topic in aquatic or terrestrial ecosystem ecology, is required. Students will participate in a seminar for scientific communication as well as submit a final paper on their project.
Instructor(s): Marine Biological Laboratory Staff Terms Offered: Autumn. L.
Prerequisite(s): Consent only. Admission by application to the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA; concurrent registration in BIOS 27710 and BIOS 27711 along with one of BIOS 27713, BIOS 27714 or BIOS 27715.
Equivalent Course(s): ENSC 29800

BIOS 27713. Quantitative Environmental Analyses – Marine Biological Laboratory. 100 Units.
This course emphasizes the application of quantitative methods to answering ecological questions. Students apply mathematical modeling approaches to simulating biological and chemical phenomena in terrestrial and marine ecosystems.
Instructor(s): Marine Biological Laboratory Staff Terms Offered: Autumn, L.
Prerequisite(s): Consent Only. Admission by application to the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA; concurrent registration in BIOS 27710, BIOS 27711 and BIOS 27712.
Equivalent Course(s): ENSC 28100

BIOS 27714. Methods in Microbial Ecology – Marine Biological Laboratory. 100 Units.
This course explores the biology of microbes found in the environment, including relationships with the physical, chemical, and biotic elements of their environment. Emphasis is placed on understanding the science underlying the various methodologies used in the study of these organisms and systems. In the laboratory, students will work with the latest techniques to measure microbial biomass, activity, extracellular enzymes, and biogeochemical processes. Students are also introduced to molecular methods for assessing microbial genomic diversity.
Instructor(s): Marine Biological Laboratory Staff Terms Offered: Autumn, L.
Prerequisite(s): Consent only. Admission by application to the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA; concurrent registration in BIOS 27710, BIOS 27711 and BIOS 27712.
Equivalent Course(s): ENSC 24200

BIOS 27715. Roles of Animals in Ecosystems – Marine Biological Laboratory. 100 Units.
This course addresses the question, How do animals, including man, affect the structure and function of ecosystems. The course takes an interdisciplinary approach focused on the interactions of animal diversity, migration patterns, population dynamics, and behavior with biogeochemical cycles, productivity, and transport of materials across ecosystems. This course is an elective option within the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA.
Instructor(s): Marine Biological Laboratory Staff Terms Offered: Autumn
Prerequisite(s): Consent only. Admission by application to the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA; concurrent registration in BIOS 27710, BIOS 27711, and BIOS 27712.
Equivalent Course(s): ENSC 24300
BIOS 27720. Microbiomes Across Environments. 100 Units.
Microbiomes Across Environments provides a comprehensive introduction to microbiome research, tools and approaches for investigation, and a lexicon for biological understanding of the role of microbial communities in environmental and host environments. Microbiome science is an emerging field that bridges disciplines, merging microbiology with genomics, ecosystem science, computation, biogeochemistry, modeling, medicine, surgery, immunology, molecular engineering, and many others, including architecture, social science, chemistry and even economics. In this course we will uncover the vast biochemical and metabolic diversity of the microbial world by examining life in ocean and marine systems, terrestrial ecosystems, and animal (including human) host-associated contexts. Students will develop or strengthen biological field/lab techniques, analyze and compare data prepared from student-collected samples, and will integrate fundamental knowledge, modeling, and theory as it pertains to microbiome research.
Instructor(s): J. Gilbert, D. Welch Terms Offered: Autumn. Meets in September 2017. L.
Note(s): This course will be given at Marine Biological Laboratory, Woods Hole, Massachusetts.

BIOS 27721. Observing Proteins in Action: How to Design and Build Your Own. 100 Units.
New insights into cell function are now possible using technologies that resolve single molecules. However, as devices become more complicated, we are often faced with three questions: What is it that our instruments actually measure; how can we change the instrument to see a new behavior; and, how do we analyze the data to get the greatest insight? We will learn how to answer these questions by designing, building, and using our own electrical and optical instruments, making measurements, and then analyzing the results. Membrane proteins play an essential role in the behavior of all cells. We will study membrane protein channels in synthetic membranes, host cells, and giant axons from squid collected in the waters surrounding the MBL. The movement of electrical charge produced by conformational changes will be correlated with both the current passing thru single channels and structural information obtained from light and electron microscopy. The course will proceed from simple measurements to student-designed projects.
Instructor(s): E. Schwartz, F. Bezanilla, A. Correa, E. Perozo Terms Offered: Autumn. Meets in September 2017. L.
Note(s): This course will be given at Marine Biological Laboratory, Woods Hole, Massachusetts

BIOS 27722. Marine Invertebrates of Woods Hole: Ecology/Diversity/Function. 100 Units.
Over 90% of the macroscopic species in the marine biosphere are “invertebrates” — metazoans other than fish, amphibians, reptiles, birds, or mammals. This course takes advantage of the marine biota of the Woods Hole region to illustrate the principles of invertebrate organization, ecology, and biodiversity with particular emphasis on comparative study of form and function (particularly biomechanical) in both phylogenetic and ecological contexts. Biodiversity is a topical subject in biology, in part because of the accelerating erosion of biodiversity as a result of increasing human pressures and global change, in part because the revolution in phylogenomics over the past fifteen years has allowed the study of biodiversity to be placed in a robust evolutionary context. Having a working knowledge of the diversity of life is fundamental to the study of any subject in biology. Students will study living representatives of most major groups of marine metazoans, both in the laboratory and through fieldwork in the diverse marine habitats surrounding Woods Hole, a particularly appropriate location for such a course given the wealth of local diversity and accumulated knowledge of the local fauna built over 125 years of biological investigation at the Marine Biological Laboratory.
Instructor(s): M. LaBarbera Terms Offered: Autumn. Meets in September 2017. L.
Note(s): This course will be given at Marine Biological Laboratory, Woods Hole, Massachusetts

BIOS 27810. Epidemiology & Population Health: Global Health Sciences I. 100 Units.
Epidemiology is the basic science of public health. It is the study of how diseases are distributed across populations and how one designs population-based studies to learn about disease causes, with the object of identifying preventive strategies. Epidemiology is a quantitative field and draws on biostatistical methods. Historically, epidemiology’s roots were in the investigation of infectious disease outbreaks and epidemics. Since the mid-twentieth century, the scope of epidemiologic investigations has expanded to a fuller range of non-infectious diseases and health problems. This course will introduce classic studies, study designs, and analytic methods, and will include articles that approach epidemiology from the global context.
Instructor(s): D. Lauderdale. Terms Offered: Autumn,Winter. This course is offered Autumn Quarter every year on campus and Winter Quarter every other year in Paris as part of Study Abroad beginning Winter 2018.
Prerequisite(s): Completion of the three quarters of a Biological Sciences Fundamentals Sequence and completion of the quantitative requirements for the biological sciences major. STAT 22000 or other introductory statistics highly desirable.
BIOS 27811. Microbiology: Global Health Sciences II. 100 Units.
This course will examine infectious diseases with global health impact, analyzing their historic and projected impact, their biological foundations, treatment, and preventative control. Course topics include gastrointestinal infections (e.g., cholera, bacillary dysentery, typhoid fever, rotavirus infections), sexually transmitted diseases (HIV), infections transmitted via aerosol droplets (tuberculosis, meningitis), and vector borne diseases (e.g., malaria, typhus, dengue fever, plague). Special emphasis will be placed on emerging infectious diseases (Ebola, Lassa, Rift Valley fever) and either completed or ongoing studies for infectious disease elimination (smallpox, polio, diphtheria, river blindness). The course encompasses lectures, student presentations, and the preparation of a capstone essay.
Instructor(s): D. Missiakas, O. Schneewind Terms Offered: Winter. This course is offered on campus in alternate years beginning Winter Quarter 2017 and in Paris in alternate years beginning Winter Quarter 2018
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence, or consent of Instructor.

BIOS 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): Three quarters of a Biological Sciences Fundamentals sequence and STAT 23400 or BIOS 26210 and BIOS 26211
Equivalent Course(s): 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 Problem or Normal Cultural Practice? 100 Units.
Alcohol is the most widely used psychoactive agent in the world, and, as archaeologists have recently demonstrated, it has a very long history dating back at least 9,000 years. This course will explore the issue of alcohol and drinking from a trans-disciplinary perspective. It will be co-taught by an anthropologist/archaeologist with experience in alcohol research and a neurobiologist who has experience with addiction research. Students will be confronted with literature on alcohol research from anthropology, sociology, history, biology, medicine, psychology, and public health and asked to think through the conflicts and contradictions. Selected case studies will be used to focus the discussion of broader theoretical concepts and competing perspectives introduced in the first part of the course. Topics for lectures and discussion include: What is alcohol? 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.
Instructor(s): M. Dietler, W. Green Terms Offered: Winter
Prerequisite(s): Third- or fourth-year standing. This course does not meet requirements for the biological sciences major.
Equivalent Course(s): ANTH 25310,BPRO 22800

BIOS 02490. Biology and Sociology of AIDS. 100 Units.
This co-listed course explores the biology and sociology of AIDS from interdisciplinary perspectives. Roughly half of the course explores the basic biology of the HIV retrovirus, HIV treatments such as HAART medications, opportunities and obstacles to effective HIV vaccines, the epidemiology of HIV infection. The remainder of course sessions explore social, political, and policy concerns: HIV risk behaviors, clinical and policy interventions in HIV prevention, public policies that finance HIV care, the challenge of global HIV treatment and prevention, with a special focus on sub-Saharan Africa. The course features guest speakers who are leading experts in these areas.
Instructor(s): H. Pollack, J. Schneider Terms Offered: Not offered 2017-2018
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.
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 29265. Evolution and 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, power and dominance, cooperation and competition, biological markets, parental investment, life history and risk-taking, love and mating, physical attractiveness and the market, emotion and motivation, sex and consumer behavior, cognitive biases in decision-making, and personality and psychopathology.
Instructor(s): D. Maestripieri Terms Offered: Autumn
Prerequisite(s): 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 29271. The Psychology and Neurobiology of Stress. 100 Units.
This course explores the topic of stress and its influence on behavior and neurobiology. Specifically, the course will discuss how factors such as age, gender, and social context interact to influence how we respond to stressors both physiologically and behaviorally. The course will also explore how stress influences mental and physical health.
Instructor(s): G. Norman Terms Offered: Spring
Prerequisite(s): This course does not meet the requirements for the Biological Sciences Major.
Equivalent Course(s): PSYC 25750

BIOS 29294. Introduction to Global Health. 100 Units.
This course provides an overview of global health from the historical perspective to the current state of global health. The course features weekly guest lecturers with a broad range of expertise in the field: topics include the social and economic determinants of health, the economics of global health, global burden of disease, and globalization of health risks, as well as the importance of ethics, human rights, and diplomacy in promoting a healthier world. The course is designed for graduate-level students and senior undergraduates with an interest in global health work in resource-limited settings.
Instructor(s): C. Babcock, N. Fenny Terms Offered: Winter
Prerequisite(s): This course does not meet requirements for the biological sciences major
Equivalent Course(s): CCTS 43000, PBPL 29294

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, B. Prendergast Terms Offered: Winter
Prerequisite(s): Some background in biology and psychology.
Note(s): This course does not meet requirements for the biological sciences major. CHDV Distribution: A
Equivalent Course(s): CHDV 20300, PSYC 20300
BIOS 29314. Medical Ethics: Central Topics. 100 Units.

Decisions about medical treatment, medical research, and medical policy often have profound moral implications. Taught by a philosopher, two physicians, and a medical lawyer, this course will examine such issues as paternalism, autonomy, assisted suicide, kidney markets, abortion, and research ethics.

Instructor(s): D. Brudney; Staff Terms Offered: Autumn

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

Note(s): Undergrads enroll in sections 01 and 02. Graduates enroll in section 03. For Philosophy majors: This course fulfills the practical philosophy (A) requirement.

Equivalent Course(s): PHIL 21609,BPRO 22612,HIPS 21609,PHIL 31609

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: Spring. May be offered in 2017-2018

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,KNOW 27006

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. 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.

BIOS 29327. Topics in Clinical Research. 100 Units.

This course provides an overview of clinical research subject matter from the history and ethics of clinical research to the types and practice of contemporary clinical research. How does clinical research differ from other research traditions? What is special about clinical research? What types of questions can be answered by clinical research (what questions not)? What types of ethical oversight over the responsible conduct of research have arisen over the years? We will learn how to read and critique clinical research, survey the major types of clinical research designs, and the differences between hypothesis generation and hypothesis testing. Finally, we provide an overview of the mechanics of developing and implementing clinical research, including grant writing, regulatory issues, and quality assurance. Along the way, we will be teaching core statistical concepts including prevalence, risk ratios, and sensitivity and validation techniques. The objectives are for students to obtain an understanding of how and why to perform clinical research and to do so in an ethical and responsible manner.

Instructor(s): Valerie Press Terms Offered: Spring

Prerequisite(s): Completed general education requirement in the social sciences. This course does not meet the requirements for the Biological Sciences Major.

Equivalent Course(s): CCTS 21003

BIOS 29328. Biological Materials. 100 Units.

In this course, students will gain an understanding of the science and application of biomaterials, a field that utilizes fundamental principles of materials science with cell biology for applications in therapeutics and diagnostics. The course will introduce the basic classes of biomaterials, considering metals used in medicine, ceramics and biological inorganic materials such as hydroxyapatite, and polymers used in medicine. The basis of protein adsorption modulating biological interactions with these materials will be elaborated. Examples to be covered in the course will include polymers used in drug delivery, polymers used in protein therapeutics, polymers used in degradable biomaterial implants, polymers used in biodiagnostics, and hybrid and polymeric nanomaterials used as bioactives and bioactive carriers. An emphasis in the course will be placed on bioactive materials development. Students will be assessed through in-class discussions, take-home assignments and exams, and an end-of-term project on a topic of the student's choice.

Instructor(s): Staff Terms Offered: TBD

Prerequisite(s): Undergraduates must have completed BIOS 20186 and BIOS 20187. This course does not meet the requirements for the Biological Sciences major.

Equivalent Course(s): MENG 27100
BIOS 29812. Bio/Social Determinants of Health: Global Health Sciences III. 100 Units.
This course will review the major factors that influence the health of individuals and communities worldwide and seek to gain a better understanding of the complexities of global health. Students will study both broad and disease-specific global health challenges (e.g., cancer, diabetes, and cardiopulmonary disease) and strategies for responding to them; key institutions and stakeholders; environmental impacts on health; ethical considerations in research and interventions; maternal and child health; health and human rights; and international legal frameworks within global health diplomacy. The course encompasses lectures, student presentations, and the preparation of a proposal addressing a significant global health problem with major impact.
Instructor(s): C. Olopade, O. Olopade Terms Offered: Spring, Winter. This course is offered in alternate years on campus beginning Spring Quarter 2017 and in alternate years in Paris beginning Winter Quarter 2018.
Prerequisite(s): This course does not meet the 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): BSCD Master Terms Offered: Autumn, Spring, Summer, Winter
Prerequisite(s): Consent of research sponsor and the Master of BSCD.
Note(s): Students are required to submit the College Reading and Research Course Form. This course is graded P/F. This course does not meet requirements for the biological sciences major.

BIOS 00206. Readings: Biology. 100 Units.
Students may register for only one BIOS 00206 tutorial per quarter. Enrollment must be completed by the end of the second week of the quarter. This tutorial offers individually designed readings.
Terms Offered: 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 00292. Interdisciplinary Research Seminar III. 100 Units.
No description available.
Instructor(s): S. Kron, Staff Terms Offered: Spring
Prerequisite(s): Consent of Instructor

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): BSCD Master Terms Offered: Autumn, Spring, Summer, Winter
Prerequisite(s): Fourth-year standing and consent of research sponsor and Master of BSCD.
Note(s): Students are required to submit the College Reading and Research Course Form. This course is graded P/F.

Graduate-Level Courses
Many graduate-level courses in the Division of the Biological Sciences are open to qualified College students. Students should consult their advisers, the BSCD office, or the various departments and committees in the division to identify appropriate courses.
Chemistry

Department Website: http://chemistry.uchicago.edu/kb

Program of Study

Chemistry is concerned with the preparation, composition, and structure of matter and with the equilibrium and kinetic laws that govern its transformations. The BA and BS degrees in chemistry are designed to provide a broad foundation in the three principal branches of the science: inorganic, organic, and physical chemistry. Analytical chemistry, often regarded as an independent branch, is incorporated into the program. Both curricula discuss experimental and theoretical work and emphasize their interdependence. Both degree programs prepare the student for a career in chemistry. However, the BS degree offers a more intensive program of study. The BA degree also offers thorough study in the field of chemistry, but it provides a wide opportunity for elective freedom and for the pursuit of interdisciplinary interests in areas such as biochemistry, biophysics, chemical physics, geochemistry, premedicine, and education.

Program Requirements

The principal distinction between the BA and BS programs is the number of chemistry courses required.

Program Requirements: BA

A minimum of eight courses in chemistry beyond the general education requirement (which should be taken in the first year) is required for the BA degree.

Program Requirements: BS

A minimum of twelve courses in chemistry beyond the general education requirement (which should be taken in the first year) is typically required for the BS degree.

Summary of Requirements: BA in Chemistry

General Education

CHEM 11100-11200 Comprehensive General Chemistry I-II †‡ 200
One of the following sequences: 200

<table>
<thead>
<tr>
<th>Course Combination</th>
<th>Units</th>
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<tbody>
<tr>
<td>MATH 15100-15200</td>
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<tr>
<td>MATH 16100-16200</td>
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<tr>
<td>MATH 13100-13200</td>
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Total Units 400

Major

One of the following: †‡

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One of the following: 100

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One of the following: 200

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<tr>
<td>PHYS 13100-13200-13300</td>
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<td>CHEM 20100</td>
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One of the following sequences: 300

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<tr>
<td>CHEM 22000-22100-22200</td>
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<td>CHEM 23000-23100-23200</td>
<td></td>
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<tr>
<td>CHEM 26100-26200</td>
<td></td>
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<tr>
<td>CHEM 26700</td>
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</table>

Total Units 1400

Summary of Requirements: BS in Chemistry

General Education

CHEM 11100-11200 Comprehensive General Chemistry I-II †‡ 200
One of the following sequences: 200

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<tr>
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<tbody>
<tr>
<td>MATH 15100-15200</td>
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<tr>
<td>MATH 16100-16200</td>
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Total Units 1400
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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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**MAJOR**

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<td>CHEM 11300</td>
<td>Comprehensive General Chemistry III</td>
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<td>Honors General Chemistry III</td>
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<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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</tr>
<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>
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<tbody>
<tr>
<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>
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<tr>
<td>CHEM 20100-20200</td>
<td>Inorganic Chemistry I-II</td>
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One of the following sequences:

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<th>Course Title</th>
<th>Units</th>
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<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 Proteins</td>
<td>100</td>
</tr>
<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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One of the following:

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<tbody>
<tr>
<td>CHEM 22700</td>
<td>Advanced Organic/Inorganic Laboratory</td>
<td>100</td>
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<tr>
<td>CHEM 26800</td>
<td>Computational Chemistry and Biology</td>
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<td>Total Units</td>
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<td>1800</td>
</tr>
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</table>

† Credit may be granted by examination.

* See following sections on Advanced Placement and Accreditation Examinations.

‡ CHEM 10100-10200 Introductory General Chemistry I-II and CHEM 12100-12200 Honors General Chemistry I-II also satisfy this requirement. Enrollment into a particular sequence is based on chemistry placement or AP score.

**NOTE:** The three-quarter sequence MATH 20300-20400-20500 Analysis in R^n I-II-III may be substituted for MATH 20000 Mathematical Methods for Physical Sciences I; please note that MATH 20250 Abstract Linear Algebra or STAT 24300 Numerical Linear Algebra is a prerequisite for MATH 20400. MATH 27300 Basic Theory of Ordinary Differential Equations may be substituted for MATH 20100 Mathematical Methods for Physical Sciences II. MATH 19620 Linear Algebra is recommended for Chemistry majors who plan to pursue advanced study in physical chemistry.

**Advanced Placement**

Students who earn a score of 5 on the AP test in chemistry are given credit for CHEM 11100 Comprehensive General Chemistry I. Students with CHEM 11100 Comprehensive General Chemistry I credit may join CHEM 11200 Comprehensive General Chemistry II in the Winter Quarter. A score of 5 on the AP exam also permits students to take CHEM 12100-12200-12300 Honors General Chemistry I-II-III; students may opt to begin with CHEM 12100 Honors General Chemistry I in the Autumn Quarter or CHEM 12200 Honors General Chemistry II in the Winter Quarter. Students who complete the first quarter of Comprehensive General Chemistry or Honors General Chemistry forgo the AP credit. Note that no credit is given for IB chemistry.

**Accreditation**

The Department of Chemistry also administers accreditation examinations for CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III to entering College students. Only incoming first-year and transfer students are eligible to take these examinations, which are offered at the beginning of Autumn Quarter. Students may receive credit on the basis of their performance on accreditation examinations.

**GRADING**

Students majoring in Chemistry must earn (1) a major GPA of 2.0 or higher and (2) a C- or higher in all courses required by the Chemistry major, including those courses counting toward general education requirements in the mathematical and physical sciences. Nonmajors may take chemistry courses on a P/F basis; only grades of C- or higher constitute passing work.
UNDERGRADUATE RESEARCH AND HONORS

By their third year, students majoring in chemistry are strongly encouraged to participate in research with a faculty member. For more information on research opportunities, visit chemistry.uchicago.edu/kb.

Excellent students who pursue a substantive research project with a faculty member of the Department of Chemistry should plan to submit an honors thesis based on their work. Students usually begin this research program during their third year and continue through the following summer and their fourth year. Students who wish to be considered for honors are expected to complete their arrangements with the departmental counselor before the end of their third year and to register for one quarter of CHEM 29900 Advanced Research in Chemistry or one year of CHEM 29600 Research in Chemistry during their third or fourth years.

To be eligible to receive honors, students in the BA or BS degree program in chemistry must write a creditable honors paper describing their research. The paper must be submitted before the deadline established by the departmental counselor and must be approved by the Department of Chemistry. In addition, an oral presentation of the research is required. The research paper or project used to meet this requirement may not be used to meet the BA paper or project requirement in another major.

To earn a BA or BS degree with honors in chemistry, students must also have an overall GPA of 3.0 or higher.

SAMPLE PROGRAM

The following is a suggested schedule for completing a BA or BS degree in chemistry:

First Year
CHEM 10100-10200-11300 Introductory General Chemistry I-II; Comprehensive General Chemistry III or CHEM 11100-11200-11300 Comprehensive General Chemistry I-II-III or CHEM 12100-12200-12300 Honors General Chemistry I-II-III
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 Proteins, 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 Proteins or CHEM 26300 Chemical Kinetics and Dynamics (for BS)
CHEM 22700 Advanced Organic/Inorganic Laboratory or CHEM 26800 Computational Chemistry and Biology (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 Ka Yee Lee at kayeelee@uchicago.edu and Vera Dragisich at vdragis@uchicago.edu in the Chemistry Department and Pete Segall at psegall@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. 0.00 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. 0.00 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. 0.00 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. 0.00 Units.
Instructor(s): B. Ratliff
Terms Offered: Autumn
Prerequisite(s): Corequisite: Concurrent enrollment in CHEM 22000

CHEM 00221. Collaborative Learning in Organic Chemistry II. 0.00 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. 0.00 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.
No description available.
Instructor(s): B. Ratliff. L: M. Zhao. Terms Offered: Autumn
Prerequisite(s): Enrollment limited to first-year students
Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

CHEM 10200. Introductory General Chemistry II. 100 Units.
No description available.
Instructor(s): B. Ratliff. L: M. Zhao. Terms Offered: Winter
Prerequisite(s): Enrollment limited to first-year students
Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.

CHEM 11300. Comprehensive General Chemistry III. 100 Units.
No description available.
Instructor(s): K.Y.C. Lee, B.Roux. 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.
No description available.
Instructor(s): N. Scherer, 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.
No description available.
Instructor(s): G. Engel, B. Tian. 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.
No description available.
Instructor(s): K.Y.C. Lee, B.Roux. 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.
No description available.
Instructor(s): S. Sibener. L: M. Zhao Terms Offered: Autumn
Prerequisite(s): Good performance on the chemistry placement test or a score of 5 on the AP chemistry test
Note(s): Enrollment by placement only. The first two courses in this sequence meet the general education requirement in the physical sciences.
Chemistry

CHEM 12200. Honors General Chemistry II. 100 Units.
No description available.
Instructor(s): A. Tokmakoff. 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.
No description available.
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.
No description available.
Instructor(s): D. Talapin Terms Offered: Winter
Prerequisite(s): CHEM 11100-11200-11300 or equivalent, CHEM 22000 and CHEM 22100, or concurrent enrollment in CHEM 22100 or equivalent.

CHEM 20200. Inorganic Chemistry II. 100 Units.
No description available.
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.
No description available.
Instructor(s): V. Rawal. 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.
No description available.
Instructor(s): L. Yu. 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.
No description available.
Instructor(s): J. Piccirilli. 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.
No description available.
Instructor(s): Y. Krishnan. 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.
No description available.
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.
No description available.
Instructor(s): J. Lewis. 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 Proteins. 100 Units.
Proteins are the dominant natural products of the 21st century. This course will explore the organic chemistry of protein molecules: their chemical structure and biological functions, protein biosynthesis, intein-mediated protein splicing, and the use of chemistry to probe the molecular basis of the remarkable properties of proteins and enzymes.
Instructor(s): S. Kent 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): K.Y.C. Lee 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): P. Guyot-Sionnest 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. L.
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. Because this is a 000 credit course, students must submit a written report covering their research activities to the undergraduate counselor, and this course may be taken as a fifth course without additional charge. Research activities undertaken in this course may be used towards the writing of a thesis for consideration for departmental honors.
Instructor(s): K.Y.C. Lee Terms Offered: Autumn, Spring, Winter
Prerequisite(s): Consent of a faculty sponsor and/or the undergraduate counselor
Note(s): Graded P/F; Students are required to submit the College Reading/Research Course Form

CHEM 29900. Advanced Research in Chemistry. 100 Units.
Students conduct advanced, individually guided research. Research activities undertaken in this course may be used towards the writing of a thesis for consideration for departmental honors.
Instructor(s): Staff Terms Offered: Autumn, Spring, Summer, Winter
Prerequisite(s): Consent of a faculty sponsor and the undergraduate counselor
Note(s): Open only to students majoring in chemistry who are eligible for honors. Available for either quality grades or for P/F grading. Students are required to submit the College Reading and Research Course Form.

CHEM 30100. Advanced Inorganic Chemistry. 100 Units.
Group theory and its applications in inorganic chemistry are developed. These concepts are used in surveying the chemistry of inorganic compounds from the standpoint of quantum chemistry, chemical bonding principles, and the relationship between structure and reactivity.
Instructor(s): W. Lin Terms Offered: Autumn
Prerequisite(s): CHEM 20100 and CHEM 26100

CHEM 30200. Synthesis and Physical Methods in Inorganic Chemistry. 100 Units.
This course covers theoretical and practical aspects of important physical methods for the characterization of inorganic molecules. Topics may include NMR, IR, RAMAN, EPR, and electronic and photoelectron spectroscopy; electrochemical methods; and single-crystal X-ray diffraction.
Instructor(s): W. Lin Terms Offered: Winter
Prerequisite(s): CHEM 30100

CHEM 30400. Organometallic Chemistry. 100 Units.
This course covers preparation and properties of organometallic compounds (notably those of the transition elements, their reactions, and the concepts of homogeneous catalysis).
Instructor(s): J. Anderson 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): B. Tian Terms Offered: Not offered in 2016-17.
Prerequisite(s): CHEM 20200 and 26300, or consent of instructor
CHEM 30600. Chemistry of the Elements and Materials. 100 Units.
This course surveys the descriptive chemistries of the main-group elements and the transition metals from a synthetic perspective, and reaction chemistry of inorganic molecules is systematically developed.
Instructor(s): J. Anderson Terms Offered: Winter
Prerequisite(s): CHEM 20100

CHEM 30900. Bioinorganic Chemistry. 100 Units.
This course covers various roles of metals in biology. Topics include coordination chemistry of bioinorganic units, substrate binding and activation, electron-transfer proteins, atom and group transfer chemistry, metal homeostasis, ion channels, metals in medicine, and model systems.
Instructor(s): C. He Terms Offered: Spring
Prerequisite(s): CHEM 20200 and 22200/23200

CHEM 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 2016–17
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): L. Yu 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): S. Kozmin Terms Offered: Autumn
Prerequisite(s): CHEM 22200/23200 or consent of instructor

CHEM 32300. Strategies and Tactics of Organic Synthesis. 100 Units.
This course discusses the important classes for organic transformation. Topics include carbon-carbon bond formation; oxidation; and reduction using a metal, non-metal, or acid-base catalyst. We also cover design of the reagents and the scope and limitation of the processes.
Instructor(s): S. Snyder Terms Offered: Winter
Prerequisite(s): CHEM 22200/23200 or consent of instructor

CHEM 32400. Physical Organic Chemistry II. 100 Units.
Topics covered in this course include the mechanisms and fundamental theories of free radicals and the related free radical reactions, biradical and carbene chemistry, and pericyclic and photochemical reactions.
Terms Offered: Not offered in 2016–17
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 2016–17
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 2016–17
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 2016–17
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 2016–17
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.
   No description available.
   Instructor(s): B. Dickinson Terms Offered: Autumn
   Prerequisite(s): Basic knowledge of organic chemistry and biochemistry

   CHEM 33300. Chemical Biology II. 100 Units.
   No description available.
   Instructor(s): R. Moellering Terms Offered: Winter
   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 2016–17

CHEM 33500. Chemistry of Enzyme Catalysis. 100 Units.
The course will cover a series of topics illustrating and exploring aspects of the chemistry of enzyme catalysis, and will use case studies based on the primary scientific literature—both classic and current papers. For each class, there will be primary scientific papers assigned that the student will be expected to have studied in depth prior to class, including “reading around” on the same and related topics; suggestions for supplementary reading will be given. Classes will be conducted as discussion sessions; guided by the Instructor—all students will be expected to be prepared to answer questions from the instructor, and to take active part in class discussions. Participation in class will count for a portion of the grade for each student.
Instructor(s): Stephen Kent Terms Offered: Winter 2015
Prerequisite(s): CHEM 23300

CHEM 33600. Special Topics in Organic Chemistry. 100 Units.
No description available.
Instructor(s): Y. Weizmann Terms Offered: Spring 2015
Prerequisite(s): CHEM 22200

CHEM 33700. RNA Structure, Function, and Biology. 100 Units.
Students will learn principles of RNA structure and function, RNA catalysis, and RNA molecular cell biology as they relate to the field of RNA metabolism. In recent years it has become apparent that much of an organisms genome is transcribed, yielding a far more expansive collection of RNA molecules than previously thought: many of these RNAs are classic messenger RNAs that code for proteins but many serve functions other than protein coding (noncoding RNAs). These RNAs are processed, modified, and usually interact with RNA binding proteins (RBPs) to form ribonucleoprotein (RNP) complexes. We will consider emerging themes in noncoding RNA biology and investigate methods for interrogating their cellular structure and function.
Instructor(s): Prof. Joseph Piccirilli Terms Offered: Spring

CHEM 33800. Organotransition Metal Chemistry. 100 Units.
Transition-metal catalysis becomes one of the most important tools in organic synthesis. In this course, we will start to review the fundamental knowledge in organo-transition metal chemistry, such as bonding, coordination chemistry of metal-ligand complexes, in detail. The main focus will be the basic elementary reactions of organometallic complexes, such as oxidative addition, migratory insertion, reductive elimination etc. Lastly, we will study the subject of catalysis, and examine various catalytic transformations through the course.
Instructor(s): Guangbin Dong Terms Offered: Spring

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): L. Butler 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): G. Voth Terms Offered: Winter
Prerequisite(s): CHEM 36100

CHEM 36300. Statistical Thermodynamics. 100 Units.
This course covers the thermodynamics and introductory statistical mechanics of systems at equilibrium.
Instructor(s): S. Vaikuntanathan Terms Offered: Autumn
Prerequisite(s): CHEM 26100-26200

CHEM 36400. Advanced Statistical Mechanics. 100 Units.
Topics covered in this course may include statistics of quantum mechanical systems, weakly and strongly interacting classical systems, phase transitions and critical phenomena, systems out of equilibrium, and polymers.
Instructor(s): 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 2016–17
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 2016–17

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, echoes, and two-dimensional spectroscopy.
Terms Offered: Not offered in 2016–17

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 semidilute 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 2016–17
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.
Instructor(s): A. Tokmakoff Terms Offered: Spring
Prerequisite(s): CHEM 23300, CHEM 26200.
This course is an introduction to modern materials chemistry. It covers basic chemistry and physics of condensed systems, such as solids, polymers, and nanomaterials. The electronic structure of metals, semiconductors and magnetically ordered phases will be discussed. We will review optical and electronic properties of different classes of materials using examples of hard and soft condensed matter systems and drawing structure-property relationships for conventional solids, polymers, and nanomaterials. Finally, the course will cover the fundamentals of surface science and material synthesis, applying modern understanding of nucleation and growth phenomena.

Instructor(s): Prof. Dmitri Talapin

Terms Offered: Autumn

Prerequisite(s): CHEM 26100, CHEM 26200, and CHEM 26300, or equivalent

CHEM 39100. Materials Chemistry II. 100 Units.

This course will focus on the physical properties and kinetics of materials. The chemically-enabled properties of many different materials will be described, including linear and nonlinear elasticity, piezoelectricity, magnetic phenomena, diffusion and other transport properties, nonlinear optical properties, linear and nonlinear acoustic wave phenomena, and biological impacts. Selected applications associated with these properties will be included. Additionally, the course will discuss complex motion of dislocations and interfaces, morphological evolution, and phase transformations in materials synthesis.

Instructor(s): Prof. Bozhi Tian

Terms Offered: Spring

Prerequisite(s): CHEM 26100 and CHEM 26300 or equivalent

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 2016–17
Cinema and Media Studies

Department Website: http://cms.uchicago.edu

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. There are additional stipulations for those pursuing a Creative BA; see BA Research Paper for details.

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-unit course, but enrollment ensures that a thesis grade will appear on the student’s transcript.

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 at 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, psychology, 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 at cms.uchicago.edu.

Note: CMS majors may not enroll in CMST 14400 Film and the Moving Image or any of the CMST 14500-14599 courses.

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. Students must enroll in CMST 29800 Senior Colloquium during the Autumn Quarter of their fourth year. By the end of fourth week of that term, 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. All students are required to register for the zero-unit course CMST 29900 BA Research Paper during the term in which they plan to graduate from the College. The final version is due by fourth week of that quarter.

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.

Creative BA Option: 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 (two 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 CMST 23904 Senior Creative Thesis Workshop during the Winter Quarter of their fourth year. CMST 23904 may not be counted toward distribution requirements for the major; it will serve as general elective credit only. All students are required to register for the zero-unit course 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>5 elective courses in Cinema and Media Studies (courses originating in or cross listed with Cinema and Media Studies)</td>
<td>500</td>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<td>CMST 29900</td>
<td>BA Research Paper †</td>
<td>000</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>1200</td>
</tr>
</tbody>
</table>

§ Students with permission to pursue a Creative BA Project are required to enroll in CMST 23904 Senior Creative Thesis Workshop during Winter Quarter of their fourth year. However, this course will not count toward major requirements.

* 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 major GPA of 3.5 or higher 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 at 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 Name</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>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 Name</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 of the ’20s and ’30s</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 Courses page on the Cinema and Media Studies website, at 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): Staff Terms Offered: Autumn, Spring, Winter

Note(s): Required of students majoring in Cinema and Media Studies

Equivalent Course(s): ARTH 20000, ENGL 10800, ARTV 20300
CMST 14400. Film and the Moving Image. 100 Units.
This course seeks to develop skills in perception, comprehension, and interpretation when dealing with film and other moving image media. It encourages the close analysis of audiovisual forms, their materials and formal attributes, and explores the range of questions and methods appropriate to the explication of a given film or moving image text. It also examines the intellectual structures basic to the systematic study and understanding of moving images. Most importantly, the course aims to foster in students the ability to translate this understanding into verbal expression, both oral and written. Texts and films are drawn from the history of narrative, experimental, animated, and documentary or non-fiction cinema. Screenings are a mandatory course component.
Instructor(s): Staff Terms Offered: Autumn,Spring,Winter
Note(s): Open only to non-CMS majors; may not count towards CMS major requirements. For non-majors, any CMST 14400 through 14599 course meets the general education requirement in the dramatic, musical, and visual arts.

CMST 14505. Visual Style in Still and Moving Images. 100 Units.
The course surveys elements of styles and techniques common to the visual arts. We will discuss framing and editing, moment and movement, action and narration, and other visual devices as used by artists, photographers, architects, and filmmakers in the late nineteenth and early twentieth centuries.
Instructor(s): Y. Tsivian Terms Offered: Spring

CMST 14507. Margins of the Medium: Text/Image. 100 Units.
In this course, we will study nineteenth- and twentieth-century visual and written texts from primarily French photographic, literary, painterly, and cinematic traditions. These thematically interrogate spatial, cultural, geographic, social, and political margins. By also examining the long-standing and often fraught historical and theoretical relationship between text and image, we will simultaneously investigate the boundaries between divergent media practices (photography, literature, film, painting) in order to question the visual, narrative, and philosophic limits of representation.
Instructor(s): J. Wild Terms Offered: Spring
Note(s): Students must attend first class to confirm enrollment. For nonmajors, this course meets the general education requirement in the arts.

CMST 14560. Cinema and Magic. 100 Units.
This course will explore the connection between cinema and ideas of magic, including the relation of film to magical illusions, the relation of avant-garde films to occult ideas of magic, and the portrayal of magic and the occult in films.
Instructor(s): T. Gunning Terms Offered: Winter
Note(s): For non-majors, CMST 14400 and 14500 through 14599 meet the general education requirement in the arts.

CMST 14603. Topics in EALC: Contemporary East Asian Horror Cinema. 100 Units.
Since the mid 1990s, Asian Horror films have been enormously popular. Films like The Ring (Japan) and A Tale of Two Sisters (South Korea) were not only extremely successful in their countries of origin, but have gained worldwide cult followings since their original releases. Their worldwide fans and distributors sometimes distinguish these films by their country of origin (J-Horror vs. K-Horror vs. C-Horror), but sometimes opt for collective designations (Asian Horror). We will be considering the usefulness of each designation by considering both tendencies that are unique to each national cinema (such as the “Haunted Girls High School” trope found in K-Horror films like Whispering Corridors and Memento Mori, or the “Haunted New Media” trope common in J-Horror films like The Ring and Pulse), as well as the marketing of a pan-Asian “extreme” horror in films like Audition and A Tale of Two Sisters, not to mention international co-productions like Three... Extremes. In so doing, we will be considering the relationship of these films to other aspects of contemporaneous East Asian filmmaking, from other genre films that are grouped under the “extreme” designation to the arthouse tendencies of “slow cinema” that can be found in horror films like Visible Secret and Pulse. This course will be an introduction to the major films and filmmakers of horror from Japan, South Korea, and Hong Kong from the mid 1990s to the mid 2000s (roughly the peak of its international following).
Instructor(s): William Carroll Terms Offered: Spring,Winter
Equivalent Course(s): EALC 10703
CMST 20400. Media Wars: Resistance, Gender and Sexuality, and Discourses. 100 Units.
In our contemporary moment, we have become accustomed to such terms as 'counter-terrorism' that signal an effort to resist internal and external threats, and those suggesting that we live in an age of ‘post-truth’ dominated by 'corporate media', 'fake news', and 'fact-challenged' journalism. Taking this contemporary platform as our starting place, this course explores how these terms and their use have been gendered; have situated both gender and sexuality within their discursive purview; and have also deployed concepts of gender and sexuality as either weapons of resistance or objects of destruction. This course will be historically organized insofar as we will begin our discussion with ways that media—broadly conceived to include cinema, print, and visual-cultural forms, television, and the internet—have aimed to “counter” patriarchal, heteronormative, and hegemonic systems of representation of gender and sexuality, while also discussing how media discourses of truth and non-truth have been historically constructed and deployed (documentary, propaganda). This course will also function as a research laboratory, where students will be asked to track, evaluate, and theorize contemporary or historical media that situate gender and sexuality within a so-called “media war,” or in their construction and dissemination of “truth” and/or resistance.
Instructor(s): J. Wild Terms Offered: Autumn

CMST 21200. Politics of Film in Twentieth-Century American History. 100 Units.
This course examines selected themes in twentieth-century American political history through both the literature written by historians and filmic representations by Hollywood and documentary filmmakers. We will read one historical interpretation and view one film on themes like the following: Woodrow Wilson and World War I, the emergence of Pacific Rim cities like Los Angeles, Roosevelt’s New Deal, the Japanese-American experience in World War II, McCarthyism and the Korean War, the Cold War and the nuclear balance of terror, radical movements of the 1960s, and multiculturalism in the 1990s.
Instructor(s): B. Cumings Terms Offered: Spring
Prerequisite(s): View films on Mondays prior to class.
Equivalent Course(s): HIST 18500

CMST 21806. The New Latin American Cinema and Its Afterlife. 100 Units.
This course will introduce students to Latin American film studies through an assessment of its most critically celebrated period of radical filmmaking. The New Latin American Cinema (NLAC) of the late 1950s–70s generated unprecedented international enthusiasm for Latin American film production. The filmmakers of this loosely designated movement were defining themselves in relation to global realist film traditions like Italian Neorealism and Griersonian documentary, in relation to—mostly failed—experiments in building Hollywood-style national film industries, and in relation to regional discourses of underdevelopment and mestizaje. Since the late 1990s, a reassessment of the legacy of the NLAC has been taking shape as scholars have begun to interrogate its canonical status in the face of a changed political climate. In the sphere of filmmaking, contemporary Latin American new wave cinemas are also grappling with that legacy—sometimes disavowing it, sometimes appropriating it. We will situate the NLAC in its historical context, survey its formal achievements and political aspirations, assess its legacy, and take stock of the ways and the reasons that it haunts contemporary production.
Instructor(s): S. Skvirsky Terms Offered: Spring
Equivalent Course(s): CMST 31806

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 course 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: Spring, Winter
Prerequisite(s): CMST 23930; CMST 23931 or 27600; departmental approval of senior creative thesis project.
Note(s): CMST 23905 cannot be used to meet distribution requirements.
CMST 23930. Documentary Production I. 100 Units.
Documentary Video Production focuses on the making of independent documentary video. Examples of direct cinema, cinéma vérité, the essay, ethnographic film, the diary, historical and biographical film, agitprop/activist forms, and guerilla television will be screened and discussed. Issues embedded in the documentary genre, such as the ethics and politics of representation and the shifting lines between documentary fact and fiction, will be explored. Pre-production strategies and production techniques will be taught, including the camera, interviews and sound recording, shooting in available light, working in crews, and post-production editing. Students will be expected to purchase a portable FireWire. A five-minute string-out/rough-cut will be screened at the end of the quarter. Students are encouraged to take Documentary Production II to complete their work.
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 Terms Offered: Winter
Prerequisite(s): CMST 23930 or ARTV 23930.
Note(s): This course meets for two quarters.
Equivalent Course(s): ARTV 23931, HMRT 25107

CMST 24615. Chinese Musicals. 100 Units.
Are there Chinese musicals? It very much depends on what we would consider a Chinese musical. To answer Adrian Martin's call for “Musical Mutations: Before, Beyond and Against Hollywood,” this course will look for Chinese musicals in both obvious and unlikely places. The “musical mutations” under discussion include traditional opera adaptation, back-stage opera film, martial-arts opera film, Maoist opera film, musical comedy, song-and-dance film, melo-drama, Hong Kong musical, and most certainly the “apocalyptic” musical named by Martin, The Hole (Tsai Ming-liang, 1998). The tripartite developments of Chinese-language cinemas provide a privileged site to chart the ways the musical genre expands, transforms, and rejuvenates across time and borders.
Instructor(s): X. Dong Terms Offered: Spring
Prerequisite(s): Pre-requisite(s): CMST 10100, ARTH 20000, ENGL 10800, ARTV 25300, or consent of instructor.
Equivalent Course(s): EALC 24614

CMST 24813. South African Fictions and Factions. 100 Units.
This course examines the intersection of narrative in print and film (fiction and documentary) in Southern Africa since mid-20th-century decolonization. We begin with Cry, the Beloved Country, a best seller written by South African Alan Paton while in the US, and the original film version by a Hungarian-born, British-based director (Zoltan Korda) and an American screenwriter (John Howard Lawson), which together show both the international impact of South African stories and the important elements missed by overseas audiences. We will continue with fictional and nonfictional narrative responses to apartheid and decolonization in film and in print, and examine the power and the limits of what critic Louise Bethlehem has called the “rhetoric of urgency” on local and international audiences. We will conclude with writing and film that grapples with the complexities of the post-apartheid world, whose challenges, from crime and corruption to AIDS and the particular problems faced by women and gender minorities, elude the heroic formulas of the anti-apartheid struggle era. (B)
Instructor(s): L. Kruger Terms Offered: Winter
Prerequisite(s): PQ: one course in the HUM Core
Equivalent Course(s): CMLT 24813, ENGL 24813

CMST 24919. Japanese Cinema: 1950 to the Present. 100 Units.
In this course, we will look at the history and theory of cinema and media culture in Japan. We will closely examine the Golden Age of the 1950s and its precipitous decline, the rise of the new cinemas in the 1960s, and the postmodern and independent cinemas in the face of global capitalism. The course will also pay attention to topics of contemporary media such as media convergence, the media ecologies of contemporary anime (and manga/comic), and media activism after the 2011 Tohoku earthquake. We will proceed through careful analysis of films, anime, and digital media, while also addressing larger questions of historiography, and work to integrate such inquiries into discussions of film style and aesthetics, identity, the nation, and other issues.
Instructor(s): T. Tsumoda Terms Offered: Winter
CMST 24922. Kurosawa and His Literary Sources. 100 Units.
This interdisciplinary graduate and advanced undergraduate course focuses on ten films of Akira Kurosawa which were based on literary sources ranging from Ryunosuke Akutagawa, Georges Simenon, and Shakespeare to Dostoevsky, Tolstoy, Gorky, and Arseniev. The course not only introduces some theoretical and intermedial problems of adaptation of literature to film but also address cultural and political implications of Kurosawa’s adaptation of classic and foreign sources. We will study how Kurosawa’s turn to literary adaptation provided a vehicle for circumventing social taboos of his time and offered a screen for addressing politically sensitive and sometimes censored topics of Japan’s militarist past, war crimes, defeat in the Second World War, and ideological conflicts of reconstruction. The course combines film analysis with close reading of relevant literary sources, contextualized by current work of political, economic, and cultural historians of postwar Japan. The course is meant to provide hands-on training in the interdisciplinary methodology of Comparative Literature.
Instructor(s): Olga Solovieva Terms Offered: Spring
Equivalent Course(s): CMLT 33302, EALC 23312, REES 29814, REES 39814, SCTR 34012, CMST 34922, EALC 33312, CMLT 23302

CMST 24923. Contemporary Media in Japan. 100 Units.
This course will investigate contemporary films, audiovisual media works, and electronic media creations that explore and/or reflect such issues as ambient aesthetics, self-mediation, and new techniques of everyday life.
Instructor(s): T. Tsunoda Terms Offered: Spring

CMST 25102. Narrative Suspense in European/Russian Lit/Film. 100 Units.
This course examines the nature and creation of suspense in literature and film as an introduction to narrative theory. We will question how and why stories are created, as well as what motivates us to continue reading, watching, and listening to stories. We will explore how particular genres (such as detective stories and thrillers) and the mediums of literature and film influence our understanding of suspense and narrative more broadly. Close readings of primary sources will be supplemented with critical and theoretical readings. Literary readings will include work by John Buchan, Arthur Conan Doyle, Feodor Dostoevsky, Graham Greene, Bohumil Hrabal, and J.M. Coetzee. We will also explore Alfred Hitchcock’s take on 39 Steps and the Czech New Wave manifesto film Pearls of the Deep. With theoretical readings by Roland Barthes, Viktor Shklovsky, Erich Auerbach, Paul Ricoeur, and others.
Instructor(s): Esther Peters Terms Offered: Spring
Equivalent Course(s): HUMA 26901, CMST 35102, ENGL 26901, REES 33137, CMLT 22100, ENGL 46901, REES 23137

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 interrecreation 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): HIPS 25203, LLST 27801, TAPS 28452, HUMA 25202

CMST 25505. The Detective Film. 100 Units.
This course will survey the detective genre from its origins in the silent serial film through its development in film noir and neo-noir as well as its transformation in what is often called Metaphysical Detective films which explore the limits of the genre.
Instructor(s): T. Gunning Terms Offered: Spring
Equivalent Course(s): ARTH 25505

CMST 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
Equivalent Course(s): ENGL 25953, ARTV 25401, CMST 35953, CRWR 26003, CRWR 46003, ENGL 32311, TAPS 28455
CMST 26302. Ernst Lubitsch: An International Style. 100 Units.

“How would Lubitsch do it?” asks Billy Wilder, who famously hung this question in his office. He asked the question hanging in the minds of generations of filmmakers around the world, most likely including Lubitsch himself. In a career spanning nearly three decades, Lubitsch’s name has come to denote a style about style, first exported from Germany to Hollywood and then from Hollywood to the world. In this sense, Lubitsch is first and foremost a filmmaker for filmmakers, and his style decidedly an international one. It is the goal of this course to examine a broadly defined international stylistic history developed by and associated with Lubitsch, whose legacy cannot be adequately assessed without such a perspective. With dual emphases on formal and historical analyses, we will look at Lubitsch’s early Weimar comedy and epic films, American silent masterpieces, musicals, sound comedies, and political farces, as well as Lubitsch-esque films made in Japan, China, and France.

Instructor(s): X. Dong Terms Offered: Spring
Equivalent Course(s): CMST 36302, FNDL 26507

CMST 26400. The Cinema of Charlie Chaplin. 100 Units.

The course looks at Chaplin and his long film career from a number of perspectives. One of these is Chaplin’s acting technique inherited from commedia dell’arte and enriched by cinematic devices; another is Chaplin as a person involved in a series of political and sexual scandals; yet another one is Chaplin as a myth fashioned within twentieth-century art movements like German Expressionist poetry, French avant-garde painting, or Soviet Constructivist art.

Instructor(s): Y. Tsivian Terms Offered: Autumn
Prerequisite(s): PQ: CMST 10100 - Introduction to Film Analysis, and preferably CMST 28500 - History of International Cinema, Part I.

CMST 26500. The Films of Alfred Hitchcock. 100 Units.

No single filmmaker has equaled Alfred Hitchcock’s combination of popular success, critical commentary and widespread influence on other filmmakers. Currently, his work is so familiar it threatens to be taken for granted. This course will reveal Hitchcock as the filmmaker who systematically used the stylistics of late silent film to forge a dialectical approach to the so-called Classical Style. Hitchcock devised a relation among narrative, spectator and character point of view, yielding a configuration of suspense, sensation and perception. Tracing Hitchcock’s career chronologically, we will follow his intertwining of sexual desire and gender politics, and his reshaping of melodrama according to Freudian concepts of repression, memory, interpretation and abreaction, as he navigates from silent film to sound and from Great Britain to Hollywood.

Instructor(s): T. Gunning Terms Offered: Spring
Prerequisite(s): PQ: CMST 10100 - Introduction to Film Analysis, and preferably CMST 28500 - History of International Cinema, Part I.

CMST 27815. Introduction to Art, Technology, and Media. 100 Units.

The course gives an introduction to the relationship between art, media, and technology, as articulated in art practice, media theory, and art theory/history. The key focus is the relationship between 20th-century art and so-called “new media” (from photography, film, radio, TV to computers and digital technologies), but older instances of art- and media-historical perspectives will also be discussed. The objective of the course is to give insight into the historical exchanges between art and technological development, as well as critical tools for discussing the concept of the medium and the relationship between art, sensation/perception, visuality, and mediation. The course will also function as an introduction to the fields of media aesthetics and media archaeology.

Instructor(s): I. Blom Terms Offered: Autumn
Equivalent Course(s): ARTH 31315, CMST 37815, ARTH 21315

CMST 28003. Issues in Film Sound. 100 Units.

Taking advantage of recent developments in the field of sound studies, this course examines issues in film sound (technology, sense experience, histories of listening, sonic space, soundscape construction, the materiality of sound formats, etc.) that speak to broader concerns in the humanities, especially sound-related arts. While we will focus on a film or films every week, from blockbusters like Gravity to avant-garde and experimental films, the readings and issues will touch on everything from noise pollution, architecture, musical performance and recording, and mp3 files. Students interested in installation and environmental arts, sound in literary studies, music, and other sound-focused fields are welcome.

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

CMST 28201. Political Documentary Film. 100 Units.

This course explores the political documentary film, its intersection with historical and cultural events, and its opposition to Hollywood and traditional media. We will examine various documentary modes of production, from films with a social message, to advocacy and activist film, to counter-media and agit-prop. We will also consider the relationship between the filmmaker, film subject and audience, and how political documentaries are disseminated and, most importantly, part of political struggle.

Instructor(s): J. Hoffman Terms Offered: Spring
Equivalent Course(s): CMST 38201, ARTV 20202
CMST 28301. Opera in the Age of Its Mechanical Reproducibility. 100 Units.
Instructor(s): D. Levin
Equivalent Course(s): GRMN 37717,TAPS 28422,TAPS 38422,CMST 38301,GRMN 27717

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): J. Lastra 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,CMLT 22400,CMLT 32400,CMST 48500,ENGL 29300,ENGL 48700,MAPH 36000,ARTV 20002

CMST 28600. History of International Cinema II: Sound Era to 1960. 100 Units.
The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell’s *Film History: An Introduction*; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.
Instructor(s): Y. Tsivian 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,CMLT 22500,CMLT 32500,CMST 48600,ENGL 29600,ENGL 48900,MAPH 33700,ARTV 20003

CMST 28700. History of International Cinema, Part III: 1960 to Present. 100 Units.
This course will continue the study of cinema around the world from the late 1950s through the 1990s. We will focus on New Cinemas in France, Czechoslovakia, Germany, the United States, the United Kingdom, and other countries. We will pay special attention to experimental stylistic developments, women directors, and well-known auteurs. After the New Cinema era we will examine various developments in world cinema, including the rise of Bollywood, East Asian film cultures, and other movements.
Instructor(s): Staff Terms Offered: Spring
Note(s): This course follows the subject matter taught in CMST 28500/48500 and CMST 28600/48600, but these are not prerequisites.

CMST 28801. Computational Imaging. 100 Units.
This studio course introduces fundamental tools and concepts used in the production of computer-mediated artwork. Instruction includes a survey of standard digital imaging software and hardware (i.e., Photoshop, scanners, storage, printing, etc.), as well as exposure to more sophisticated methods. We also view and discuss the historical precedents and current practice of media art. Using input and output hardware, students complete conceptually driven projects emphasizing personal direction while gaining core digital knowledge.
Instructor(s): J. Salavon Terms Offered: Autumn
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 32500,CMST 38801,ARTV 22500

CMST 29700. Reading and Research Course. 100 Units.
No description available.
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. Stewart Terms Offered: Autumn
Prerequisite(s): CMST 10100. Required of students majoring in Cinema and Media Studies.
CMST 29900. BA Research Paper. 000 Units.
No description available.
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.

Civilization Studies Courses on Campus

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

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

**CRES 24001. Colonizations I. 100 Units.**

Themes of slavery, colonization, and the making of the Atlantic world are covered in the first quarter. 
Terms Offered: Autumn,Winter
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: Spring,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. Introduction to the Civilizations of East Asia I-II-III.**

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

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

East Asian Civilizations covers China. 
Instructor(s): G. Alitto Terms Offered: Summer,Winter
Prerequisite(s): Open to undergraduates only.
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): CRES 10800,SOSC 23500,HIST 15100
EALC 10900. Introduction to the Civilizations of East Asia II. 100 Units.
East Asian Civilizations II covers Japan.
Instructor(s): J. Ketelaar Terms Offered: Autumn,Summer
Prerequisite(s): Open to undergraduates only.
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): CRES 10900, SOSC 23600, HIST 15200

EALC 11000. Introduction to the Civilizations of East Asia III. 100 Units.
East Asian Civilizations III covers Korea.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): Open to undergraduates only.
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): CRES 11000, SOSC 23700, HIST 15300

GNSE 15002-15003. Gender and Sexuality in World Civilizations I-II.
This two-quarter sequence aims to expand students’ exposure to an array of texts—theoretical, historical, religious, literary, visual—that address the fundamental place of gender and sexuality in the social, political, and cultural creations of different civilizations. This sequence meets the general education requirement in civilization studies.

GNSE 15002. Gender and Sexuality in World Civilizations I. 100 Units.
The first quarter offers a theoretical framing unit that introduces concepts in feminist, gender, and queer theory, as well as two thematic clusters, “Kinship” and “Creativity and Cultural Knowledge.” The “Kinship” cluster includes readings on such topics as marriage, sex and anti-sex, love and anti-love, and reproduction. The “Creativity and Cultural Knowledge” cluster addresses the themes of authorship and authority, fighting and constructing the canon, and the debates over the influence of “difference” on cultural forms.
Instructor(s): Staff Terms Offered: Autumn
Note(s): This sequence meets the general education requirement in civilization studies.

GNSE 15003. Gender and Sexuality in World Civilizations II. 100 Units.
Three thematic clusters make up the second quarter. “Politics” focuses on texts related to activism/movement politics and women’s rights as human rights and the question of universalism. “Religion” contextualizes gender and sexuality through examinations of a variety of religious laws and teachings, religious practices, and religious communities. “Economics” looks at slavery, domestic service, prostitution as labor, consumption, and the gendering of labor in contemporary capitalism.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): GNSE 15002
Note(s): This sequence meets the general education requirement in civilization studies.

This group of courses consists of two three-quarter sequences: HIPS 17300-17400 (or 17403)-17504 (or 17502), and HIPS 17300-17402-17503. 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): J. Wee Terms Offered: Autumn
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, R. Richards Terms Offered: Autumn, Winter
Equivalent Course(s): HIST 17400
HIPS 17402. Science, Culture, and Society in Western Civilization II. 100 Units.
Full course title: Science, Culture, and Society in Western Civilization II: History of Medicine 1. This course examines the history of medicine from the Renaissance through the end of the eighteenth century, when many features of medicine that we now consider “modern” were coming into being. Topics include the history of anatomy and physiology, including Vesalius and Harvey; the history of relations between doctors and patients, including traditional medical practitioners and midwives; and the changing nature of the hospital.
Instructor(s): M. Rossi Terms Offered: Winter
Equivalent Course(s): HIST 17402

HIPS 17403. Science, Culture, and Society in Western Civilization II. 100 Units.
Full course title: Science, Culture, and Society in Western Civilization II: Early Modern Period. This three-quarter sequence focuses on the origins and development of science in the West. Taking these courses in sequence is recommended, but not required. This sequence meets the general education requirement in civilization studies.
Instructor(s): Robert J. Richards Terms Offered: Winter
Equivalent Course(s): HIST 17403

HIPS 17501. Science, Culture, and Society in Western Civilization III. 100 Units.
Full course title: Science, Culture, and Society in Western Civilization III: Medicine since the Renaissance. 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): Michael Paul Rossi Terms Offered: Spring
Equivalent Course(s): HIST 17501

HIPS 17502. Science, Culture, and Society in Western Civilization IV. 100 Units.
Full course title: Science, Culture, and Society in Western Civilization IV: Modern Science. 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. 100 Units.
Full course title: Science, Culture, and Society in Western Civilization III: History of Medicine 2. This 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. This course examines the history of modern medicine from the time of the “clinic,” in the late-eighteenth century through the present. Topics include the changing character of the hospital, the development of new medical technologies such as the stethoscope, the impact of laboratory techniques (especially microscopy) for the understanding of disease, the history of public health movements in the nineteenth and twentieth centuries, and the history of specific areas of medical practice such as childbirth, mental health, and surgery.
Instructor(s): Michael Paul Rossi Terms Offered: Spring
Equivalent Course(s): HIST 17503

HIPS 17504. Science, Culture, and Society in Western Civilization III. 100 Units.
Full course title: Science, Culture, and Society in Western Civilization III: The Environment. This course will chart the development of modern science and technology with special reference to the environment and energy. Major themes include empire and environmental change, romanticism and conservation, science in the industrial revolution, energy in science and industry, the debates about the limits to growth, the rise of ecology, the Cold War development of climate science, and the emergence of modern environmentalism. We end with the science of the Anthropocene.
Instructor(s): Fredrik Albritton Jonsson Terms Offered: Winter
Equivalent Course(s): HIST 17504

HIST 10101-10102. Introduction to African Civilization I-II.
African Civilization introduces students to African history and anthropology in a two-quarter sequence and meets the general education requirement in civilization studies. Taking these courses in sequence is recommended but not required.
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. Completion of the general education requirement in social sciences recommended.
Instructor(s): E. Fretwell 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. CHDV Distribution: C
Equivalent Course(s): ANTH 20701, CRES 20701, CHDV 21411

HIST 10102. Introduction to African Civilization II. 100 Units.
The second segment of the African Civilizations sequence uses anthropological perspectives to investigate colonial and postcolonial encounters in West and East Africa. The course objective is to show that while colonialism was brutal and oppressive, it was by no means a unidirectional process of domination in which Europeans plundered the African continent and enforced a wholesale adoption of European culture. Rather, scholars today recognize that colonial encounters were complex culture, political, and economic fields of interaction. Africans actively adopted, reworked, and contested colonizers' policies and projects, and Europeans drew heavily from these encounters to form liberal conceptions of self, nation, and society. Over the course of the quarter, students will learn about forms of personhood, political economy, and everyday life in the twentieth century. Course themes will include social reproduction, kinship practices, medicine, domesticity, and development.
Instructor(s): J. Cole Terms Offered: Autumn
Note(s): Taking these courses in sequence is recommended but not required; this sequence meets the general education requirement in civilization studies. CHDV Distribution C.
Equivalent Course(s): ANTH 20702, CHDV 21401, CRES 20802

HIST 13001-13002-13003. History of European Civilization I-II-III.
History of 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. This sequence meets the general education requirement in civilization studies.

Instructor(s): F. Albritton Jonsson, R. Fulton Brown, A. Palmer, Staff Terms Offered: Autumn, Winter
Prerequisite(s): Students must take a minimum of two quarters of Civ. to fulfill general education requirement; register for same section each quarter.
HIST 13002. History of European Civilization II. 100 Units.
History of 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. This sequence meets the general education requirement in civilization studies.
Instructor(s): R. Fulton Brown, A. Goff, Staff
Terms Offered: Spring, Winter
Prerequisite(s): Students must take a minimum of two quarters of Civ. to fulfill general education requirement; register for same section each quarter.

HIST 13003. History of European Civilization III. 100 Units.
The two-quarter History of European Civilization sequence may 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. Topics in this third quarter of the sequence may include women in European history, religion and society, Church and State, the Enlightenment, the transformation of the Roman World, or other focused topics on cultural, economic, social, political, or religious aspects of European history.
Instructor(s): Staff
Terms Offered: Spring
Prerequisite(s): HIST 13001 and HIST 13002
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. This sequence meets the general education requirement in civilization studies.

HIST 13100. History of Western Civilization I. 100 Units.
This first course of the History of Western Civilization sequence focuses on the history of classical civilization, beginning with the world of Homer and ending with the world of St. Augustine. Key topics covered through discussions of texts include the development of the Greek Polis and the Peloponnesian War; the Roman Republic and Empire; and the development of Christianity in the Roman Empire.
Instructor(s): K. Weintraub, Autumn; J. Boyer, Summer
Terms Offered: Autumn, Summer
Prerequisite(s): These courses must be taken in sequence.

HIST 13200. History of Western Civilization II. 100 Units.
This second course of the History of Western Civilization Sequences explores major themes in the Middle Ages, the Renaissance, and the Reformation. Key topics explored through discussions of texts include the development of monasticism; the structures of manorialism and feudalism; the consolidation of the papacy and the Holy Roman Empire; and the challenges to these structures seen in the ideas of the humanists and reformers.
Instructor(s): K. Weintraub, Winter, Summer
Terms Offered: Summer, Winter
Prerequisite(s): These courses must be taken in sequence.

HIST 13300. History of Western Civilization III. 100 Units.
This third course of the History of Western Civilization undertakes a detailed study of the French Revolution and charts the rise of liberal, anti-liberal, and post-liberal states and societies in nineteenth- and twentieth-century European history. The sequence closes with an appraisal of the condition of European politics, culture, and society at the end of the twentieth century.
Instructor(s): K. Weintraub, Spring; D. Koehler, Summer
Terms Offered: Spring, Summer
Prerequisite(s): These courses must be taken in sequence.
HIST 13500-13600-13700. America in World Civilization I-II-III.
The America in World Civilization sequence is nothing like your high school history class, for here we examine America as a contested idea and a contested place by reading and writing about a wide array of primary sources. In the process, students gain a new sense of historical awareness and of the making of America. The course is designed both for history majors and non-majors who want to deepen their understanding of the nation’s history, encounter some enlightening and provocative voices from the past, and develop the qualitative methodology of historical thinking. It is recommended that students take this course in chronological sequence: HIST 13500–13600 (I and II) or HIST 13600–13700 (II and III). This sequence meets the general education requirement in civilization studies.

HIST 13500. America in World Civilization I. 100 Units.
America in World Civilization I examines foundational texts and moments in American culture, society, and politics, from early European incursions into the New World through the early republic of the United States, roughly 1500-1800. We will examine encounters between Native Americans and representatives of imperial powers (Spain, France, and England) as well as the rise of African slavery in North America before 1700. We will consider the development of Anglo-American society and government in the eighteenth century, focusing especially on the causes and consequences of the American Revolution.
Instructor(s): E. Cook, J. Knight, A. Lippert, E. Slauter, A. Stanley Terms Offered: Autumn
Prerequisite(s): It is recommended that students take this course in chronological sequence: HIST 13500–13600 (I and II) or HIST 13600–13700 (II and III).

HIST 13600. America in World Civilization II. 100 Units.
The nineteenth-century segment of America in World Civilizations asks: What happens when democracy confronts inequality? We focus on themes that include indigenous-US relations; religious revivalism and reform; slavery, the Civil War, and emancipation; the intersection between women’s rights and antislavery; the development of industrial capitalism; urbanism and social inequality.
Instructor(s): M. Briones, A. Green, A. Lippert, Staff Terms Offered: Winter
Prerequisite(s): It is recommended that students take this course in chronological sequence: HIST 13500–13600 (I and II) or HIST 13600–13700 (II and III).

HIST 13700. America in World Civilization III. 100 Units.
What conditions have shaped inclusion and exclusion from the category “American” in the twentieth century? Who has claimed rights, citizenship, and protection, and under what conditions? The third quarter of America in World Civilization focuses on multiple definitions of Americanism in a period characterized by empire, transnational formations, and America’s role in the world. We explore the construction of social order in a multicultural society; culture in the shadow of war; the politics of race, ethnicity, and gender; the rise and fall of new social movements on the left and the right; the emergence of the carceral state and militarization of civil space; and the role of climate change and the apocalyptic in shaping imagined futures.
Instructor(s): K. Belew & J. Dailey Terms Offered: Spring
Prerequisite(s): It is recommended that students take this course in chronological sequence: HIST 13500–13600 (I and II) or HIST 13600–13700 (II and III).

HIST 13900-14000. 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.
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.
Instructor(s): W. Nickell Terms Offered: Autumn
Note(s): Taking these courses in sequence is recommended but not required.
Equivalent Course(s): SOSC 24000,REES 26011
HIST 14000. Introduction to Russian Civilization II. 100 Units.
The 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.
Instructor(s): F. Hillis Terms Offered: Winter
Note(s): Taking these courses in sequence is recommended but not required.
Equivalent Course(s): SOSC 24100, REES 26012

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 quarter 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): A. Bresson, Staff Terms Offered: Autumn
Note(s): This course is the general education requirement in civilization studies.
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): A. Bresson, Staff Terms Offered: Winter
Note(s): This course is the general education requirement in civilization studies.
Equivalent Course(s): CLCV 20800

HIST 16900. Ancient Mediterranean World III. 100 Units.
This quarter introduces problems and changes from the late second to sixth century. Lectures and discussion.
Principal aspects of change and historical interpretation of the ancient world. Readings from selected
primary sources and modern scholarship. Assignments include Peter Brown’s “The World of Late Antiquity”
and primary sources. Midterm and final examination, with a short paper.
Instructor(s): Staff Terms Offered: Spring
Note(s): This course is the general education requirement in civilization studies.
Equivalent Course(s): CLCV 20900

HMRT 10100-10200. Human Rights in World Civilizations I-II.
This sequence meets the general education requirement in civilization studies. These courses must be taken in
sequence.

HMRT 10100. Human Rights in World Civilizations I. 100 Units.
The first quarter begins with a set of conceptual problems and optics designed to introduce students to
the critical study of human rights, opening up questions of the universal, human dignity, and the political
along with the practices of witness and testimony. It is followed by two thematic clusters. “Anti-Slavery,
Humanitarianism, and Rights” focuses on the late eighteenth and early nineteenth centuries to historicize
notions of dignity, sympathy, and witness. “Declarations as a Human Rights Genre” examines revolutionary
eighteenth-century rights declarations in France, the United States, and Haiti against the aspirations of the
1948 UN Universal Declaration of Human Rights.
Instructor(s): M. Bradley and S. Thakkar Terms Offered: Autumn
Note(s): This course is the general education requirement in civilization studies. These courses must
be taken in sequence.
HMRT 10200. Human Rights in World Civilizations II. 100 Units.
Four thematic clusters structure the second quarter. "Migration, Minorities, and Refugees" examines minority rights, the evolution of legal norms around refugees, and human trafficking. "Late Twentieth Century Human Rights Talk" explores the contestations between rights claims in the political-civil and socio-economic spheres, calls for sexual rights, and cultural representations of human rights abuses. "Global Justice" considers forms of international criminal law, transitional justice, and distributive justice. "Indigenous Rights as Human Rights" takes up the relatively new domain of the rights of indigenous peoples and how they relate to contemporary human rights practice.
Instructor(s): B. Laurence and Staff Terms Offered: Winter
Prerequisite(s): HMRT 10100
Note(s): This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence; students must have taken HMRT 10100 to enroll in this course.

Jewish Civilization: JWSC 20120–20199 and JWSC 20220–20299
*Note: This Jewish Civilization course numbering system is new in 2015–2016. Jewish Civilization courses may be taken in any order and may be used to fulfill the College's general education requirement in civilization studies. To fulfill the general education civilization requirement, at least one course must pertain to the ancient or medieval periods (in the range JWSC 20120–20199), and at least one course must pertain to the modern period (in the range JWSC 20220–20299). Please see the Jewish Studies page or contact the department for more specific information.

Jewish Civilization courses may be taken in any order and may be used to fulfill the College's general education requirement in civilization studies. To fulfill the general education civilization requirement, at least one course must pertain to the ancient or medieval periods (in the range JWSC 20120–20199), and at least one course must pertain to the modern period (in the range JWSC 20220–20299). Please see the Jewish Studies page or contact the department for more specific information.

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 course 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.
May be taken in sequence or individually. This sequence meets the general education requirement in civilization studies. This course is offered every year. 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): E. Kourí 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.
May be taken in sequence or individually. This sequence meets the general education requirement in civilization studies. This course is offered every year. Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.
Instructor(s): D. Borges Terms Offered: Winter
Equivalent Course(s): ANTH 23102,CRES 16102,HIST 16102,HIST 36102,LACS 34700,SOSC 26200

LACS 16300. Introduction to Latin American Civilization III. 100 Units.
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). The third quarter focuses on the twentieth century, with special emphasis on economic development and its political, social, and cultural consequences.
Instructor(s): B. Fischer 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.
This two-quarter sequence explores musical works of broad cultural significance in Western civilization. We study pieces not only from the standpoint of musical style but also through the lenses of politics, intellectual history, economics, gender, cultural studies, and so on. Readings are taken both from our music textbook and from the writings of a number of figures such as St. Benedict of Nursia and Martin Luther. In addition to lectures, students discuss important issues in the readings and participate in music listening exercises in smaller sections.
MUSI 12100. Music in Western Civilization I: To 1750. 100 Units.
This 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.
Instructor(s): Robert Kendrick Terms Offered: Winter
Note(s): Prior music course or ability to read music not required. Students must confirm enrollment by attending one of the first two sessions of class. This two-quarter sequence meets the general education requirement in civilization studies; it does not meet the general education requirement in the arts.
Equivalent Course(s): HIST 12700, SOSC 21100

MUSI 12200. Music in Western Civilization II: 1750 to the Present. 100 Units.
No description available.
Terms Offered: Spring
Note(s): Prior music course or ability to read music not required. Students must confirm enrollment by attending one of the first two sessions of class. This two-quarter sequence meets the general education requirement in civilization studies; it does not meet the general education requirement in the arts.
Equivalent Course(s): HIST 12800, SOSC 21200

NEHC 20001-20002-20003. Ancient Near Eastern History and Society I-II-III.
This sequence meets the general education requirement for civilization studies.

NEHC 20001. Ancient Near Eastern History and Society I: Egypt. 100 Units.
This course surveys the political, social, and economic history of ancient Egypt from pre-dynastic times (ca. 3400 B.C.) until the advent of Islam in the seventh century of our era.
Instructor(s): J. Johnson, B. Muhs Terms Offered: Autumn
Equivalent Course(s): NEHC 30001

NEHC 20002. Ancient Near Eastern History and Society II: Mesopotamia. 100 Units.
This course provides an introduction to the social, political, and cultural history of Mesopotamia, from the origins of writing and cities in Sumer (ca. 3200 BC), through the great empires of Assyria, Babylon, and Persia.
Instructor(s): Herve Reculeau Terms Offered: Winter
Prerequisite(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): NEHC 30002

NEHC 20003. Ancient Near Eastern History and Society III: 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): James Osbourne Terms Offered: Spring

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): Chris Woods 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 30004
NEHC 20005. Ancient Near Eastern Thought and Literature II: Anatolian Literature. 100 Units.
This course will provide an overview of Anatolian/Hittite literature, as “defined” by the Hittites themselves, in the wider historical-cultural context of the Ancient Near East. In the course of discussions, we will try to answer some important questions about Hittite inscriptions, such as: why were they written down, why were they kept, for whom were they intended, and what do the answers to these questions (apart from the primary content of the texts themselves) tell us about Hittite society?
Instructor(s): H. Haroutunian Terms Offered: Spring
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies
Equivalent Course(s): NEHC 30005

NEHC 20006. Ancient Near Eastern Thought and Literature III: Egypt. 100 Units.
This course employs English translations of ancient Egyptian literary texts to explore the genres, conventions and techniques of ancient Egyptian literature. Discussions of texts examine how the ancient Egyptians conceptualized and constructed their equivalent of literature, as well as the fuzzy boundaries and subtle interplay between autobiography, history, myth and fiction.
Instructor(s): 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
Equivalent Course(s): NEHC 30006

NEHC 20011-20012-20013. Ancient Empires I-II-III.
This sequence introduces three great empires of the ancient world. Each course in the sequence focuses on one empire, with attention to the similarities and differences among the empires being considered. By exploring the rich legacy of documents and monuments that these empires produced, students are introduced to ways of understanding imperialism and its cultural and societal effects—both on the imperial elites and on those they conquered. Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

NEHC 20011. Ancient Empires I. 100 Units.
This sequence meets the general education requirement in civilization studies. 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.
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 30011

NEHC 20012. Ancient Empires II: The Ottoman Empire. 100 Units.
o no course description available at this time
Instructor(s): Staff 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 30012

NEHC 20013. Ancient Empires III: The Egyptian Empire of the New Kingdom. 100 Units.
For most of the duration of the New Kingdom (1550–1069 BC), the ancient Egyptians were able to establish a vast empire and becoming one of the key powers within the Near East. This course will investigate in detail the development of Egyptian foreign policies and military expansion which affected parts of the Near East and Nubia. We will examine and discuss topics such as ideology, imperial identity, political struggle and motivation for conquest and control of wider regions surrounding the Egyptian state as well as the relationship with other powers and their perspective on Egyptian rulers as for example described in the Amarna letters.
Instructor(s): N. Moeller Terms Offered: Spring
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): CLCV 25900,HIST 15604,NEHC 30013

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 earliest attestation of East Semitic as a language: Akkadian which was first written in the third millennium BC in Mesopotamia (modern Iraq). Akkadians were in close contact with Sumerians, the other important language of Mesopotamia, and adapted their script (cuneiform) to write a Semitic language. This course critically examines the connection between script, language, peoples, and ethnos. Furthermore, this course explores the political expansion of Akkadian in connection with the development of an early “empire” and the emergence of historical, legal, and literary traditions in Akkadian and its influence for the Ancient Near East and beyond. Texts covered included historical inscriptions, the Law Code of Hammu-râpi, Flood Stories, and divination texts (omina). Visits to the Oriental Institute Museum will complement the exploration of the Akkadian culture. Texts in English.
Instructor(s): S. Paulus Terms Offered: Not offered 2017-18
Equivalent Course(s): HIST 15702, NEHC 30416

NEHC 20417. Semitic Languages, Cultures, and Civilizations II. 100 Units.
This course explores the historical evidence for several Semitic peoples who dwelled in Syria and Northern Iraq in the third to first millennia BCE (Eblaites, Amorites, Ugaritans, Assyrians). These peoples’ languages belong either to the larger group of Northwest Semitic, which comprises languages such as Aramaic and Canaanite (including Biblical Hebrew), or to the northern dialects of East Semitic. The shared characteristic of these people is to have recorded their cultural legacy on clay tablets, using Mesopotamian cuneiform or an alphabetic script adapted from it, noting either their own language or several aspects of their history, culture, and religion through a borrowed language (Akkadian). The course will focus on major cultural traditions that have echoes in younger records that came to be influential for the modern Middle East and for the Western world—especially the Hebrew Bible, but also some traditions of Pre-Islamic Arabia. This includes a close examination and discussion of representative ancient sources, as well as readings in modern scholarship. Ancient sources include literary, historical, and legal documents. Texts in English.
Instructor(s): H. Reculeau Terms Offered: Not offered 2017-18
Note(s): Not open to first-year students
Equivalent Course(s): HIST 15703, NEHC 30417

NEHC 20418. Semitic Languages, Cultures, and Civilizations III. 100 Units.
This course explores the histories and literatures of Aramaic- and Arabic-writing Jewish, Christian, and Muslim communities in the first millennium CE. Beginning with the reception of Ancient Mesopotamian culture in late antiquity, the course will focus on the development of Syriac Christian, Rabbinic, and early Muslim sacred literatures in relation to the social, political, and economic contexts of the Roman and Iranian empires and inter-imperial Arabia. It will then turn to the literary and intellectual revival of the early Islamic caliphates, in which representatives of all three religions participated. Among the works to be read in translation are the Acts of Thomas, the Babylonian Talmud, the Qur’ān, and early Arabic poetry.
Instructor(s): R. Payne Terms Offered: Not offered 2017-18
Note(s): Not open to first-year students.
Equivalent Course(s): HIST 15704, NEHC 30418

NEHC 20501-20502-20503. Islamic History and Society I-II-III.
This sequence meets the general education requirement in civilization studies. This sequence surveys the main trends in the political history of the Islamic world, with some attention to economic, social, and intellectual history. Taking these courses in sequence is recommended but not required.

NEHC 20501. Islamic History and Society I: The Rise of Islam and the Caliphate. 100 Units.
This course covers the period from ca. 600 to 1100, including the rise and spread of Islam, the Islamic empire under the Umayyad and Abbasid caliphs, and the emergence of regional Islamic states from Afghanistan and eastern Iran to North Africa and Spain.
Instructor(s): F. Donner Terms Offered: Autumn
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 30501, 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): NEHC 30502, 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 30503

NEHC 20601-20602-20603. Islamic Thought and Literature I-II-III.
This sequence explores the thought and literature of the Islamic world from the coming of Islam in the seventh century C.E. through the development and spread of its civilization in the medieval period and into the modern world. Including historical framework to establish chronology and geography, the course focuses on key aspects of Islamic intellectual history: scripture, law, theology, philosophy, literature, mysticism, political thought, historical writing, and archaeology. In addition to lectures and secondary background readings, students read and discuss samples of key primary texts, with a view to exploring Islamic civilization in the direct voices of the people who participated in creating it. All readings are in English translation. No prior background in the subject is required. This course sequence meets the general education requirement in civilization studies. Taking these courses in sequence is recommended but not required.

NEHC 20601. Islamic Thought and Literature I. 100 Units.
This 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): Staff Terms Offered: Autumn
Equivalent Course(s): NEHC 30601,RLST 20401,SOSC 22000,HIST 25610,HIST 35610,ISLM 30601

NEHC 20602. Islamic Thought and Literature II. 100 Units.
This course covers the period from ca. 950 to 1700, surveying works of literature, theology, philosophy, sufism, politics, history, etc., written in Arabic, Persian and Turkish, as well as the art, architecture and music of the Islamicate traditions. Through primary texts, secondary sources and lectures, we will trace the cultural, social, religious, political and institutional evolution through the period of the Fatimids, the Crusades, the Mongol invasions, and the "gunpowder empires" (Ottomans, Safavids, Mughals).
Instructor(s): 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 30602,RLST 20402,SOSC 22100,ISLM 30602,CMES 30602

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): A. El Shamsy Terms Offered: Spring
Note(s): This course does not apply to the medieval studies major or minor.
Equivalent Course(s): NEHC 30603,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
Prerequisite(s): SALC 20100,ANTH 24101,HIST 10800,SASC 20000,SOSC 23000
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 section of this catalog or visit study-abroad.uchicago.edu.
CLASSICAL STUDIES

Department Website: http://classics.uchicago.edu

PROGRAMS OF STUDY

The BA degree in Classical Studies allows students to explore Greek and Roman antiquity in a variety of ways and provides excellent preparation for careers that require strong skills in interpretation and writing, such as teaching, scholarly research, law, and publishing, and in the humanities in general. Students may choose from the following three variants based on their preparation, interests, and goals:

1. The Language and Literature Variant combines the study of Greek and Latin texts with coverage of diverse areas, including art and archaeology, history, philosophy, religion, and science.
2. The Language Intensive Variant focuses on languages with the aim of reading a larger selection of texts in the original languages; it is designed especially for those who wish to pursue graduate studies in classics.
3. The Greek and Roman Cultures Variant emphasizes courses in art and archaeology, history, material culture, and texts in translation.

Students in other fields of study may also complete a minor in Classical Studies. Information follows the description of the major.

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 requirement can be satisfied by, for example:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>LATN 20100-20200-20300</td>
<td>Intermediate Latin I-II-III</td>
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<tr>
<td>One of the following:</td>
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<tr>
<td>LATN 21100</td>
<td>Roman Elegy</td>
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<tr>
<td>&amp; LATN 21200</td>
<td>and Roman Novel</td>
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<tr>
<td>&amp; LATN 21300</td>
<td>and Vergil</td>
</tr>
<tr>
<td>GREK 10100-10200-10300</td>
<td>Introduction to Attic Greek I-II-III</td>
</tr>
</tbody>
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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 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 and Literature Variant

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Requirement</th>
<th>Units</th>
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<tbody>
<tr>
<td>6 courses in Greek or Latin (must include 20100-20200-20300)</td>
<td>600</td>
<td></td>
</tr>
<tr>
<td>6 courses in Greek or Roman art, history, philosophy, science, religion, material culture, or classical literature in translation</td>
<td>600</td>
<td></td>
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<tr>
<td>CLCV 29800</td>
<td>BA Paper Seminar</td>
<td>100</td>
</tr>
<tr>
<td>Total Units</td>
<td></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 complete 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>Requirements</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>Total Units</td>
<td>1700</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 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: 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,</td>
<td>900</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.

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 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 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 $5,000) 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 Leon Golden Undergraduate Research Fellowship is expected to be worth $5,000 this year. The fellowship is intended to enable undergraduates majoring in Classical Studies to develop an original research project in the field or to pursue training in ancillary studies that will enrich their work in classics. Applicants must submit to the Classics secretary (by Monday, April 2, 2018) a transcript, a statement (two to three pages) outlining their project together with a provisional budget, and a letter from a faculty supervisor. A written report of what was accomplished during the period of the fellowship must be submitted to the director of undergraduate studies by the first week of the following Autumn Quarter.

This fellowship is limited to Classical Studies majors, and it requires that a student have a well-developed project by the time of application.

The Nancy P. Helmbold Travel Award (up to $4,500) 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 ($3,000) 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 $4,500) 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*

- GREK 10100-10200-10300 Introduction to Attic Greek I-II-III 300
- GREK 20100-20200-20300 Intermediate Greek I-II-III 300
- CLCV 21200 History and Theory of Drama I ** 100

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 21400 Marg Populations Of Rom Empire

Greek (or Latin) Sample Variant*

One of the following sequences:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GREK 20100-20200-20300</td>
<td>Intermediate Greek I-II-III</td>
</tr>
<tr>
<td>LATN 20100-20200-20300</td>
<td>Intermediate Latin I-II-III</td>
</tr>
<tr>
<td>CLCV 20700-20800-20900</td>
<td>Ancient Mediterranean World I-II-III 300</td>
</tr>
<tr>
<td>CLCV 21400</td>
<td>Marg Populations Of Rom Empire **</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</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLCV 20700-20800-20900</td>
<td>Ancient Mediterranean World I-II-III **</td>
</tr>
<tr>
<td>CLCV 22000</td>
<td>Greek Tragedy/Its Influences</td>
</tr>
<tr>
<td>CLCV 22100</td>
<td>Epictetus/Marcus Aurelius</td>
</tr>
<tr>
<td>CLCV 24200</td>
<td>Invention of Love Poem</td>
</tr>
<tr>
<td>CLCV 23100</td>
<td>Ancient Philosophy</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
Note(s): This course meets the general education requirement in the arts.
Equivalent Course(s): ARTH 14105
CLCV 20017. Art and Archaeology of Death and Mourning in Ancient Greece. 100 Units.
No aspect of human existence so preoccupied the ancient Greeks as the condition of mortality—the knowledge that, unlike their immortal gods, they would inevitably die. This course will explore the role that material culture played in helping individuals process the effects of death in a variety of times and places within ancient Greece. It will provide an overview of burial and commemoration practices, tomb offerings and funerary monuments, as well as artistic and literary representations of death, mourning, and the afterlife. Many of the readings will be primary texts in translation—epic poems and plays, myths and stories that offered the Greeks paradigms for their own experiences. Throughout, we will consider the role works of art play in helping individuals cope with as personal an issue as bereavement, and we will draw on parallels from contemporary culture to help frame the ancient material.
Instructor(s): S. Estrin Terms Offered: Spring
Equivalent Course(s): ARTH 30506, CLAS 30516, ARTH 20506

CLCV 20516. Pompeii: Life, Death, and Afterlife of a Roman City. 100 Units.
This course takes an in-depth look at the exceptional and exceptionally preserved city of Pompeii (along with others in the Bay of Naples region, including Herculaneum, Stabiae, and Oplontis) as a microcosm of the forms of Roman life in the first century. In the late summer or early autumn of AD 79, Pompeii suffered a cataclysmic event when Mount Vesuvius exploded in a terrible and spectacular fashion, spewing forth a tremendous cloud of ash over the city. While the disaster claimed the lives of tens of thousands of inhabitants in the area, the peculiar conditions of the eruption preserved the material traces of their daily lives. Students will explore the civic, commercial, and domestic spaces of Pompeii including its forum, temples and sanctuaries, cemeteries, theaters, brothels, bakeries, and especially its townhouses, the latter of which were decorated with brilliant wall paintings, floor mosaics, furniture, and lush portico gardens designed to offer rest and relaxation from the bustle of city life. Significant attention will also be paid not only to the discovery of Pompeii and its neighboring towns in the 18th century, but also its reception in the archaeological and popular imagination up to the present.
Instructor(s): P. Crowley Terms Offered: Spring, Winter
Equivalent Course(s): ARTH 30506; CLAS 30516; ARTH 20506

CLCV 20517. The First Great Transformation: The Economies of the Ancient W. 100 Units.
This class examines the determinants of economic growth in the ancient world. It covers various cultural areas (especially Mesopotamia, Greece, Rome and China) from ca. 3000 BCE to c. 500 CE. By contrast with the modern world, ancient cultures have long been supposed to be doomed to stagnation and routine. The goal of this class is to revisit the old paradigm with a fresh methodology, which combines a rigorous economic approach and a special attention to specific cultural achievements. We will assess the factors that indeed weighed against positive growth, but we will also discover that far from being immobile the cultures of the ancient world constantly invented new forms of social and economic organization. This was indeed a world where periods of positive growth were followed by periods of brutal decline. But if envisaged on the longue durée, this was a period of decisive achievements, which provided the basis for the future accomplishments of the Early Modern and Modern world. This course is part of the College Course Cluster program, Economic History.
Instructor(s): A. Bresson Terms Offered: Autumn
Equivalent Course(s): ARTH 30506; CLAS 30516; ARTH 20506

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 quarter 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): A. Bresson, Staff Terms Offered: Autumn
Note(s): This sequence meets the general education requirement in civilization studies.
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): A. Bresson, Staff Terms Offered: Winter
Note(s): This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): HIST 16800
CLCV 20900. Ancient Mediterranean World III. 100 Units.
This quarter introduces problems and changes from the late second to sixth century. Lectures and discussion. Principal aspects of change and historical interpretation of the ancient world. Readings from selected primary sources and modern scholarship. Assignments include Peter Brown’s "The World of Late Antiquity" and primary sources. Midterm and final examination, with a short paper.
Instructor(s): Staff Terms Offered: Spring
Note(s): This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): HIST 16900

CLCV 21313. 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, CLAS 31313, SLAV 22303, SLAV 32303, ENGL 22310, ENGL 32303, GRMN 22314, CMLT 22303

CLCV 21517. Minoan Art, Modern Myths, and Problems of Prehistory. 100 Units.
This course will provide an introduction to the art of the Bronze Age culture of Minoan Crete, with an emphasis on the Palatial Period (ca. 1900–1450 BCE). We will cover both well-known works and recent archaeological finds, including those from outside of Crete that have altered our view of Minoan art in recent years. At the same time, we will investigate how our knowledge of this civilization and its art has been shaped by the mentalities of those who have excavated its remains and collected and displayed its art. We will look closely at archaeological reports, restorations, forgeries, and concepts of style and iconography to reveal how archaeological remains are transformed into historical narratives. While focused on the Minoans, the course is designed to build the analytical skills necessary for engaging with the art of prehistoric cultures and other ancient cultures heavily shaped by modern imaginaries.
Instructor(s): S. Estrin Terms Offered: Autumn
Equivalent Course(s): ARTH 30510, CLAS 31517, ARTH 20510

CLCV 21807. Greek Art and Archaeology. 100 Units.
This course examines the art and archaeology of ancient Greece from ca. 1000 BCE – ca. 200 BCE. Participants will learn a lot of facts about the Greek world; they will see the Greeks emerge from poverty and anarchy to form a distinctive political and social system based on city-states, and they will see that system grow unstable and collapse. They will see the emergence of distinctive forms of sculpture, architecture, pottery, and urban design – many of which are still in use today. Along with these facts, they will acquire a conceptual toolkit for looking at works of art and for thinking about the relation of art to social life.
Instructor(s): S. Estrin Terms Offered: Autumn
Note(s): This course meets the general education requirement in the arts.
Equivalent Course(s): ARTH 14107

CLCV 22117. Fate and Duty: European Tragedy from Aeschylus to Brecht. 100 Units.
This class will explore the development of European drama from Attic tragedy and comedy and their reception in Ancient Rome and French Neoclassicism to the transformation of dramatic form in 18-20th c. European literatures. The focus will be on the evolution of plot, characterization, time-and-space of dramatic action, ethical notions (free will, guilt, conscience), as well as on representations of affect. All readings in English. No prerequisites.
Instructor(s): Staff Terms Offered: Autumn
Equivalent Course(s): CMLT 32402, GRMN 22402, CLAS 32117, REES 22402, CMLT 22402

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. Students who are not enrolled by the start of term but wish to enroll must (a) email the instructor before the course begins and (b) attend the first class.
Note(s): Students should register via discussion section.
Equivalent Course(s): PHIL 25000
CLCV 22917. How to Build a Global Empire. 100 Units.
Empire is arguably the oldest, most durable, and most diffused form of governance in human history that reached its zenith with the global empires of Spain, Portugal and Britain. But how do you build a global empire? What political, social, economic, and cultural factors contribute to their formation and longevity? What effects do they have on the colonizer and the colonized? What is the difference between a state, an empire, and a "global" empire? We will consider these questions and more in case studies that will treat the global empires of Rome, Portugal, and Britain, concluding with a discussion of the modern resonances of this first "Age of Empires."
Instructor(s): S. McManus Terms Offered: Spring
Equivalent Course(s): KNOW 23002, LACS 26128, HIST 26128

CLCV 23315. History of Skepticism, Pre-Socratic Greece to Enlightenment. 100 Units.
Doubt has been a fundamental tool from the foundations of Western philosophy, used by radicals and orthodox thinkers, skeptics and system-builders, theologians and scientists. Philosophical skepticism and its evolving palette of intellectual tools shaped the ancient philosophical schools of Greece and Rome, the solidification of early Christian doctrine, the scholastic debates of the later Middle Ages, the neoclassical explosions of the Renaissance, the "new philosophy" of the seventeenth century, the radical projects of the Enlightenment, and the advent of the modern scientific method. This course reviews the history of systematic philosophical doubt, focusing on primary source readings from Sextus Empiricus and Cicero to William of Ockham and the Averroist controversies, to Montaigne, Descartes, Bacon, and Diderot. Undergraduate writing assignments focus on polishing advanced writing ability through short assignments targeting concision, critical thinking, and journalistic writing skills with creative elements. Enrolled graduate students will be invited to additional graduate-only discussions and have supplementary assignments, including secondary source and historiographical readings and self-designed customized research papers. Both undergraduates and graduate students from outside the Department of History are welcome.
Instructor(s): A. Palmer Terms Offered: Autumn
Equivalent Course(s): CLAS 33315

CLCV 23417. The Politics of Literature under Nero. 100 Units.
The emperor Nero is remembered as one of Rome's most infamous despots. Notorious for poisoning his stepbrother, ordering the murder of his mother, and killing his pregnant wife in a fit of rage, his tyranny seemed to know no bounds. Yet Nero also facilitated and presided over the greatest literary renaissance since Augustus' establishment of the Principate. Among the many intellectuals who flourished under his rule were Seneca the Younger, who wrote Stoic philosophy and mythical drama, Lucan, the author of an epic poem on civil war, and Petronius, whose Satyricon lampooned Rome's nouveau riche. By the end of 65 C.E., however, each of these writers would be dead, forced to commit suicide by the princeps himself. In this class, we will explore the politics of literature under Nero. Did tyranny create or destroy the conditions for great literary production? Why was the aesthetic of the era so violent, hyperbolic, and paradoxical? What made life in the court such a risk for men like Seneca, Lucan, and Petronius? Reading their works alongside Tacitus' Annals and Suetonius' Life of Nero, we will search for answers to these questions. At stake is the relationship between politics and literature in imperial Rome and beyond.
Instructor(s): P. Crowley Terms Offered: Autumn

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): J. Mebane Terms Offered: Autumn
Equivalent Course(s): ARTH 24105

CLCV 25017. Peripheries of the Greek World. 100 Units.
What happens when we consider the cultures, histories, and politics of the ancient Greek world from outside its Aegean ecumene? From Homeric ethnographies to Hellenistic expansion, the borders and peripheries of Greek life became rich spaces for both imagining and constructing Greek identity and civilization through interactions with "myriad others": barbarians, allies, kings, and monsters. And in recent decades, interdisciplinary research has examined what life was like on these peripheries, at the intersections of Greek colonization, trade, religion, and the state. In this course we examine the concept of peripheries (and cores) and question the methodologies that historians and archaeologists use to consider the dynamic spaces around the edges of the Aegean Sea: colonial settlements, sites of pilgrimage, industrial districts, and exotic fringes, among others. Using textual and material evidence, and taking a broad approach by exploring case studies from Iberia to India, we consider the practices through which diverse peripheries became intertwined with Greek culture (or not).
Instructor(s): C. Kearns Terms Offered: Winter
Equivalent Course(s): CLAS 35017
CLCV 25417. Censorship from the Inquisition to the Present. 100 Units.
Collaborative research seminar on the history of censorship and information control, with a focus on the history of books and information technologies. The class will meet in Special Collections, and students will work with the professor to prepare an exhibit, *The History of Censorship*, to be held in the Special Collections exhibit space in the spring. Students will work with rare books and archival materials, design exhibit cases, write exhibit labels, and contribute to the exhibit catalog. Half the course will focus on censorship in early modern Europe, including the Inquisition, the spread of the printing press, and clandestine literature in the Renaissance and Enlightenment. Special focus on the effects of censorship on classical literature, both newly rediscovered works like Lucretius and lost books of Plato, and authors like Pliny the Elder and Seneca who had been available in the Middle Ages but became newly controversial in the Renaissance. The other half of the course will look at modern and contemporary censorship issues, from wartime censorship, to the censorship of comic books, to digital-rights management, to free speech on our own campus. Students may choose whether to focus their own research and exhibit cases on classical, early modern, modern, or contemporary censorship. This course is part of the College Course Cluster, *The Renaissance*.
Instructor(s): A. Palmer & S. McManus Terms Offered: Autumn
Prerequisite(s): Admission by consent of instructor
Equivalent Course(s): CLAS 35417, HIST 35421, HIPS 25421, CHSS 35421, KNOW 21403, KNOW 31403, RLST 22121, HREL 34309, SIGN 26010, HIST 25421

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. Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

CLCV 25700. Ancient Empires I. 100 Units.
This sequence meets the general education requirement in civilization studies. 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.
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): HIST 15602, NEHC 30011, NEHC 20011

CLCV 25800. Ancient Empires II: The Ottoman Empire. 100 Units.
no course description available at this time
Instructor(s): Staff 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 30012, NEHC 20012

CLCV 25900. Ancient Empires III: The Egyptian Empire of the New Kingdom. 100 Units.
For most of the duration of the New Kingdom (1550–1069 BC), the ancient Egyptians were able to establish a vast empire and becoming one of the key powers within the Near East. This course will investigate in detail the development of Egyptian foreign policies and military expansion which affected parts of the Near East and Nubia. We will examine and discuss topics such as ideology, imperial identity, political struggle and motivation for conquest and control of wider regions surrounding the Egyptian state as well as the relationship with other powers and their perspective on Egyptian rulers as for example described in the Amarna letters.
Instructor(s): N. Moeller Terms Offered: Spring
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): HIST 15604, NEHC 30013, NEHC 20013
CLCV 25808. Roman Law. 100 Units.
The course will treat several problems arising in the historical development of Roman law: the history of
procedure; the rise and accommodation of multiple sources of law, including the emperor; the dispersal of the
Roman community from the environs of Rome to the wider Mediterranean world; and developments in the law
of persons. We will discuss problems like the relationship between religion and law from the archaic city to the
Christian empire, and between the law of Rome and the legal systems of its subject communities.
Instructor(s): C. Ando Terms Offered: Spring
Equivalent Course(s): CLAS 35808,HIST 21004,HIST 31004,SIGN 26017

CLCV 26017. Gods and God in Imperial Asia Minor (1–300 CE) 100 Units.
Roman Asia Minor in the Imperial period provides an extraordinary case of religious plurality and creativity.
Pagans, Jews, Christians, even already Christian heretics, interacted in the same space. The frontiers between
Jewish and Christian communities were, at least at the beginning, more fluid than was long thought. But even the
frontiers between paganism and Judaism or Christianity were certainly not as rigid as was later imagined. This
does not mean, however, that there were no tensions between the various groups. This class will examine the
various aspects of this religious diversity as well as the social and political factors that may explain the religious
equilibrium prevailing at that time in Asia Minor.
Equivalent Course(s): HIST 20308,HIST 30308,CLAS 36017

CLCV 26517. Ancient Greek Aesthetics. 100 Units.
The ancient Greek philosophical tradition contains an enormously rich and influential body of reflection on
the practice of poetry. We will focus our attention on Plato and Aristotle, but will also spend some time with
Longinus and Plotinus. Topics will include: the analysis of poetry in terms of mimesis and image; poetry-making
as an exercise of craft, divine inspiration, or some other sort of knowledge; the emotional effect on the audience;
the role of poetry in forming moral character and, more broadly, its place in society; the relation between poetry,
rhetoric, and philosophy; aesthetic values of beauty, wonder, truth, and grace. (A) (IV)
Instructor(s): G. Richardson-Lear Terms Offered: Winter
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): PHIL 29911,CLAS 36517,SCTH 39911,PHIL 39911

CLCV 28300. Ephron Seminar. 100 Units.
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. Spring.
Terms Offered: Spring

CLCV 28517. History of Skepticism. 100 Units.
Before we ask what is true or false, we must ask how we can know what is true or false. This course examines
the vital role doubt and philosophical skepticism have played in the Western intellectual tradition, from pre-
Socratic Greece through the Enlightenment, with a focus on how Criteria of Truth—what kinds of arguments are
considered legitimate sources of certainty—have changed over time. The course will examine dialog between
skeptical and dogmatic thinkers, and how many of the most fertile systems in the history of philosophy have
been hybrid systems which divided the world into things which can be known, and things which cannot. The
course will touch on the history of atheism, heresy and free thought, on fideism and skeptical religion, and will
examine how the Scientific Method is itself a form of philosophical skepticism. Primary source readings will
include Plato, Sextus Empiricus, Lucretius, Ockham, Pierre Bayle, Montaigne, Descartes, Francis Bacon, Hobbes,
Voltaire, Diderot, and others.
Instructor(s): A. Palmer Terms Offered: Winter
Note(s): No prerequisites; first-year students welcome.
Equivalent Course(s): HIST 39516,CLAS 38517,HIPS 29516,CHSS 39516,KNOW 21406,KNOW 31406,RLST
22123,HREL 39516,SIGN 26011,HIST 29516

CLCV 29000. 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 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.
No description available.
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 account of comments from their faculty readers. The grade for the BA Paper Seminar is identical to the grade for the BA paper and, therefore, is not reported until the BA paper has been submitted in Spring Quarter. The grade for the BA paper depends on participation in the seminar as well as on the quality of the paper. Students may register for this seminar in either Autumn or Winter Quarter, but they are expected to participate in meetings throughout both quarters.
Instructor(s): Staff Terms Offered: Autumn,Winter
Prerequisite(s): Fourth-year standing

CLASSICS - GREEK COURSES

GREK 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 GREK 11100-11200-11300, this sequence prepares students to move into the intermediate sequence (GREK 20100-20200-20300).

GREK 10100. Introduction to Attic Greek I. 100 Units.
This course introduces the basic rules of ancient Greek. 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.

GREK 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.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): GREK 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.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): GREK 10200

GREK 10123. Summer Intensive Introductory Ancient Greek. 300 Units.
Summer Introductory Ancient Greek comprises a thorough introduction to the Classical Greek language in eight weeks, using the Joint Association of Classical Teachers' Reading Greek (2nd ed.). In daily classes, students learn new grammatical concepts and morphology, practice reading and translating increasingly complex Greek texts, and complete exercises in Greek to gain an active command of the language. In the latter half of the course, students will also read unadapted Greek from classical prose authors, including Plato and Xenophon. By the end of the eight weeks, students will be thoroughly familiar with Classical Greek idiom and sentence structure, and will be able to proceed to reading courses in the language. Summer Introductory Ancient Greek is an intensive course that requires a full-time commitment on the part of the student, meeting approximately five hours per day and demanding independent review and memorization in the evenings. Note: Since grammar and vocabulary will be introduced starting on the first day of class, students should be able to read and write the letters of the Greek alphabet before beginning the course.
Instructor(s): Staff Terms Offered: Summer. Summer 2017 dates: 6/19/17-8/11/17

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): Staff. 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): Staff 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): Staff 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.
We will read closely two books of the Odyssey, with an emphasis on the language along with elements of Greek historical linguistics.
Instructor(s): E. Austin. Terms Offered: Spring
Prerequisite(s): GREK 20200 or equivalent

GREK 20123. Summer Intensive Intermediate Ancient Greek. 100 Units.
Summer Intensive Intermediate Greek combines extensive reading of texts with a comprehensive review of Classical grammar and syntax; it prepares students for advanced courses in Greek and for the use of Greek texts in their research. Texts studied are taken from a variety of representative and important Classical authors, and typically include Plato and Herodotus, Demosthenes, or Thucydides. The backbone of the review sessions is Mastronarde’s Introduction to Ancient Greek combined with sight reading skill practice. The program meets during both mornings and afternoons for approximately five hours a day. Students are responsible for considerable amounts of class preparation in the evenings, requiring a full-time commitment for the duration of the course. This course equips students to continue with advanced course work or independent reading in Ancient Greek in all its varieties. Summer Intermediate Greek corresponds to a full year’s worth of instruction at the University of Chicago.
Instructor(s): Staff Terms Offered: Summer. Summer 2017 dates: 6/19/17-8/11/17
Prerequisite(s): Successful completion of GREK 10300 or the equivalent placement.

GREK 21216. Greek Philosophy. 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 on 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. We will read the entire dialogue, with special attention the language and style, with a particular focus on religious and theological ideas.
Terms Offered: Spring. Not offered 2017-18
Equivalent Course(s): GREK 31216

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.
Instructor(s): E. Asmis Terms Offered: Autumn. Not offered 2017-18
Prerequisite(s): GREK 20300 or equivalent
Equivalent Course(s): GREK 31300, BIBL 31300
GREK 21700. Lyric and Epinician Poetry. 100 Units.
This course will examine instances of Greek lyric genres throughout the archaic and classical periods, focusing on the structure, themes and sounds of the poetry and investigating their performative and historical contexts. Readings will include Alcman, Sappho, Alcaeus, Anacreon, Ibycus, Alcaeus, Simonides, Bacchylides, Pindar and Timotheus. In Greek.
Instructor(s): Staff Terms Offered: Autumn. Will be offered 2018-19.
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: Spring. Will be offered 2018-19.
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: Spring. Will be offered 2018-19.
Prerequisite(s): Two years or more of Greek.
Equivalent Course(s): GREK 31900
GREK 22300. Greek Tragedy: Hellenistic/Imperial Literature. 100 Units.
This course 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.
Instructor(s): D. Wray Terms Offered: Spring
Prerequisite(s): GREK 20300 or equivalent
Equivalent Course(s): GREK 32300
GREK 22317. Hellenistic/Imperial Literature. 100 Units.
This course 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.
Instructor(s): D. Wray Terms Offered: Autumn
Equivalent Course(s): GREK 32317
GREK 22400. Greek Comedy: Aristophanes. 100 Units.
We will read in Greek Menander's *Dyskolos*, with an eye to understanding "New Comedy" and its robust afterlife in Renaissance Europe and modern sitcoms. We will also devote some time to reading and assessing fragments from Menander's contemporaries. Coursework will include translation as well as secondary readings.
*E. Austin. Autumn.*
Instructor(s): E. Austin. Terms Offered: Autumn
Prerequisite(s): GREK 20300 or equivalent
Equivalent Course(s): GREK 32400,HIST 20403,HIST 30403,FNDL 22400
GREK 22515. Greek Historians: Thucydides. 100 Units.
In this course we will read book 1 of Thucydides, his description of the run-up to the Peloponnesian War, in Greek. We will pay attention to Thucydides' style and approach to historiography, sinking our teeth into this difficult but endlessly fascinating text.
Instructor(s): H. Dik. Terms Offered: Autumn,Spring
Prerequisite(s): At least two years of Greek.
Equivalent Course(s): FNDL 22517,GREK 32515
GREK 25000. Mastering Greek. 100 Units.
Mastering Greek is an intensive Greek language course for pre-professional Hellenists. Do you find yourself fudging accents sometimes? Wondering about the use of infinitives versus participles? Pondering the future less vivid? Is there a past contrary-to-fact in Greek? (No.) This course will review your Attic Greek from the level of the word to the short paragraph, leaving matters of style to Prose Composition (Winter). Recommended for advanced undergraduates and graduate students, especially those who aspire to teach Greek. Assignments will include extensive written homework in Attic Greek, analytic exercises, and regular quizzes in order to advance to strong, active mastery of the language.
Equivalent Course(s): GREK 35000
GREEK 25117. Philo of Alexandria. 100 Units.
In this course we will read the Greek text of Philo’s *de opificio mundi*, with other brief excerpts here and there in the Philonic corpus. Our aim will be to use this treatise to elucidate the thought and character of one of the most prolific theological writers of the first century. We will seek to understand Philo as a Greek author and the nature and origins of his style, Philo as a proponent of Platonism, and Philo as a Jew in the context of Alexandrian Judaism. We will also examine his use of the allegorical method as an exegetical tool, and its implications for pagan, Jewish and early Christian approaches to sacred texts.
Instructor(s): David Martinez Terms Offered: Autumn
Prerequisite(s): At least two years of Greek.
Equivalent Course(s): GREK 35117,BIBL 44003

GREEK 29700. Reading Course. 100 Units.
No description available.
Instructor(s): Staff 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): Staff 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): Staff 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 10123. Summer Intensive Introductory Latin. 300 Units.
Summer Intensive Introductory Latin offers a comprehensive introduction to Classical Latin language in eight weeks, using Keller and Russell’s *Learn to Read Latin*. In daily classes, students learn new grammatical concepts and morphology, practice reading and translating increasingly complex Latin texts, and complete exercises in Latin to gain an active command of the language. Students will also read unadapted Latin from classical authors, including Caesar, Sallust, and Cicero. By the end of the summer Latin course, students will be thoroughly familiar with Latin idiom and sentence structure and will be able to proceed to reading courses in the language. Summer Introductory Latin is an intensive course that requires a full-time commitment on the part of the student, meeting approximately five hours per day and demanding independent review and memorization in the evenings.
Instructor(s): Staff Terms Offered: Summer. Summer 2017 dates: 6/19/17-8/11/17

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.
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.
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.
Instructor(s): M. Allen. 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): P. White. 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.
Terms Offered: Spring
Prerequisite(s): LATN 20200 or equivalent

LATN 20123. Summer Intensive Intermediate Latin. 300 Units.
Summer Intermediate Latin combines extensive reading of texts with a comprehensive review of Classical grammar and syntax; it prepares students for advanced courses in Latin and for the use of Latin texts in the course of their research. Texts studied are taken from a variety of representative and important authors, which may include Cicero, Seneca, Pliny, and others. The backbone of the review sessions is Keller and Russell, *Learn to Read Latin*, with supplementary exercises in composition. The program meets during both mornings and afternoons for approximately five hours a day. Students are responsible for considerable amounts of class preparation during the evenings, requiring a full-time commitment for the duration of the course. Summer Intermediate Latin equips students to continue with advanced course work or independent reading in Latin in all its varieties. Summer Intermediate Latin corresponds to a full year's worth of instruction at the University of Chicago.
Terms Offered: Summer. Summer 2017 dates: 6/19/17-7/28/17
Prerequisite(s): Successful completion of LATN 10300 or equivalent placement.

LATN 21100. Roman Elegy. 100 Units.
This course examines the development of the Latin elegy from Catullus to Ovid. Our major themes are the use of motifs and topics and their relationship to the problem of poetic persona.
Instructor(s): David Wray Terms Offered: Winter
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.
Instructor(s): C. Ando Terms Offered: Spring
Equivalent Course(s): LATN 31200

LATN 21300. Vergil. 100 Units.
This course will survey the main interpretive issues surrounding Vergil’s *Aeneid* through a selection of readings from books 1–12. You will also be required to read the entire epic in English translation. Class time will be given to translation of the Latin, discussion of the secondary readings, and attention to the epic’s larger themes and meanings in the literary and cultural context of Augustan Rome.
Instructor(s): Staff Terms Offered: Autumn. Offered 2019-20.
Equivalent Course(s): FNDL 25201, LATN 31300
LATN 21700. Post-Virgilian Epic. 100 Units.
In this class we will read the Achilleid of Statius. We will focus on the poetics of the prequel, and the themes of materninity, boyhood, and the role of the nonhuman in the education of the young Achilles. We will also look at some accounts of the affective appeal of Homer's Achilles, and ask what the Achilleid is trying to bring out about him.
Terms Offered: Autumn. Will be offered 2018-19.
Prerequisite(s): LATN 20300 or equivalent
Equivalent Course(s): LATN 31700

LATN 21800. Roman Historian. 100 Units.
Primary readings are drawn from the later books of the Annals, especially book 11, in which Tacitus describes the reign of Claudius and early reign of Nero. 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.
Prerequisite(s): LATN 20300 or equivalent
Equivalent Course(s): LATN 31800

LATN 21900. Roman Comedy. 100 Units.
Plautus' Pseudolus is read in Latin, along with secondary readings that explain the social context and the theatrical conventions of Roman comedy. Class meetings are devoted less to translation than to study of the language, plot construction, and stage techniques at work in the Pseudolus.
Terms Offered: Spring. Will be offered 2018-19.
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 is: how did Lucretius convert a seemingly dry philosophical doctrine about the physical composition of the universe into a gripping message of personal salvation? The selections include Lucretius' vision of an infinite universe, of heaven, and of the hell that humans have created for themselves on earth.
Instructor(s): M. Lowrie Terms Offered: Autumn
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: Winter
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: Spring
Equivalent Course(s): LATN 32300

LATN 29700. Reading Course. 100 Units.
No description available.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Students are required to submit the College Reading and Research Course Form.
The program in Comparative Human Development (CHDV) focuses on the study of persons over the course of life; on the social, cultural, biological, and psychological processes that jointly influence development; and on growth over time in different social and cultural settings. The study of human development also offers a unique lens through which we consider broad questions of the social sciences, like the processes and impacts of social change, and the interactions of biology and culture. Faculty members in Comparative Human Development with diverse backgrounds in anthropology, biology, psychology, and sociology conduct research on topics that include (but are not limited to): the social and phenomenological experience of mental illness; comparative education; the impact of socioeconomic context on growth and development; the influence of social interaction on biological functioning; the tensions inherent in living in multicultural societies; the experience and development of psychotherapists in Western and non-Western countries; and the ways in which youth in developing countries are forging new conceptions of adulthood. Given this interdisciplinary scope, the program in Comparative Human Development provides an excellent preparation for students interested in advanced postgraduate study at the frontiers of several social science disciplines, or in careers and professions that require a broad and integrated understanding of human experience and behavior—e.g., mental health, education, social work, health care, or human resource and organizational work in community or corporate settings.

Advising

The first point of contact for undergraduates is the preceptor. Preceptors can be emailed at humdev-preceptors@lists.uchicago.edu. Additional contact information for the year-specific preceptor can be found in Contacts at the bottom of this page, along with the undergraduate chair and administrator contact information.

Electronic Communication

Upon declaring a Comparative Human Development major, undergraduates should promptly join the department undergraduate email listserv to receive important announcements. Students request to join the listserv by logging in with their CNet ID at https://lists.uchicago.edu and subscribing to humdev-undergrad@listhost.uchicago.edu

Program Requirements

The requirements below are in effect as of Autumn 2017. Current CHDV majors in the Classes of 2018 or 2019 who wish to follow the previous requirements should work with the preceptor to fashion a program of study.

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

Core Courses

CHDV 20000 Introduction to Human Development and CHDV 20100 Human Development Research Designs in Social Sciences, 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 complete one Methods course. It may focus on qualitative or quantitative methods or may be a research methods course from a related department, such as Statistics.

The following are courses since 2012 that have fulfilled the Methods requirement without a petition. (Please note courses in this list may not be offered this academic year.) Courses that are not on the following list may be petitioned to count for Methods (see Petitions):

- STAT 20000 Elementary Statistics
- STAT 22000 Statistical Methods and Applications
- CHDV 20101 Applied Statistics in Human Development Research
- CHDV 20405 Pornography and Language
- CHDV 26228 Ethnographic Methods
- CHDV 29301 Qualitative Research Methods
CHDV 30102 Introduction to Causal Inference
CHDV 32411 Mediation, Moderation, and Spillover Effects
CHDV 37802 Challenging Legends and Other Received Truths: A Socratic Practicum

Electives

All CHDV majors are required to take nine CHDV elective courses. We encourage students to take their elective courses across the four areas of Comparative Human Development, given the department’s commitment to transdisciplinary scholarship. All CHDV course numbers are labeled to describe the areas in which they are most closely aligned. The four areas are the following:

1. **Comparative Behavioral Biology**: includes courses on the biopsychology of attachment; evolutionary social psychology; evolution of parenting; biological psychology; primates behavior and ecology; behavioral endocrinology.

2. **Life Course Development**: includes courses on social and psychological development through the life course, including courses on childhood, adolescence, adulthood, and aging; education and development; introduction to language development; the role of early experience in development; sexual and gender identity; the study of lives and families in social and cultural context.

3. **Culture and Community**: includes courses on cultural psychology; psychological anthropology; social psychology; cross-cultural child development; language, culture, and thought; language socialization; education in ethnic and cultural context; psychiatric and psychodynamic anthropology; memory and culture.

4. **Mental Health and Personality**: includes courses on personality theory and research; social and cultural foundations of mental and physical health; modern psychotherapies and their supporting institutions; psychology of well-being; conflict understanding and resolution; core concepts and current directions in psychopathology; emotion, mind, and rationality; body image in health and disorder; advanced concepts in psychoanalysis.

Petitions

Student petitions will be accepted only in very limited circumstances to request that courses not taught or cross-listed in CHDV count toward CHDV major requirements. These limited circumstances may include a relevant course offered during study abroad if a CHDV course is not available. Students may petition for one relevant course per quarter of study abroad to count toward the CHD major, but only one, barring unusual circumstances. Only university-level courses credited by the University of Chicago or study abroad may be petitioned for CHDV requirements; no other form of credit (including Advanced Placement) is allowed. Petitions should be completed using the CHDV petition form found at humdev.uchicago.edu/page/undergraduate-studies. Petitions should include a copy of the course syllabus, since the course title alone is often not sufficient for evaluating a petition.

BA Honors Guidelines

Students with qualifying GPAs may seek to graduate with honors by successfully completing a BA honors paper that reflects scholarly proficiency in an area of study within Comparative Human Development and successfully completing two required accompanying courses: the CHDV 29800 BA Honors Seminar in the Spring Quarter of their third year and CHDV 29900 Honors Paper Preparation in the Autumn Quarter of their fourth year. CHDV 29800 BA Honors Seminar can count as one of the nine elective courses required for the major. CHDV 29900 Honors Paper Preparation may not count toward major requirements; it may be used for general elective credit only. Qualified students who wish to seek CHDV honors and who plan to study abroad should plan their travel in order to ensure they are in residence at the University of Chicago during the Spring Quarter of their third year and the Autumn Quarter of their fourth year in order to take the two courses required for BA honors.

The honors paper should reflect original research of an empirical, scholarly, or theoretical nature and must be rated as worthy of honors by the student’s BA Honors Committee. This committee shall consist of two University faculty members; a supervisor (who must be a CHDV faculty member or associate faculty member) and a second reader (who must be a University of Chicago faculty member or associate faculty member). The paper should be about 30 to 40 pages in length. The grade given for it will become the grade of record for the Honors Paper Preparation course (CHDV 29900 Honors Paper Preparation). To receive departmental honors upon graduation, students (1) must have attained a cumulative overall GPA of 3.25 or higher and a major GPA higher than 3.5 by the end of the quarter prior to the quarter of graduation, and (2) must have completed a meritorious BA honors paper under the supervision of a CHDV faculty member and received a high grade on their BA honors paper.

Permission to undertake a BA honors paper will be granted by the CHDV undergraduate chair to students who (1) have successfully completed CHDV 29800 BA Honors Seminar and (2) have filed a properly completed BA Honors Paper Proposal Form with the departmental secretary no later than tenth week of Spring Quarter of the third year.
BA Honors Seminar

The CHDV 29800 BA Honors Seminar aims to help qualified students formulate a suitable proposal and find a CHDV faculty supervisor. Qualified students who wish to seek departmental honors must register for the CHDV 29800 BA Honors Seminar during Spring Quarter of their third year. Permission to register for CHDV 29800 BA Honors Seminar will be granted to students with a GPA that, at the end of Autumn Quarter of the third year, shows promise of meeting the standards set for honors (see above). This course must be taken for a quality grade and may be counted as one of the required major electives. This course is a pre-field course where students develop a ten-page research proposal and find both a CHDV supervisor and a second reader (who may be outside of the department). As part of the proposal, they learn to develop an academic “problem” while reviewing the necessary academic literature. They also decide on the discipline and methods (interviewing, ethnography, experimental design) they will use to tackle their research question.

Honors Paper Preparation Course

The CHDV 29900 Honors Paper Preparation course helps students successfully complete work on their BA honors paper. In order to complete honors, students who successfully took CHDV 29800 in Spring Quarter of their third year must also register for CHDV 29900 Honors Paper Preparation during Autumn Quarter of their fourth year. This courses is required but does not count as one of the 12 courses in the major; it may be used for general elective credit only. Students are encouraged to collect their data over the summer; then this course scaffolds the process of analyzing data (such as transcription and coding) and writing up BA papers (such as tips on describing methods and peer review). The grade assigned by the thesis supervisor on the final BA paper is retroactively assigned as the grade for this course.

BA Honors Paper for Dual Majors

In very special circumstances, students may be able to write a longer BA honors paper that meets the requirements for a dual major (with prior approval from the undergraduate program chairs in both departments). Students should consult with both chairs before the end of Spring Quarter of their third year. A consent form, available from the student's College adviser, must be signed by both chairs and returned to the College adviser, with copies filed in both departmental offices, by the end of Autumn Quarter of the student's graduation year.

Honors Paper Due Date

Honors papers are due by the end of fifth week of the quarter in which a student plans to graduate (typically in Spring Quarter).

SUMMARY OF REQUIREMENTS

<table>
<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>One Methods Course</td>
<td></td>
<td>100</td>
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<tr>
<td>Nine Elective Courses</td>
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<td>900</td>
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<td><strong>Total Units</strong></td>
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* Students applying for CHDV honors must register for CHDV 29800 BA Honors Seminar and CHDV 29900 Honors Paper Preparation. CHDV 29800 may be counted as one of the nine required program electives; however, CHDV 29900 does not count toward the major and is used for general elective credit only.

GRADING

All courses required for the major in Comparative Human Development must be taken for quality grades.

The courses below are a guide. For up-to-date course plans, please visit Class Search (http://registrar.uchicago.edu/classes) or the Anticipated Courses List at humdev.uchicago.edu/page/courses.

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): Multiple Staff Members Terms Offered: Autumn
Prerequisite(s): CHDV majors or intended majors.
Note(s): Required Course for Comparative Human Development 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): Mueller, Anna Terms Offered: Winter
Note(s): Required Course for Comparative Human Development Majors

CHDV 20150. Language and Communication. 100 Units.
This course can also be taken by students who are not majoring in Linguistics but are interested in learning something about the uniqueness of human language, spoken or signed. It covers a selection from the following topics: What is the position of spoken language in the usually multimodal forms of communication among humans? In what ways does spoken language differ from signed language? What features make spoken and signed language linguistic? What features distinguish linguistic means of communication from animal communication? How do humans communicate with animals? From an evolutionary point of view, how can we account for the fact that spoken language is the dominant mode of communication in all human communities around the world? Why cannot animals really communicate linguistically? What do the terms language “acquisition” and “transmission” really mean? What factors account for differences between “language acquisition” by children and by adults? Are children really perfect language learners? What factors bring about language evolution, including language speciation and the emergence of new language varieties? How did language evolve in mankind? This is a general education course without any prerequisites. It provides a necessary foundation to those working on language at the graduate and undergraduate levels.
Instructor(s): Salikoko Mufwene Terms Offered: Autumn
Note(s): CHDV Distribution: B*, C*; 5*
Equivalent Course(s): CHDV 30150, LING 20150, LING 30150

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
Prerequisite(s): Students will have previously taken one other course in CHDV
Note(s): CHDV Distribution: B, D
Equivalent Course(s): PSYC 20209

CHDV 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, B. Prendergast Terms Offered: Winter
Prerequisite(s): Some background in biology and psychology.
Note(s): This course does not meet requirements for the biological sciences major. CHDV Distribution: A Equivalent Course(s): BIOS 29300, PSYC 20300

CHDV 20305. Inequality in Urban Spaces. 100 Units.
The problems confronting urban schools are bound to the social, economic, and political conditions of the urban environments in which schools reside. Thus, this course will explore social, economic, and political issues, with an emphasis on issues of race and class as they have affected the distribution of equal educational opportunities in urban schools. We will focus on the ways in which family, school, and neighborhood characteristics intersect to shape the divergent outcomes of low- and middle-income children residing with any given neighborhood. Students will tackle an important issue affecting the residents and schools in one Chicago neighborhood.
Instructor(s): M. Keels Terms Offered: Autumn
Note(s): CHDV Distribution: B; 2*
Equivalent Course(s): CHDV 40315, CRES 20305, PBPL 20305
CHDV 21000. Cultural Psychology: Philosophical and Theoretical Foundations. 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): Graduate students. Plus limited number of advanced undergrads (3rd and 4th year only) by consent. Caveat: This will be a low tech Socratic experience., computers closed , iphones off.

Note(s): CHDV Distribution: B, C; 2*, 3*
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.

The second segment of the African Civilizations sequence uses anthropological perspectives to investigate colonial and postcolonial encounters in West and East Africa. The course objective is to show that while colonialism was brutal and oppressive, it was by no means a unidirectional process of domination in which Europeans plundered the African continent and enforced a wholesale adoption of European culture. Rather, scholars today recognize that colonial encounters were complex culture, political, and economic fields of interaction. Africans actively adopted, reworked, and contested colonizers' policies and projects, and Europeans drew heavily from these encounters to form liberal conceptions of self, nation, and society. Over the course of the quarter, students will learn about forms of personhood, political economy, and everyday life in the twentieth century. Course themes will include social reproduction, kinship practices, medicine, domesticity, and development.

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

Note(s): Taking these courses in sequence is recommended but not required; this sequence meets the general education requirement in civilization studies. CHDV Distribution C.
Equivalent Course(s): ANTH 20702, CRES 20802, HIST 10102

CHDV 21411. 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. Completion of the general education requirement in social sciences recommended.

Instructor(s): E. Fretwell 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. CHDV Distribution: C
Equivalent Course(s): ANTH 20701, CRES 20701, HIST 10101

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): CHDV Distribution: A
Equivalent Course(s): GNSE 21500, HIPS 22401

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

Prerequisite(s): Grad status, Undergrads in 3rd or 4th year, or permission of instructor.

Note(s): CHDV Distribution: B; C; 2*, 3*, 5*
Equivalent Course(s): ANTH 27605, ANTH 37605, CHDV 31901, PSYC 21950, PSYC 31900, LING 27605, LING 37605
CHDV 21910. Political Psychology: Rallies, Riots, & Revolutions. 100 Units.
The aim of this class is to introduce undergraduate students to the field of political psychology. Readings pull from across the social sciences with a particular focus on political, social, and cultural psychology; political science and sociology, and are chosen to provide a broad overview of the expansive literature on this topic. Students will engage with the fundamental issues concerning political psychology, and will learn to think through historical and contemporary issues in relation to social change and social stasis with reference to the readings. More specifically, students will learn how to apply class concepts to better understand a broader range of issues concerning how social movements form, grow, and disperse; why people justify unfair or corrupt systems in which they live; police and protester interaction; the psychology of riots; and the psychology of democracies and dictatorships. Each student will write an essay about a particular topic or principle from the trans-disciplinary field of political psychology (e.g. contagion; democratic citizens; worker strikes; processes of social change, etc.) or about a particular contemporary or historical case study (e.g. the 1992 L.A. riots or 2011 U.K. riots; the Arab Spring; the recent women’s march; various social justice movements, etc.)
Instructor(s): S. Power Terms Offered: Autumn
Note(s): CHDV Distribution: C

CHDV 21920. The Evolution of Language. 100 Units.
How did language emerge in the phylogeny of mankind? Was its evolution saltatory or gradual? Did it start late or early and then proceed in a protracted way? Was the emergence monogenetic or polygenetic? What were the ecological prerequisites for the evolution, with the direct ecology situated in the hominine species itself, and when did the prerequisites obtain? Did there ever emerge a language organ or is this a post-facto construct that can be interpreted as a consequence of the emergence of language itself? What function did language evolve to serve, to enhance thought processes or to facilitate rich communication? Are there modern “fossils” in the animal kingdom that can inform our scholarship on the subject matter? What does paleontology suggest? We will review some of the recent and older literature on these questions and more.
Instructor(s): S. Mufwene Terms Offered: Winter
Equivalent Course(s): CHSS 41920, ANTH 47305, CHDV 41920, EVOL 41920, PSYC 41920, LING 21920, LING 41920

CHDV 21930. Remembering & Imagining. 100 Units.
Remembering and imagining are two core processes of human development. In this class we will study how, when, why, and what people remember and imagine on individual, group, and national levels. Readings for this interdisciplinary course pull from across the social sciences, including psychology, anthropology, sociology, political science, and history. The aim of the class is to think deeply about how individual life courses, group membership, and national identities are situated in the present but are constructed through complex processes of remembering and imagining. In the class we will discuss and debate the scopes and limits of these two interrelated processes for understanding individual lives, group trajectories, and possible future societies. We will discuss the ways in which memories inform imagination; how memories can be constructed; metaphors of memory and imagination; and how remembering and imagining impact our daily realities, lived experiences, and possible worlds. We will review literature illustrating why the past and future is often contested. Students will write a final paper on a topic of interest based on course material.
Instructor(s): S. Power Terms Offered: Winter
Note(s): CHDV Distribution: B, C

CHDV 21940. Methods for the Social Sciences. 100 Units.
Methods reveal and conceal. But multiple methods are needed if social science is to advance and deal with the pressing issues of both the present and the future. In this class we will read classic studies from across the social sciences to think about the scopes and limits of individual research methods. Students will learn how to combine various methods, at multiple levels of analysis, to understand social scientific phenomenon and how to make sense of sometimes-contradictory evidence. Readings will draw from classic studies in anthropology, sociology, and psychology and will cover a variety of methods from ethnographies, qualitative interviewing, field experiments, and cognitive experiments, in multiple socio-cultural contexts and in relation to a variety of social scientific issues. In conjunction to reading about research methods, students will also learn about multiple methods by actively conducting their own research project. The final paper will be a discussion of the project itself, as well as a critical reflection on the research process and the methods used.
Instructor(s): S. Power Terms Offered: Spring
Note(s): CHDV Distribution: M
CHDV 22819. Philosophy of Education. 100 Units.
What are the aims of education? Are they what they should be, for purposes of cultivating flourishing citizens of a liberal democracy? What are the biggest challenges—philosophical, political, cultural, and ethical—confronting educators today, in the U.S. and across the globe? How can philosophy help address these? In dealing with such questions, this course will provide an introductory overview of both the philosophy of education and various educational programs in philosophy, critically surveying a few of the leading ways in which philosophers past and present have framed the aims of education and the educational significance of philosophy. From Plato to the present, philosophers have contributed to articulating the aims of education and developing curricula to be used in various educational contexts, for diverse groups and educational levels. This course will draw on both classic and contemporary works, but considerable attention will be devoted to the work and legacy of philosopher/educator John Dewey, a founding figure at the University of Chicago and a crucial resource for educators concerned with cultivating critical thinking, creativity, character, and ethical reflection. The course will also feature field trips, distinguished guest speakers, and opportunities for experiential learning. (A) (B)
Instructor(s): B. Schultz Terms Offered: Spring
Note(s): Course is open to Undergraduates and MAPH students.
Equivalent Course(s): PLSC 22819, MAPH 32819, PHIL 22819

CHDV 22831. Debates in Cognitive Neuroscience. 100 Units.
This course will survey some of the current debates in the fields of cognitive and social neurosciences. The readings and discussions will cover a variety of topics ranging from the functional specificity of brain regions supporting face processing to the network of brain regions believed to support mental state inferences about others. Discussions and response papers will emphasize careful consideration of each perspective on these topics.
Instructor(s): J. Cloutier Terms Offered: Spring
Equivalent Course(s): PSYC 22831

CHDV 23248. Research Methods in Behavior and Development. 100 Units.
In this graduate seminar we will discuss research design, experimental methods, statistical approaches and field techniques. Other topics will be covered depending on participant interests, such as acoustic analyses, ethogram development, event recorders, spectrophotometers, marking methods, spatial analyses and grant-writing strategies. The course is primarily designed for studies of non-human animals, although studies of human behavior, especially developmental studies, will be addressed.
Instructor(s): J. Mateo Terms Offered: Winter
Prerequisite(s): Permission of instructor.
Note(s): CHDV Distribution: M*
Equivalent Course(s): CHDV 43248

CHDV 23301. Culture, Mental Health, and Psychiatry. 100 Units.
While mental illness has recently been framed in largely neurobiological terms as “brain disease,” there has also been an increasing awareness of the contingency of psychiatric diagnoses. In this course, we will draw upon readings from medical and psychological anthropology, cultural psychiatry, and science studies to examine this paradox and to examine mental health and illness as a set of subjective experiences, social processes, and objects of knowledge and intervention. On a conceptual level, the course invites 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. Questions explored include: Does mental illness vary across social and cultural settings? How are experiences of people suffering from mental illness shaped by psychiatry’s knowledge of their afflictions?
Instructor(s): E. Raikhel Terms Offered: Autumn
Prerequisite(s): Undergraduates must have previously completed a SOSC sequence.
Note(s): CHDV Distribution: C, D
Equivalent Course(s): ANTH 24315, HIPS 27302

CHDV 23360. Methods in Gesture and Sign Language Research. 100 Units.
In this course we will explore methods of research used in the disciplines of linguistics and psychology to investigate sign language and gesture. We will choose a set of canonical topics from the gesture and sign literature, such as pointing, use of the body in quotation, and the use of non-manuals, in order to understand the value of various effective methods in current use and the types of research questions they are best equipped to handle.
Instructor(s): D. Brentari, S. Goldin-Meadow Terms Offered: Autumn
Note(s): CHDV Distribution: M; M*
Equivalent Course(s): CHDV 33360, PSYC 33360, LING 23360, LING 33360, PSYC 23360
CHDV 23440. Health, Medicine, & Human Rights. 100 Units.
The World Health Organization, United Nations and other international bodies consider health a fundamental human right. At the same time, most countries around the world are characterized by profound inequalities in health and wellbeing. In this course, we leverage sociological and social scientific concepts through a human rights framework to understand how these inequalities in mental and physical health are perpetuated by the structure and culture of society, with an emphasis on U.S. society. We will also examine medicine as an institution with a problematic history of repeated human rights violations (in the U.S. and around the world) and explore how that history shapes the current practice of medicine, medical research, and relations between doctors and patients. Finally, we will explore how institutions provide (or fail to provide) equal access to healthcare, and how state understandings of the right to health influence the lives of individuals and communities.
Instructor(s): Mueller, Anna; Offidani-Bertrand, Carly Terms Offered: Autumn
Note(s): CHDV Distribution: B, C, D
Equivalent Course(s): HMRT 23440, SOCI 20268

CHDV 23511. Memory, Reconciliation, and Healing: Transitional Justice. 100 Units.
Across the globe, recent national attempts to transition out of authoritarian rule and to manage the legacies of political conflicts have invoked discourses and questions of human rights. In the last fifty years, millions of people across the world have experienced periods of protest and mobilization, violence and genocide, the emergence and entrenchment of armed revolutionary forces, and repressive governments. As these periods came to an end, the governments, civil societies, and individual citizens in each country have had to face the challenges of rebuilding social fabric, trust, and democratic culture while memorializing the past and considering the root causes of past conflict and authoritarianism. These processes have include discourses of rights (e.g. transitional justice, but also participation, democracy, education, etc.) and have shaped the lives of millions of individuals in these countries as well as the trajectories of each nation and its governments. The proposed course draws on Peru, South Africa, and Ireland as case studies to guide students in comparatively analyzing the transitional processes and current implications. The goal of the course is for students to explore how these societies and their citizens have sought to deal with these problematic national histories and what ways these processes continue to influence each society. The students will leave the class with a better understanding of how conflict and post-conflict issues and developments.
Instructor(s): Velez, Gabe Terms Offered: Autumn
Equivalent Course(s): HMRT 23511

CHDV 23930. 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): S. Mufwene, W. Wimsatt Terms Offered: Winter
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. CHDV Distribution: A
Equivalent Course(s): ANTH 28615, ANTH 38615, LING 11100, CHSS 37900, LING 39286, CHDV 33930, BIOS 29286, HIPS 23900, PHIL 22500, PHIL 32500, NCDV 27400, BPRO 23900

CHDV 25250. Disability in Local and Global Contexts. 100 Units.
This is a course about intersections. Disability cuts across age, gender, class, caste, occupation, and religion—or does it? By some measures, people with disabilities are the largest minority group in the world today. In this course, we critically examine both the experiences of people with disabilities in a global context as well as the politics and processes of writing about such experiences. Indeed, questions of representation are perhaps at the core of this course. What role have the United Nations Declaration on the Rights of Persons with Disabilities and international organizations such as the United Nations, the World Health Organization, and other non-governmental social and human service agencies played in the creation of specific understandings of disability experience? We will ask whether disability is a universal category and we will consider how experiences of health, illness, disability, and debility vary. We will engage in “concept work” by analyzing the relationships between disability and impairment and we will critically evaluate the different conceptual and analytical models employed to think about disability. In doing so, we will engage with broader questions about international development, human rights, the boundaries of the nation, the family and other kinship affiliations, and identity and community formation. How is disability both a productive analytic and a lens for thinking about pressing questions and concerns in today's world?
Instructor(s): M. Friedner Terms Offered: Winter
Note(s): CHDV Distribution: C
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): K. O'Doherty Terms Offered: Spring
Note(s): CHDV Distribution: B
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: Autumn
Prerequisite(s): PSYC 20000 recommended.

CHDV 26660. Genes and Behavior. 100 Units.
There are complex interactions between the genome and behavior. This course will examine how behavior can be understood by investigating the sequence and structure of genes, especially those expressed in the brain. It will consider behaviors in several species (including human), and present various molecular, genetic, and genomic approaches used to uncover how genes contribute to behavior and how behavior alters the genome. Lectures will provide background for gene-behavior interactions that will be further discussed using primary literature readings.
Instructor(s): S. London Terms Offered: Winter
Prerequisite(s): Knowledge of biological systems and/or behavioral science is strongly encouraged.
Note(s): CHDV Distribution: A
Equivalent Course(s): PSYC 26660

CHDV 26901. Psychology for Citizens. 100 Units.
This course will examine aspects of the psychology of judgment and decision making that are relevant to public life and citizenship. Judgment and decision making are involved when people evaluate information about electoral candidates or policy options, when they vote, and when they choose to behave in ways that affect the collective good. Topics considered in the course will include the following. (1) What is good for people? What do we know about happiness? Can/should happiness be a goal of public policy? (2) How do people evaluate information and make decisions? Why does public opinion remain so divided on so many issues? (3) How can people influence others and be influenced (e.g., by policy makers)? Beyond persuasion and coercion, what are more subtle means of influence? (4) How do individuals' behaviors affect the collective good? What do we know about pro-social behavior (e.g., altruism/charitable giving) and anti-social behavior (e.g., cheating)? (5) How do people perceive and get along with each other? What affects tolerance and intolerance?
Instructor(s): W. Goldstein Terms Offered: Winter
Equivalent Course(s): PSYC 25901

CHDV 27821. Urban Schools and Communities. 100 Units.
This course focuses on urban communities and the contextual factors influencing the organization of schools. It emphasizes historical, anthropological, and sociological perspectives as we explore questions about the purpose and history of public schools, the influences on the character of their structure and organization (especially in urban areas), and the surrounding context, such as housing, policy, race and class. The topics detailed below provide essential intellectual perspectives on the history, work, and complexities of urban schools.
Instructor(s): S. Stoelinga Terms Offered: Autumn
Note(s): CHDV Distribution: C
Equivalent Course(s): SOCI 20226, PBPL 27821

CHDV 27850. Evolutionary Psychology. 100 Units.
This course explores human social behavior from the perspective of a new discipline: evolutionary psychology. In this course we will read and discuss articles in which evolutionary theory has been applied to different aspects of human behavior and social life such as: developmental sex differences, cooperation and altruism, competition and aggression, physical attractiveness and mating strategies, incest avoidance and marriage, sexual coercion, parenting and child abuse, language and cognition, and psychological and personality disorders.
Instructor(s): D. Maestriperi, D. Gallo Terms Offered: Autumn
Prerequisite(s): Undergraduates must have permission of instructor.
Note(s): CHDV Distributions: A; 1*
Equivalent Course(s): PSYC 41450, CHDV 41451
CHDV 27950. Evolution and 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, power and dominance, cooperation and competition, biological markets, parental investment, life history and risk-taking, love and mating, physical attractiveness and the market, emotion and motivation, sex and consumer behavior, cognitive biases in decision-making, and personality and psychopathology.
Instructor(s): D. Maestripieri Terms Offered: Autumn
Prerequisite(s): This course does not meet the requirements for the Biological Sciences Major.
Note(s): CHDV Distribution: A: 1*
Equivalent Course(s): CHDV 37950, PSYC 27950, PSYC 37950, BIOS 29265, ECON 14810

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 29701. Introduction to Buddhism. 100 Units.
This course will be an introduction to the ideas and meditative practices of the Theravada school of South and Southeast Asian Buddhism, from ancient to modern times. It will study both classical texts and modern ethnography.
Instructor(s): S. Collins Terms Offered: TBD
Equivalent Course(s): RLST 26150, SALC 29700

CHDV 29800. BA Honors Seminar. 100 Units.
The CHDV 29800 BA Honors Seminar aims to help qualified students formulate a suitable proposal and find a CHDV faculty supervisor. Qualified students who wish to seek departmental honors must register for the CHDV 29800 BA Honors Seminar during Spring Quarter of their third year. Permission to register for CHDV 29800 BA Honors Seminar will be granted to students with a GPA that, at the end of Autumn Quarter of the third year, shows promise of meeting the standards set for honors (see above). This course must be taken for a quality grade and may be counted as one of the required major electives. This course is a pre-field course where students develop a ten-page research proposal and find both a CHDV supervisor and a second reader (who may be outside of the department). As part of the proposal, they learn to develop an academic “problem” while reviewing the necessary academic literature. They also decide on the discipline and methods (interviewing, ethnography, experimental design) they will use to tackle their research question.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): Consent of the undergraduate program chair.
Note(s): Eligible students should plan to take the BA Honors Seminar in the Spring Quarter of their third year.

CHDV 29900. Honors Paper Preparation. 100 Units.
The CHDV 29900 Honors Paper Preparation course helps students successfully complete work on their BA honors paper. In order to complete honors, students who successfully took CHDV 29800 in Spring Quarter of their third year must register for CHDV 29900 Honors Paper Preparation during Autumn Quarter of their fourth year, as a 13th required course. Students are encouraged to collect their data over the summer; then this course scaffolds the process of analyzing data (such as transcription and coding) and writing up BA papers (such as tips on describing methods and peer review). The grade assigned by their thesis supervisor on the final BA paper is retroactively assigned as the grade for this course.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): CHDV 29800 and an approved honors paper. Students are required to submit the College Reading and Research Course Form.
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 requirements outlined below are in effect as of Autumn Quarter 2017. Students in the Classes of 2018 and 2019 will follow the previous Comparative Literature requirements. If the updated program makes sense with their interests and fits within their graduation plans, they may request to switch to the new requirements. Those in the Class of 2020 and beyond will follow the requirements below.

Students interested in applying to the major in Comparative Literature should review the following guidelines and consult with the Director of Undergraduate Studies in Comparative Literature. These guidelines are to assist students in developing a balanced and cohesive interdisciplinary plan of study.

The major is comprised of seven literature courses selected in consultation with the department, two foundational courses in comparative literary theory and history, and two courses in comparative literature methods and topics, with a BA project workshop serving as a capstone to the major.

1. Prospective majors in Comparative Literature must complete the second-year sequence in a language other than English (for example: Persian, Kirgiz, Latin, Italian, etc.) or demonstrate language ability at an equivalent level through accreditation by the time they apply to the Comparative Literature program, typically by the end of the second year. Exceptions may be granted by the Director of Undergraduate Studies.

2. **Four courses in a primary field**, or in closely-linked subject areas in more than one field. The primary field must focus on literature in a language other than English.

3. **Three courses in a secondary field**, or in closely-linked subject areas in more than one field. The secondary field may be literature in another language (including English), or else a discipline or area of intellectual interest (e.g., mathematics, performance studies, etc.) or literary theory, and must be approved by the Director of Undergraduate Studies.

4. **Two foundational courses** in comparative literary theory and methods: CMLT 29701 Introduction to Comparative Literature I: Problems, Methods, Precedents and CMLT 20109 Comparative Methods in the Humanities. These can be taken in any order, but students are encouraged to take them fairly early in their studies.

5. **Two 20000-level special topics, methods, or theory courses** in Comparative Literature.

6. CMLT 29801 BA Project and Workshop: Comparative Literature is a capstone project completed in the student’s last year of study. See BA Project for details.

**SUMMARY OF REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 courses in a primary literature</td>
<td>400</td>
</tr>
<tr>
<td>3 courses in a secondary field or literature</td>
<td>300</td>
</tr>
<tr>
<td>CMLT 29701 Introduction to Comparative Literature I: Problems, Methods, Precedents</td>
<td>100</td>
</tr>
<tr>
<td>CMLT 20109 Comparative Methods in the Humanities</td>
<td>100</td>
</tr>
<tr>
<td>2 methods or theory courses in Comparative Literature (20000-level)</td>
<td>200</td>
</tr>
<tr>
<td>CMLT 29801 BA Project and Workshop: Comparative Literature</td>
<td>100</td>
</tr>
<tr>
<td>Total Units</td>
<td>1200</td>
</tr>
</tbody>
</table>

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.

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. More than half of the major requirements must be satisfied by courses bearing University of Chicago numbers.

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. Students will need to formalize their declaration through my.uchicago.edu with the assistance of the College adviser.

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

The project should be approved by the Director of Undergraduate Studies and is supervised by a faculty member of the student’s choice in Comparative Literature. It may be co-advised by a faculty member from another department. Students must complete their formal application to the major by spring of third year and should identify a faculty advisor at that time.

One obvious choice for a BA project is a substantial essay in comparative literary study. This option should not, however, rule out other possibilities. 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 grade of 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

Students must consult on an ongoing basis with the Director of Undergraduate Studies for selection and approval of course work for the major. Students will need to regularly provide documentation of any approvals for the major to their College adviser for the necessary processing. Further advice and counseling will be available from the preceptor for the program and from the faculty member who supervises the student’s BA project.

COMPARATIVE LITERATURE COURSES

CMLT 20109. Comparative Methods in the Humanities. 100 Units.
This course introduces the models of comparative analysis across national literatures, genres, and media. The texts to be discussed include Orson Welles’s “Citizen Kane” and Coleridge’s poem “Kubla Khan”; Benjamin’s “The Storyteller,” Kafka’s “Josephine the Mouse Singer,” Deleuze and Guattari, Kafka: Toward a Minor Literature, and Mario Vargas Llosa’s The Storyteller; Victor Segalen’s Stèles; Fenollosa and Pound’s “The Chinese Character as a Medium of Poetry” and Eliot Weinberger’s Nineteen Ways of Looking at Wang Wei; Mérimée, “Carmen,” Bizet, Carmen, and the film adaptation U-Carmen e-Khayelitsha (South Africa, 2005); Gorky’s and Kurosawa’s “Lower Depths;” Molière, Tartuffe, Dostoevsky, The Village Stepanchikovo and its Inhabitants, and Bakhtin, “Discourse in the Novel”; Gogol, The Overcoat, and Boris Eikhenbaum, “How Gogol’s Overcoat Is Made.”
Instructor(s): Olga Solovieva Terms Offered: Winter

CMLT 20505. Monstrosity and the Monstrous. 100 Units.
This course centers on the relationship between literature and science by focusing on the figure of the monster. The human imagination can produce the most outlandish forms: we will call this the monstrous. Natural philosophy and science, on the other hand, have to deal with the deformed, the organically distorted, the preternatural: we will call this monstrosity. Both concepts can spark thrilling debates on identity and difference, divine providence and chance, fear and lust, gender, race, and more. In a journey that takes us from antiquity to the 21st century, we will be looking at ancient history and literature, Medieval bestiaries, Renaissance scientific treatises, plays, nineteen and twentieth-century novels, evolutionary biology, theory, philosophy, and film.
Instructor(s): Pablo Maurette Terms Offered: Spring

CMLT 20510. Translation and Translation Theory. 100 Units.
Translation is one of the central mechanisms of literary creativity. This course will consider translation both concretely and theoretically. Topics to be discussed will include semantic and grammatical interference, loss and gain, the production of difference, pidgin, translationese, bilingualism, self-translation, code-switching, translation as metaphor, foreignization vs. nativization, and distinct histories of translation.
Instructor(s): Haun Saussy Terms Offered: Spring
Prerequisite(s): For advanced undergraduates and graduate students. 20 student cap. Instructor consent not required.

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.
Instructor(s): David Wray Terms Offered: Winter
Equivalent Course(s): CMLT 31101, LATN 31100, LATN 21100

CMLT 21200. Literature and Technology: Machines, Humans, and the Novel. 100 Units.
In his Scienza Nuova (New Science), Giambattista Vico writes that “the Egyptians reduced all preceding world time to three ages; namely, the age of gods, the age of heroes, and the age of men.” What the Egyptians and Vico could not have predicted was that history had yet another age in store: the age of the machine. Carlyle baptized, Marx outlined it, Heidegger warned against it; Deleuze and Guattari proclaimed that "everything is a machine"; and Ted Kaczynski even went as far as to kill in order to free human beings from the "technological slavery" the machine age had purportedly brought about. And yet, as Heidegger wrote, "everywhere we remain unfree and chained to technology, whether we passionately affirm or deny it." So what is technology? What impact did it have on human beings and on the writing of literature as the Industrial Revolution exploded onto the European continent? In this course we will pose anew the question concerning technology within the one field that Heidegger deemed akin to the essence of technology: art, and by deduction, literature. Together, we will trace the ecological, economical, and emotional footprints of various machines and technological devices (automata, trains, phonographs, cameras). We will delve into the topic with Charlie Chaplin’s Modern Times, continue with a reflection on the human being as a machine (Frankenstein and Pinocchio), transition to accounts on cities, prog
Instructor(s): Ana Ilievska Terms Offered: Winter
CMLT 21815. Zhuangzi: Literature, Philosophy, or Something Else. 100 Units.
The early Chinese book attributed to Master Zhuang seems to be a patchwork of fables, polemical discussions, arguments, examples, riddles, and lyrical utterances. Although it has been central to the development of both religious Daoism and Buddhism, the book is alien to both traditions. This course offers a careful reading of the work with some of its early commentaries.
Instructor(s): Haun Saussy Terms Offered: Spring
Prerequisite(s): Classical Chinese.
Equivalent Course(s): FNDL 22309

CMLT 21851-31851. Zhuangzi: Lit, Phil, or Something Else. Entirely. 100 Units.
The early Chinese book attributed to Master Zhuang seems to be a patchwork of fables, polemical discussions, arguments, examples, riddles, and lyrical utterances. Although it has been central to the development of both religious Daoism and Buddhism, the book is alien to both traditions. This course offers a careful reading of the work with some of its early commentaries. Requirement: classical Chinese.
Instructor(s): H. Saussy Terms Offered: Winter
Prerequisite(s): Requirement: classical Chinese
Equivalent Course(s): CMLT 21851, FNDL 22306, CMLT 31851

CMLT 31851. Zhuangzi: Lit, Phil, or Something Else Entirely. 100 Units.
The early Chinese book attributed to Master Zhuang seems to be a patchwork of fables, polemical discussions, arguments, examples, riddles, and lyrical utterances. Although it has been central to the development of both religious Daoism and Buddhism, the book is alien to both traditions. This course offers a careful reading of the work with some of its early commentaries. Requirement: classical Chinese.
Instructor(s): H. Saussy Terms Offered: Winter
Prerequisite(s): Requirement: classical Chinese
Equivalent Course(s): CMLT 21851, EALC 31851, FNDL 22306

CMLT 22100. Narrative Suspense in European/Russian Lit/Film. 100 Units.
This course examines the nature and creation of suspense in literature and film as an introduction to narrative theory. We will question how and why stories are created, as well as what motivates us to continue reading, watching, and listening to stories. We will explore how particular genres (such as detective stories and thrillers) and the mediums of literature and film influence our understanding of suspense and narrative more broadly. Close readings of primary sources will be supplemented with critical and theoretical readings. Literary readings will include work by John Buchan, Arthur Conan Doyle, Feodor Dostoevsky, Graham Greene, Bohumil Hrabal, and J.M. Coetzee. We will also explore Alfred Hitchcock's take on 39 Steps and the Czech New Wave manifesto film Pearls of the Deep. With theoretical readings by Roland Barthes, Viktor Shklovsky, Erich Auerbach, Paul Ricoeur, and others.
Instructor(s): Esther Peters Terms Offered: Spring
Equivalent Course(s): HUMA 26901, CMST 35102, ENGL 26901, REES 33137, ENGL 46901, CMST 25102, REES 23137

CMLT 22202. Dangerous Games. 100 Units.
In this course, we will investigate the intersection of game playing and cognition in world literature. From the earliest shatranj puzzles of the sixth-century to the chess schools of the Soviet Union, societies across the world have turned to the game for intellectual challenge and to sharpen mental acuity. As the quintessential activity of human reasoning, chess soon became a favorite subject for cognitive science research, yielding insights into search methods, memory, judgment, and problem-solving strategies. In this course, we will read select chess narratives in tandem with supplementary readings on cognition to understand the role of game playing in cultural imagination beyond metaphor. These supplementary readings will explore evaluative judgments, memory processes, and human perception, among other topics. We will examine various works of troubled genius, beginning with Vladimir Nabokov's 1930 tale of chess and obsession, The Defense. Stefan Zweig's own contribution in his 1941 Chess Story will round out our exploration of monomania and the tenuous boundaries of reason. Other authors of interest include Edgar Allan Poe, Samuel Beckett, Viktor Shklovskii, Johan Huizinga, Michel Foucault, H. Simon & W. Chase, et al.
Instructor(s): Monica Felix Terms Offered: Spring

CMLT 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 22303, SLAV 32303, ENGL 22310, ENGL 32303, GRMN 22314, GRMN 32314
CMLT 22380. Nature in/as Literature. 100 Units.
It seems self-evident that the world we live in influence our literatures and languages. The question is, How?
On the other hand, nature itself is a kind of literature, and in more ways than one. From one point of view, nature writes itself when coastlines shift and mountains erode. But there are at least two other ways in which nature is a kind of literature. One of these stories is written by scientists and environmental historians, who take data acquired and use it to reconstruct narratives of environmental change. At the same time, there is another (and some would say, an especially urgent) story of nature, which is being etched into the natural world by bulldozers, bridges, and dynamite. Just like more traditional forms of nature writing, these other narratives of the environment are as much a form of literature as any other, and since humans have a role, not only in shaping the natural world, but also in telling its story, humans are the coauthors of the story of our planet in more than one sense. This course is an introduction to the history of the concept of nature, ecocriticism, and environmental history. We will discuss issues and topics such as: relationships between nature and literature, ecofeminism, literary/textual ecosystems, environmental ethics, narratives of rise/collapse, animal studies, urban studies, ecocriticism, and human-environment interactions.
Instructor(s): David Orsbon Terms Offered: Spring

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): J. Lastra 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, CMLT 32400, CMST 48500, ENGL 29300, ENGL 48700, MAPH 36000, ARTV 20002, CMST 28500

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): Y. Tsivian 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, CMLT 32500, CMST 48600, ENGL 29600, ENGL 48900, MAPH 33700, ARTV 20003, CMST 28600

CMLT 22402. Fate and Duty: European Tragedy from Aeschylus to Brecht. 100 Units.
This class will explore the development of European drama from Attic tragedy and comedy and their reception in Ancient Rome and French Neoclassicism to the transformation of dramatic form in 18-20th c. European literatures. The focus will be on the evolution of plot, characterization, time-and-space of dramatic action, ethical notions (free will, guilt, conscience), as well as on representations of affect. All readings in English. No prerequisites.
Instructor(s): Staff Terms Offered: Autumn
Equivalent Course(s): CMLT 32402, GRMN 22402, CLCV 2217, CLAS 3217, REES 22402

CMLT 23201. Returning the Gaze: The Balkans and Western Europe. 100 Units.
Aware of being observed. And judged. Inferior... Abject... Angry... Proud... This course provides insight into identity dynamics between the “West,” as the center of economic power and self-proclaimed normative humanity, and the “Rest,” as the poor, backward, volatile periphery. We investigate the relationship between South East European self-representations and the imagined Western gaze. Inherent in the act of looking at oneself through the eyes of another is the privileging of that other’s standard. We will contemplate the responses to this existential position of identifying symbolically with a normative site outside of oneself—self-consciousness, defiance, arrogance, self-exoticization—and consider how these responses have been incorporated in the texture of the national, gender, and social identities in the region. Orhan Pamuk, Ivo Andrić, Nikos Kazantzakis, Aleko Konstantinov, Emir Kusturica, Milcho Manchevski.
Instructor(s): Angelina Ilieva Terms Offered: Autumn
Equivalent Course(s): REES 39012, CMLT 33201, NEHC 20885, NEHC 30885, REES 29012
CMLT 23301. Balkan Folklore. 100 Units.
Vampires, fire-breathing dragons, vengeful mountain nymphs, 7/8 and other uneven dance beats, heart-rending laments, and a living epic tradition. This course is an overview of Balkan folklore from historical, political, and anthropological perspectives. We seek to understand folk tradition as a dynamic process and consider the function of different folklore genres in the imagining and maintenance of community and the socialization of the individual. We also experience this living tradition firsthand through visits of a Chicago-based folk dance ensemble, “Balkan Dance.”
Instructor(s): A. Ilieva Terms Offered: Winter
Equivalent Course(s): ANTH 25908,ANTH 35908,CMLT 33301,NEHC 20568,NEHC 30568,REES 39009,REES 29009

CMLT 23302. Kurosawa and His Literary Sources. 100 Units.
This interdisciplinary graduate and advanced undergraduate course focuses on ten films of Akira Kurosawa which were based on literary sources ranging from Ryunosuke Akutagawa, Georges Simenon, and Shakespeare to Dostoevsky, Tolstoy, Gorky, and Arseniev. The course not only introduces some theoretical and intermedial problems of adaptation of literature to film but also address cultural and political implications of Kurosawa’s adaptation of classic and foreign sources. We will study how Kurosawa's turn to literary adaptation provided a vehicle for circumventing social taboos of his time and offered a screen for addressing politically sensitive and sometimes censored topics of Japan’s militarist past, war crimes, defeat in the Second World War, and ideological conflicts of reconstruction. This course combines film analysis with close reading of relevant literary sources, contextualized by current work of political, economic, and cultural historians of postwar Japan. The course is meant to provide hands-on training in the interdisciplinary methodology of Comparative Literature.
Instructor(s): Olga Solovieva Terms Offered: Spring
Equivalent Course(s): CMLT 33302,EALC 23312,REES 29814,REES 39814,SCTH 34012,CMST 24922,CMST 34922,EALC 33312

CMLT 23305. Directors and Directing: Theory, Stage, Text. 100 Units.
Theatre has always needed the concept of directing when staging a play. However, the role of the director as we know it has emerged only with the beginning of modern drama. This course will investigate the role of the director as an intersection between text, theory, and performance. The course explores the impact of the director in shaping modern drama, as well as critical approaches of literary and theatrical theory. We will deal not only with the historical development of the director’s role and textual interpretation, but also with the dynamics between theory and practice, and the changes in the concepts of space, acting, and performing. We will focus on approaches and writings by André Antoine, Vsevolod Meyerhold, Yevgeny Vakhtangov, Konstantin Stanislavski, Gordon Craig, Max Reinhardt, Jacques Copeau, Leopold Jessner, Erwin Piscator, Bertolt Brecht, and Samuel Beckett. We will examine these approaches in relation to theoretical theories of performativity (John Austin, John Searle, Judith Butler, Mikhail Bakhtin). We will also be interested in testing whether these theories match the practice, and discuss the potential of constructing a theory of acting, performing, and directing today.
Instructor(s): Michal Peles-Almagor Terms Offered: Spring

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 experimental theatre and modern philosophy, even when there are no direct lines of influence. This course will juxtapose these points of reference with Beckett's plays and those of his contemporaries (Ionesco, Genet, and others in French; Pinter in English). It will then explore more recent plays that suggest the influence of Beckett by Pinter, Caryl Churchill, and Sarah Kane in English; Albert Jarry and Michel Vinaver in French; as well as the relevance of theorists and philosophers include Barthes, Wittgenstein, and critics writing on specific plays. (D, G)
Instructor(s): L. Kruger Terms Offered: Winter
Prerequisite(s): PQ: one course in the HUM Core
Equivalent Course(s): TAPS 28438,ENGL 44408,ENGL 24408

CMLT 24813. South African Fictions and Factions. 100 Units.
This course examines the intersection of narrative in print and film (fiction and documentary) in Southern Africa since mid-20th-century decolonization. We begin with Cry, the Beloved Country, a best seller written by South African Alan Paton while in the US, and the original film version by a Hungarian-born, British-based director (Zoltan Korda) and an American screenwriter (John Howard Lawson), which together show both the international impact of South African stories and the important elements missed by overseas audiences. We will continue with fictional and nonfictional narrative responses to apartheid and decolonization in film and in print, and examine the power and the limits of what critic Louise Bethelheim 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: Winter
Prerequisite(s): PQ: one course in the HUM Core
Equivalent Course(s): CMST 24813,ENGL 24813
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.

Instructor(s): A. Davidson
Terms Offered: Autumn
Prerequisite(s): One prior philosophy course is strongly recommended.

Note(s): Students should register via discussion section.
Equivalent Course(s): FNDL 22001, GNSE 23100, HIPS 24300, KNOW 27002, PHIL 24800

CMLT 25002. Gender and the Body in Yiddish Literature. 100 Units.
Using critical theory as a lens into the world of Yiddish writing, we will encounter medieval troubadours and healers, spirit possession, feminist performance art, and more. With an emphasis on poetry, the syllabus begins with some of the earliest known Yiddish verse (c. 1382) and concludes with the 20th-century avant-garde. Literary authors include Peretz Markish, Meyshke Kulbak, and Dvoyre Fogel. Theoretical and historical studies include the work of Eve Sedgwick, Mel Chen, and Alexis Pauline Gumbs. No prior knowledge of Yiddish is required for enrollment. All course literature for the seminar will be available in English translation. An additional weekly session will meet to read Yiddish texts in the original.

Instructor(s): Anna Elena Torres
Terms Offered: Spring

CMLT 25017. Islams and Modernities. 100 Units.
This course explores the topic of political Islam in Russia, the Caucasus and Central Asia with an eye on the emergence of similar discourses globally through historical, anthropological, and literary works produced both by contemporary scholars of Islam (Fazlur Rahman, Olivier Roy, Talal Asad) scholars of Islam in the Russian empire (Adeeb Khaleel, Alexandre Benningten, Ayse-Azade Rorich) as well as nineteenth and twentieth century thinkers (Ismael Gasprinsky, Sultan Gaitlev) alongside literary and artistic works (the satirical journal *Molla Nasreddin*, Umm El-Banine Assadoulaeff, Chingiz Aitmatov, Hamid Ismailov). The course focuses on the ways in which these works problematize the relationship between the representation of ethno-linguistic discourses of Muslim identity (including Pan-Turkism, Pan-Islamism, Jadidism) to national and supranational discourses of modernity and women’s rights formulated both during the formation of the Soviet Union and the post-Soviet national republics. Reading knowledge of Russian, French or Azeri Turkic is encouraged but not required.

Instructor(s): Leah Feldman
Terms Offered: Winter

CMLT 25302. Fashion and Modernity. 100 Units.
The relationship between fashion and modernity has always been taken for granted. Indeed, it is guaranteed in the very etymology of the French and German words “mode” and “modernité”. Yet, on closer inspection, there is a blind spot in this relation in that fashion seems rather to be the Other of modernity than modernity itself, an Oriental colony in the heart of the West. The course will center around this blind spot between fashion and modernity and the new gendering of fashion in the bourgeois, post-feudal era.

Instructor(s): Barbara Vinken
Terms Offered: Spring

CMLT 25500. Psychoanalytic Theory: Freud and Lacan. 100 Units.
For this course, we will read major texts by Freud and Lacan. Freud readings will include “Beyond the Pleasure Principle,” “Note on a Mystic Writing Pad,” “The Uncanny,” “Jensen’s Gradiva,” the Dora case, and a selection of texts from other works. Lacan readings: “Seminar on the Purloined Letter,” Poe’s “The Purloined Letter,” “God and the Jouissance of the Woman: A love letter,” and parts of the *Ecrits*. We will also read excerpts from a variety of texts that use the writings of Freud and Lacan for theoretical purposes: Derrida, Sarah Kristeva, Irigaray, Zizek, and others.

Instructor(s): Françoise Meltzer
Terms Offered: Winter
Equivalent Course(s): FREN 25551, FREN 35551, CMLT 35500

CMLT 25551. Psychoanalytic Theory: Freud and Lacan. 100 Units.
For this course, we will read major texts by Freud and Lacan. Freud readings will include “Beyond the Pleasure Principle,” “Note on a Mystic Writing Pad,” “The Uncanny,” “Jensen’s Gradiva,” the Dora case, and a selection of texts from other works. Lacan readings: “Seminar on the Purloined Letter,” Poe’s “The Purloined Letter,” “God and the Jouissance of the Woman: A love letter,” and parts of the *Ecrits*. We will also read excerpts from a variety of texts that use the writings of Freud and Lacan for theoretical purposes: Derrida, Sarah Kristeva, Irigaray, Zizek, and others.

Instructor(s): Françoise Meltzer
Terms Offered: Winter
Equivalent Course(s): ENGL 25509, ENGL 35509
European writers and philosophers appropriated specific parts of this Renaissance masterpiece. In particular, we investigate the emergence of myths surrounding Machiavelli (Machiavellism and anti-Machiavellism) in Italy (Guicciardini, Botero, Boccacini), 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
Equivalent Course(s): FNDL 21603, LLSO 21603, ITAL 23000

CMLT 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 (Kallirrho, 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): Barbara Vinken Terms Offered: Spring
Equivalent Course(s): GNSE 26106, NEHC 26016, RLLT 26106, FNDL 26106

CMLT 26305. Civil War and Literature. 100 Units.
The topic of civil war has massively resurfaced in literature after the Second World War. Interestingly, it comes back in the Roman disguise that had dominated already the 19th, and a fortiori the 20th and 21st centuries. How can one narrate the total dis-integration of society that is civil war? We will look at Claude Simon's novel The 18th Brumaire of Napoléon Bonaparte.

Instructor(s): C. Cross Terms Offered: Spring
Equivalent Course(s): GNSE 26106, NEHC 26106, RLLT 26106, FNDL 26106

CMLT 26600. Ren/Lit Imagination. 100 Units.
No description available.
Terms Offered: TBD

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 Délie, and Fray Luis de León's Poesía.

Instructor(s): A. Maggi Terms Offered: Winter
Note(s): Taught in English.
Equivalent Course(s): ITAL 33900, CMLT 36701, FNDL 21103, ITAL 23000

CMLT 26902. Strangers to Ourselves: Émigré Lit from Russia and SE Europe. 100 Units.
"Being alienated from myself, as painful as that may be, provides me with that exquisite distance within which perverse pleasure begins, as well as the possibility of my imagining and thinking," writes Julia Kristeva in "Strangers to Ourselves," the book from which this course takes its title. The authors whose works we are going to examine often alternate between nostalgia and the exhilaration of being set free into the breathless possibilities of new lives. Leaving home does not simply mean movement in space. Separated from the sensory boundaries that defined their old selves, immigrants inhabit a warped, fragmentary, disjointed time. Immigrant writers struggle for breath—speech, language, voice, the very stuff of their craft resounds somewhere else. Join us as we explore the pain, the struggle, the failure, and the triumph of emigration and exile. Vladimir Nabokov, Joseph Brodsky, Marina Tsvetaeva, Nina Berberova, Julia Kristeva, Alexander Hemon, Dubravka Ugrešić, Norman Manea, Miroslav Penkov, Ilija Trojanow, Tea Obreht.

Instructor(s): Angelina Ilieva Terms Offered: Autumn
Equivalent Course(s): REES 39010, CMLT 36902, REES 29010
CMLT 27402. Contemporary Chinese Writers and the Literary Field. 100 Units.
No description available.
Terms Offered: TBD

CMLT 27517. Metaphysics, Morbidity, & Modernity: Mann's The Magic Mountain. 100 Units.
Our main task in this course is to explore in detail one of the most significant novels of the twentieth century, Thomas Mann's The Magic Mountain. But this novel is also a window onto the entirety of modern European thought, and it provides, at the same time, a telling perspective of the crisis of European culture prior to and following on World War I. It is, in Thomas Mann's formulation, a time-novel: a novel about its time, but also a novel about human being in time. For anyone interested in the configuration of European intellectual life in the nineteenth and twentieth centuries, Mann's great (and challenging) novel is indispensable reading. Lectures will relate Mann's novel to its great European counterparts (e.g., Proust, Joyce, Musil), to the traditions of European thought from Voltaire to Georg Lukacs, from Schopenhauer to Heidegger, from Marx to Max Weber.
Terms Offered: Winter
Note(s): This is a LECTURE course with discussion sections. All readings in English.
Equivalent Course(s): FNDL 27517, GRMN 27517

CMLT 28240. Beautiful Souls, Adventurers, and Rogues. 100 Units.
Full title: Beautiful Souls, Adventurers, and Rogues. The European 18th Century Novel. The course will examine several major 18th-century novels, including Manon Lescaut by Prevost, Pamela and fragments from Clarissa by Richardson, Shamela and fragments from Joseph Andrews by Fielding, Jacques le Fataliste by Diderot, and The Sufferings of Young Werther by Goethe. The course is taught in English. A biweekly session in French will be held for majors and graduate students in French and Comparative Literature.
Instructor(s): T. Pavel Terms Offered: Winter 28240/38240

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: Spring. May be offered in 2017-2018
Prerequisite(s): Third- or fourth-year standing. This course does not meet requirements for the biological sciences major.
Equivalent Course(s): BPRO 28600, HMRT 28602, KNOW 27006, BIOS 29323

CMLT 29402. Language is Migrant: Yiddish Poetics of the Border. 100 Units.
This course examines Ashkenazi Jewish literary narratives about geopolitical borders and border-crossing though travel and migration, engaged with questions about the linguistic borders of Yiddish itself. As a diasporic language, Yiddish has long been constructed as subversively internationalist or cosmopolitan, raising questions about the relationships between language and nation, vernacularity and statelessness. This course explores the questions: How do the diasporic elements of the language produce literary possibilities? How do the "borders" of Yiddish shape its poetics? How do Yiddish poets and novelists thematize their historical experiences of immigration and deportation? And how has Yiddish literature informed the development of other world literatures through contact and translation? Literary and primary texts will include the work of Anna Margolin, Alexander Harkavy, Peretz Markish, Dovid Bergelson, Yankev Glatshteyn, Yosef Luden, S. An-sky, and others. Theoretical texts will include writing by Wendy Brown, Dilar Dirik, Gloria Anzaldúa, Wendy Trevino, Agamben, Arendt, Weinreich, and others. The course will incorporate Yiddish journalism and essays, in addition to poetry and prose. All material will be in English translation, and there are no prerequisites.
Instructor(s): Anna Elena Torres Terms Offered: Spring

CMLT 29700. Reading Course. 100 Units.
No description available.
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 29701. Introduction to Comparative Literature I: Problems, Methods, Precedents. 100 Units.
As the study of relations among the world's literary and other expressive traditions, comparative literature confronts a host of questions. What do works from different times and places have in common? How can we meaningfully assess their differences? How do we account for systematic and extra-systemic features of literature? Is translation ever adequate? This course offers consideration of these and related issues through influential critical examples. This course is the first of a two-quarter sequence required for all majors in Comparative Literature.
Terms Offered: Autumn
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

Department Website: http://csrpc.uchicago.edu

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 (other civilization sequences may be approved by petition). 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.

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EALC 10900 Introduction to the Civilizations of East Asia II
EALC 11000 Introduction to the Civilizations of East Asia III
JWSC 20120 through 20199 OR 20220 through 20299. Jewish Civilization 300
* Consult the Jewish Studies page of this catalog for specifics.

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 must attend a BA colloquium that begins with a general meeting and individual meetings during the second half of Spring Quarter of their third year and continues through Autumn, Winter, and Spring Quarters of their fourth year. They may register for CRES 29800 BA Colloquium: Theory and Methods in Comparative Race and Ethnic Studies in any one of those quarters, though most majors register for it during Autumn Quarter. 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 (other diasporic communities may qualify by petition)—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**

1–2 course(s) of a single civilization sequence 100-200
4 courses in one specific area of specialization 400
4 courses in a second area of specialization or 4 comparative courses 400
CRES 29800 BA Colloquium: Theory and Methods in Comparative Race and Ethnic Studies 100
CRES 29900 Preparation for the BA Essay 100
Total Units 1100-1200
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.

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>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 28703</td>
<td>Baseball and American Culture, 1840 to Present</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>
<tr>
<td>CRES 29900</td>
<td>Preparation for the BA Essay</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Total Units</td>
<td>1100</td>
</tr>
</tbody>
</table>

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>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>
<tr>
<td></td>
<td>Total Units</td>
<td>700</td>
</tr>
</tbody>
</table>
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 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. Completion of the general education requirement in social sciences recommended.
Instructor(s): E. Fretwell 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. CHDV Distribution: C
Equivalent Course(s): ANTH 20701, CHDV 21411, HIST 10101

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: TBD
Equivalent Course(s): ANTH 31700, LACS 22205, LACS 31700, ANTH 22205

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 American experience as a way of developing urban policy both in this country and elsewhere.
Instructor(s): F. Stuart Terms Offered: Spring
Equivalent Course(s): GEOG 22700, GEOG 32700, SOCI 30104, SOSC 25100, SOCI 20104
CRES 21201. Chicago Blues. 100 Units.
This course is an anthropological and historical exploration of one of the most original and influential American musical genres in its social and cultural context. We examine transformations in the cultural meaning of the blues and its place within broader American cultural currents, the social and economic situation of blues musicians, and the political economy of blues within the wider music industry.
Instructor(s): M. Dietler Terms Offered: TBD
Note(s): The course qualifies as a Discovering Anthropology selection for Anthropology majors. Equivalent Course(s): ANTH 21201

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, ranging from the election and reelection of Barack Obama, to the killing of black people such as Eric Garner, Michael Brown, and Renisha McBride, to the exponential incarceration of black Americans, to the role of hip-hop among black youth. Throughout the quarter we attempt to situate the politics of African Americans into the larger design we call American politics. Is there still 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): LLSO 25902, PLSC 22150

CRES 24601. Martin and Malcolm: Life and Belief. 100 Units.
This course examines the religious, social, cultural, political, and personal factors behind the two most prominent public leaders and public intellectuals emerging from the African American community in the 1950s and 1960s: Malcolm X and Martin Luther King Jr. We review their autobiographies, domestic trends within the United States, and larger international forces operating during their times. Their life stories provide the contexts for the sharp differences and surprising commonalities in their political thought and religious beliefs. The operative question is: What can Malcolm and Martin tell us about America during one of the most dynamic periods in the nation’s personality metamorphosis? We use documentary videos of each man’s speeches and of the social contexts in which they lived. (B)
Instructor(s): D. Hopkins Terms Offered: Autumn
Equivalent Course(s): RLST 24601

CRES 25405. Child Poverty and Chicago Schools. 100 Units.
This discussion- and debate-based course begins with a sociological and historical examination of child poverty, focusing on its origin, experience, and perpetuation in disadvantaged Chicago communities. Class meetings will involve debating school reform efforts, such as “turnaround” schools, charter schools, Promise Neighborhoods, and stepped up teacher evaluations. Further, the barriers that have contributed to the failure of previous reform initiatives—barriers that include social isolation, violence, and the educational system itself—will be identified and analyzed in-depth.
Instructor(s): C. Broughton
Prerequisite(s): 2nd year standing required; attendance on the first day of class is required or registration will be dropped.
Equivalent Course(s): PBPL 25405

CRES 27502. Africans in the Early Americas. 100 Units.
During the era of the transatlantic slave trade, more than 350,000 Africans were forcibly trafficked to what is now the United States. The experiences of these men and women and their descendants—particularly their exploitation under a system of racialized slavery—profoundly shaped the course of US history up to and including the present day. These individuals were significant, but they were also only one part of the more than 12 million people who came from Africa to the Americas in the colonial period. Focusing on the diverse experiences of Africans and their descendants—as slaves, but also as colonizers, soldiers, revolutionaries, family members, and free men and women—this course surveys the history of Africans in the Americas from the late fifteenth through the late nineteenth century. Adopting a broad geographic and temporal perspective allows for an exploration of the evolving relationships between labor, gender, and race in North, Central, and South America, including the Spanish, French, and English Caribbean. In this course we will ask: How did the experiences of Africans in the colonial and early republican United States compare with those of Africans in other parts of early America? How might learning about and comparing the experiences of free and enslaved Africans and Afro-descended peoples in different parts of the Americas re-shape our understanding of the multiple origins, meanings, and possibilities of race and national belonging?
Instructor(s): T. Murphy Terms Offered: Winter

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.
East Asian Civilizations I covers China.
Instructor(s): G. Alitto Terms Offered: Summer, Winter
Prerequisite(s): Open to undergraduates only.
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): EALC 10800, SOSC 23500, HIST 15100

CRES 10900. Introduction to the Civilizations of East Asia II. 100 Units.
East Asian Civilizations II covers Japan.
Instructor(s): J. Ketelaar Terms Offered: Autumn, Summer
Prerequisite(s): Open to undergraduates only.
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): EALC 10900, SOSC 23600, HIST 15200

CRES 11000. Introduction to the Civilizations of East Asia III. 100 Units.
East Asian Civilizations III covers Korea.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): Open to undergraduates only.
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): EALC 11000, SOSC 23700, HIST 15300

CRES 21264. 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
occurred 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: TBD
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 seventeenth
century through circa 1945. Issues to be explored include the configuration of urban space and its transformation
over time in relation to issues of status, class, and political authority; the formation of the “city person” as a form
of identity; and the tensions between the real city of lived experience and the imagined city of art and literature.
We will pay particular attention to two periods of transformation, the 1870s when the modernizing state made
Tokyo its capital, and the period of reconstruction after the devastating earthquake of 1923. Assignments include
a final research paper of approximately 15 to 18 pages.
Instructor(s): S. Burns Terms Offered: TBD
Equivalent Course(s): HIST 34706, CRES 34706, EALC 24706, EALC 24706, HIST 24706

CRES 27900. Asian Wars of the Twentieth Century. 100 Units.
This course examines the political, economic, social, cultural, racial, and military aspects of the major Asian wars
of the twentieth century: the Pacific War, the Korean War, and the Vietnam War. At the beginning of the course
we pay particular attention to just war doctrines and then use two to three books for each war (along with several
films) to examine alternative approaches to understanding the origins of these wars, their conduct, and their
consequences.
Instructor(s): B. Cumings Terms Offered: Spring
Equivalent Course(s): EALC 27907, EALC 37907, HIST 37900, HIST 27900
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.
May be taken in sequence or individually. This sequence meets the general education requirement in civilization studies. This course is offered every year. 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): E. Kourí Terms Offered: Autumn
Equivalent Course(s): ANTH 23101,HIST 16101,HIST 36101,LACS 34600,SOSC 26100,LACS 16100

CRES 16102. Introduction to Latin American Civilization II. 100 Units.
May be taken in sequence or individually. This sequence meets the general education requirement in civilization studies. This course is offered every year. Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.
Instructor(s): D. Borges Terms Offered: Winter
Equivalent Course(s): ANTH 23102,HIST 16102,HIST 36102,LACS 34700,SOSC 26200,LACS 16200

CRES 16103. Introduction to Latin American Civilization III. 100 Units.
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). The third quarter focuses on the twentieth century, with special emphasis on economic development and its political, social, and cultural consequences.
Instructor(s): B. Fischer Terms Offered: Spring
Equivalent Course(s): ANTH 23103,HIST 16103,HIST 36103,LACS 34800,SOSC 26300,LACS 16300

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): L. Brewer-García Terms Offered: Spring
Prerequisite(s): SPAN 20300 or consent of instructor
Equivalent Course(s): LACS 21903,SPAN 21903

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 27303. Topics in US-Mexico Borderlands History. 100 Units.
This course explores the history of the U.S.-Mexican borderlands, from its native past to its present, as a geographical place and as a site of contested sovereignties. It is organized around major themes in the history of the region, including indigenous and European imperialism, settler colonialism, nationalism, migration, labor, and citizenship. Special attention will also be given to the themes of cultural hybridity, transculturation, and the fluidity of social identities defined by the categories of class, ethnicity, gender, nationality, and race. The structure of this course emphasizes the interaction of historical forces across imperial, national, and cultural boundaries, highlighting the dynamism of borderlands as historical phenomena and as a method of interpreting and understanding the past. Students enrolled in this course will gain critical thinking and analytical skills as well as a broader understanding of topics in U.S. and Mexican history that continue to influence contemporary political debates. They will be encouraged to look beyond the rigid dichotomies that often divide the borderlands and investigate the full spectrum of cultural, economic, and social relationships that bring people together as well as those that push them apart. Students will also learn to look for common patterns that emerge across time and space while remaining attentive to the nuances of local identities, cultures, and histories.
Instructor(s): D. Webb Terms Offered: Autumn
CRES 27504. Reading the Border: Gender, Texts, and Performance. 100 Units.
This course will focus on cultural and textual (re)presentations of the Central American-Mexico-U.S. borders. The course will cover the mid-1980s until contemporary times, a period tempered by the events of 9/11, which shifted configurations of the border into the discursive realms of “neoliberalism” and “globalization.” We will be paying attention to three recurrent themes: (1) the sexualization and racialization of the borderlands; (2) “establishing shots,” border pictures, “textual photographs,” and performance as tropes of what we may call “undocumentation”; and (3) historical accounts of the symbiotic relationship between the built environments of the borderlands and theorizations of the border, borderlessness, and disposability. A study of these themes will lead us to a third post-contemporary shift that haunts this course’s organization: the current levels of narco-violence in Mexico as an extended, gendered borderland and its implications for Central American migration.
Instructor(s): T. Jiménez Anglada
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): E. Kouri
Equivalent Course(s): AMER 28001, GNSE 28202, HIST 38000, LACS 28000, LACS 38000, CRES 38000, GNSE 38202, AMER 38001, HIST 28000

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 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
Terms Offered: Autumn
Equivalent Course(s): CRES 26500, HIST 36500, LACS 26500, LACS 36500, LLSO 26500, HIST 26500

Courses: Native American Studies

CRES 27501. Urban Indians: Native Americans and the City. 100 Units.
The majority of Native Americans in the United States now live in urban areas and this has been the case for more than half a century, but discussions about cities rarely acknowledge their presence beyond (sometimes) lumping them in with catchall categories often labeled “Other.” In this course, students will encounter and examine the distinct experiences and contributions of Native Americans in cities, large and small, past and present. We’ll look, first, at the context in which the population shift away from rural and reservation spaces took place and discuss the ways in which being/becoming “urban” and the process of “urbanization” may not be as straightforward as expected. Students will then dive into studies of the daily struggles and successes of Native American city-dwellers, with an emphasis on mid-20th-century Chicago. Readings and in-class activities will explore issues related to: housing, work, stereotypes and discrimination, cultural survival and traditionalism, physical and mental health, the rise of pan-Indianism, activism, schooling, class divisions, multi/locality, generational differences, identity and intersectionality, representation and the arts, and the very recognition or lack thereof mentioned above. The knowledge and analytic skills developed in this course will therefore serve as an uncommon window into Native American studies and urban studies, as well as broader race- and place-conscious work in the social sciences and humanities.
Instructor(s): A. Jenkins
Terms Offered: Winter
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 Terms Offered: TBD
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.
Using anthropological theories and methodology as a conceptual framework, this seminar will explore the organizational and ideological aspects of museum culture(s). The course includes visits to museums with guest museum professionals as guides into the culture of museums.
Instructor(s): M. Fred Terms Offered: Autumn,Winter
Prerequisite(s): Advanced standing and consent of instructor
Note(s): CHDV Distribution: C
Equivalent Course(s): ANTH 34502,MAPS 34500,SOSC 34500,CHDV 34501,ANTH 24511

CRES 34502. Anthropology of Museums II. 100 Units.
No description available.
Instructor(s): M. Fred Terms Offered: Spring
Prerequisite(s): Advanced standing or consent of instructor
Equivalent Course(s): SOSC 34600,ANTH 24512

COURSES: COMPARATIVE/GENERAL STUDIES

CRES 10200. Introduction to World Music. 100 Units.
This course is a selected survey of classical, popular, and folk music traditions from around the world. The goals are not only to expand our skills as listeners but also to redefine what we consider music to be and, in the process, stimulate a fresh approach to our own diverse musical traditions. In addition, the role of music as ritual, aesthetic experience, mode of communication, and artistic expression is explored.
Terms Offered: Autumn,Spring,Winter
Note(s): Background in music not required. Students must confirm enrollment by attending one of the first two sessions of class. This course meets the general education requirement in the arts.
Equivalent Course(s): MUSI 10200

CRES 20104. Urban Structure and Process. 100 Units.
This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past American experience as a way of developing urban policy both in this country and elsewhere.
Instructor(s): F. Stuart Terms Offered: Spring
Equivalent Course(s): GEOG 22700,GEOG 32700,SOCI 30104,SOSC 25100,SOCI 20104

CRES 20140. Qualitative Field Methods. 100 Units.
This course introduces techniques of, and approaches to, ethnographic field research. We emphasize quality of attention and awareness of perspective as foundational aspects of the craft. Students conduct research at a site, compose and share field notes, and produce a final paper distilling sociological insight from the fieldwork.
Instructor(s): O. McRoberts Terms Offered: Spring. Not being offered in 2017/2018
Note(s): CHDV Distribution: M
Equivalent Course(s): CHDV 20140,SOCI 20140
CRES 20207. Race, Ethnicity, and Human Development. 100 Units.
Twenty-first century practices of relevance to education, social services, health care and public policy deserve buttressing by cultural and context linked perspectives about human development as experienced by diverse groups. Although generally unacknowledged as such post-Brown v. 1954, the conditions purported to support human development for diverse citizens remain problematic. The consequent interpretative shortcomings serve to increase human vulnerability. Specifically, given the problem of evident unacknowledged privilege for some as well as the insufficient access to resources experienced by others, the dilemma skews our interpretation of behavior, design of research, choice of theory, and determination of policy and practice. The course is based upon the premise that the study of human development is enhanced by examining the experiences of diverse groups, without one group standing as the “standard” against which others are compared and evaluated. Accordingly, the course provides an encompassing theoretical framework for examining the processes of human development for diverse humans while also highlighting the critical role of context and culture.
Instructor(s): M. Spencer Terms Offered: Autumn
Prerequisite(s): Students should have one course in either Human Development or Psychology.
Note(s): CHDV Distribution, B*, C
Equivalent Course(s): CHDV 20207

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): L. Brewer-García Terms Offered: Spring
Prerequisite(s): SPAN 20300 or consent of instructor
Equivalent Course(s): LACS 21903, SPAN 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: TBD
Equivalent Course(s): ANTH 31700, LACS 22205, LACS 31700, ANTH 22205

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, Winter
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: Spring, 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 27302. Gender, Sexuality, Indigenous Women in the Colonial Encounter. 100 Units.
This course is premised on the belief that the history of gender and sexuality in colonial contexts is just as crucial and revealing as other more geopolitical, military, or diplomatic topics. In this sense, laws regulating marriage or Europeans exchanging of postcards of “exotic women” are just as significant as land annexations or military technology. Through the quarter, we will think through not only what the history of imperialism tells us about gender and sexuality, but also what this type of analysis reveals about colonialism and empire. What was the relationship between the socio-political organization of European empires and ideologies of gender and sexuality in both colony and metropole? We will also consider intersectional questions, such as the connections between regulating intimacy and the creation of race-based imperial hierarchies. To gain historical precision in examining these more abstract or theoretical questions, we will anchor our readings and discussion around particular indigenous woman and their contexts. While the study of gender and sexuality in a colonial context has come a long way in recent years, the majority of sources for examining gender and colonialism are about white women. To push back against this absence, we will take a case study approach to consider the lives and narratives surrounding indigenous women in colonial cultures.
Instructor(s): E. Fransee Terms Offered: Autumn, TBD

CRES 27503. Racism without Race. 100 Units.
Theories of race and racial difference have largely been discredited, and there are no longer any official institutions, respected academics, or public individuals who espouse these. How then do we explain the continued salience of skin color, and what value is there in applying terms such as “race” and “racism” to describe it? The following course seeks to reframe the way we go about analyzing contemporary forms of social differentiation based on skin color. It looks at skin color as a culturally recognizable sign, which, like other signs, acquires significance only within the context of a broader set of semiotic ideologies and practices. This means directing our attention to the ways in which color-as-sign takes on meaning in the world we live in. Such an approach offers a conceptual framework for a comparative study of past and present forms of discrimination based on skin color while also remaining sensitive to the particularities that define these.
Instructor(s): Y. Hilal Terms Offered: Spring

CRES 27605. United States Legal History. 100 Units.
This course focuses on the connections between law and society in modern America. It explores how legal doctrines and constitutional rules have defined individual rights and social relations in both the public and private spheres. It also examines political struggles that have transformed American law. Topics to be addressed include the meaning of rights; the regulation of property, work, race, and sexual relations; civil disobedience; and legal theory as cultural history. Readings include legal cases, judicial rulings, short stories, and legal and historical scholarship.
Instructor(s): A. Stanley Terms Offered: Autumn
Equivalent Course(s): AMER 27605, CNSE 27605, HMRT 27061, LLSO 28010, HIST 27605

CRES 28011. Religions of the African Diaspora. 100 Units.
This course is intended as an introduction to religions of the African Diaspora. We will engage a range of themes relevant to the history, beliefs and practices, world-views, and communities of African-derived religions around the globe, including issues of race and race-making, class, gender, sexuality, the body, and representations in the media. We will begin with a discussion of the central terms and major challenges of the field. With those concerns in mind, we will trace the historical movements of Africans across the globe, examining the spread and development of religions through key themes and case studies. We will address a large number traditions, including Santeria, Condomble, Vodoun, Palo, Obeah, Christianity, Islam, and Judaism.
Instructor(s): E. Crews Terms Offered: Autumn
Equivalent Course(s): RLST 28011

CRES 29302. Human Rights: 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): Staff Terms Offered: TBD
Equivalent Course(s): HIST 29302, HIST 39302, HMRT 30200, INRE 31700, LAWS 41301, LLSO 27100, HMRT 20200
CRES 29800. BA Colloquium: Theory and Methods in Comparative Race and Ethnic Studies. 100 Units.
Please note: Students are encouraged to register for the BA Colloquium in the Spring Quarter of their third year. Third-year CRES majors will meet with the BA preceptor during the second half of Spring Quarter to get started on proposals, identifying a faculty adviser, and other preparatory tasks. 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.
Students may register for Preparation for the BA Essay during any quarter of their fourth year. Students should consult the CRES entry in the Time Schedules to locate the section numbers for faculty advisers.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): CRES 29800; consent of the faculty supervisor and director of undergraduate studies
Note(s): Students are required to submit the College Reading and Research Course Form. Must be taken for a quality grade.

These courses are for reference only. Please see Class Search (http://registrar.uchicago.edu/classes) for specific offerings. See the Center for the Study of Race, Politics, and Culture webpage for further information.
## 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>Requirement</th>
<th>Units</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>One of the following sequences:</td>
<td>200</td>
<td></td>
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<tr>
<td>CHEM 12100-12200 Honors General Chemistry I-II (or higher)</td>
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<td>OR</td>
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<tr>
<td>PHYS 13100-13200 Mechanics; Electricity and Magnetism (or higher)</td>
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<tr>
<td>One of the following sequences:</td>
<td>200</td>
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<tr>
<td>MATH 13100-13200 Elementary Functions and Calculus I-II</td>
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<td>OR</td>
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<tr>
<td>MATH 15100-15200 Calculus I-II</td>
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<td>OR</td>
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<tr>
<td>MATH 16100-16200 Honors Calculus I-II</td>
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**Total Units:** 400

### MAJOR

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
<th>Notes</th>
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<tbody>
<tr>
<td>One of the following:</td>
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<tr>
<td>MATH 16300 Honors Calculus III</td>
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<tr>
<td>MATH 15910 Introduction to Proofs in Analysis</td>
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<td>One of the following sequences:</td>
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<tr>
<td>MATH 20300-20400-20500 Analysis in Rn I-II-III</td>
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<tr>
<td>MATH 20700-20800-20900 Honors Analysis in Rn I-II-III</td>
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<tr>
<td>One of the following:</td>
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<tr>
<td>STAT 24300 Numerical Linear Algebra</td>
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<tr>
<td>or MATH 20250 Abstract Linear Algebra</td>
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<tr>
<td>One of the following sequences:</td>
<td>200</td>
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<tr>
<td>CMSC 12100-12200 Computer Science with Applications I-II</td>
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<tr>
<td>CMSC 15100-15200 Introduction to Computer Science I-II</td>
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<tr>
<td>CMSC 16100-16200 Honors Introduction to Computer Science I-II</td>
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<tr>
<td>CMSC 27100 Discrete Mathematics</td>
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<tr>
<td>CMSC 27200 Theory of Algorithms</td>
<td>100</td>
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<tr>
<td>MATH 27300 Basic Theory of Ordinary Differential Equations</td>
<td>100</td>
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<tr>
<td>One of the following:</td>
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<tr>
<td>MATH 21100 Basic Numerical Analysis</td>
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<tr>
<td>MATH 21200 Advanced Numerical Analysis</td>
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<tr>
<td>STAT 24400-24500 Statistical Theory and Methods I-II</td>
<td>200</td>
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<tr>
<td>One of the following:</td>
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<tr>
<td>STAT 25100 Introduction to Mathematical Probability</td>
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<tr>
<td>STAT 25150 Introduction to Mathematical Probability-A</td>
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<tr>
<td>MATH 23500 Markov Chains, Martingales, and Brownian Motion</td>
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<tr>
<td>STAT 28000 Optimization</td>
<td>100</td>
<td></td>
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<tr>
<td>Three approved electives (see Elective Courses below)</td>
<td>300</td>
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</table>

**Total Units:** 1800
* Students with AP credit for PHYS 12100-12200 may substitute quantitative courses in other scientific departments with permission of the director of undergraduate studies; whether these other courses count as electives within the major or as general electives will be determined by the director of undergraduate studies.

+ Credit may be granted by examination.

§ Students who take MATH 13100-13200 or MATH 15100-15200 must also take the third quarter of the sequence as a prerequisite for MATH 15910; however, neither MATH 13300 nor MATH 15300 will be counted toward the major.

** Students may substitute a higher-level Computer Science course in discrete mathematics or algorithms with approval of the director of undergraduate studies.

*** Students who take STAT 25100 or STAT 25150 may take MATH 23500 as one of their electives with approval of the director of undergraduate studies. STAT 31200 may be substituted for MATH 23500.

**ELECTIVE COURSES**

Students will propose a coherent set of three courses to complete the major program. These will be chosen to complete a specialization. Possibilities include: preparation for PhD programs in applied mathematics, scientific computing, machine learning, operations research, economics and finance, physical sciences, or biological sciences. These are intended to be mathematical and computational courses that complement the program and at least at the mathematical level of the advanced classes in the required courses. The program must be approved by the undergraduate adviser, who will also serve as a resource for suggested mentors and programs in different areas.

**GRADING**

Students must receive quality grades in all courses required in the degree program. To qualify for the BS degree, students must complete the 18 courses above with (1) a GPA of 2.0 or higher and (2) no grade lower than C-.

**HONORS**

A BS with honors in Computational and Applied Mathematics requires an overall GPA of at least 3.0, a GPA in the required courses for the major of at least 3.25, and the completion of an honors paper written under the supervision of a faculty member and approved by the undergraduate adviser for the major. Students planning to complete an honors paper should submit a short proposal to the undergraduate adviser for approval by the Computational and Applied Mathematics board by the end of the student’s third year. The proposal must be approved by the board no later than the end of fifth week of the Autumn Quarter of the student’s fourth year.
Computational Neuroscience

Department Website: http://neuroscience.uchicago.edu

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 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

| BIOS 24231 | Methods in Computational Neuroscience | 100 |
| BIOS 24232 | Computational Approaches to Cognitive Neuroscience | 100 |
| BIOS 24408 | Modeling and Signal Analysis for Neuroscientists | 100 |
| BIOS 26210-26211 | Mathematical Methods for Biological Sciences I-II | 200 |
| Total Units | | 500 |

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 neuroscience.uchicago.edu.

Suggested General Education Courses

Students majoring in biological sciences typically take BIOS 20150 How Can We Understand the Biosphere? and BIOS 20151 Introduction to Quantitative Modeling in Biology (Basic) or BIOS 20152 Introduction to Quantitative Modeling in Biology (Advanced).

One of the following sequences:

| MATH 15100-15200 | Calculus I-II | 200 |
| MATH 16100-16200 | Honors Calculus I-II |
| SOSC 14100-14200-14300 | Mind I-II-III | 300 |

Suggested Electives

The following courses are meant to complement the computational neuroscience minor curriculum. While they cannot be counted toward the minor itself, they can help to broaden and shape students' understanding of neuroscience. These will be of particular interest to students who wish to pursue further study in neuroscience; many of them are also part of the neuroscience major.

| NSCI 20110 | Fundamental Neuroscience | 100 |
| NSCI 20120 | Cellular Neuroscience | 100 |
| NSCI 20130 | Systems Neurobiology | 100 |
| NSCI 20140 | Sensation and Perception | 100 |
| BIOS 24208 | Survey of Systems Neuroscience | 100 |
| BIOS 24246 | Neurobiology of Disease I | 100 |
| BIOS 24247 | Neurobiology of Disease II | 100 |
| PSYC 20300 | Biological Psychology | 100 |
| PSYC 20400 | Cognitive Psychology | 100 |

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. 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. L.
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

BIOS 24408. Modeling and Signal Analysis for Neuroscientists. 100 Units.
The course provides an introduction into signal analysis and modeling for neuroscientists. We cover linear and nonlinear techniques and model both single neurons and neuronal networks. The goal is to provide students with the mathematical background to understand the literature in this field, the principles of analysis and simulation software, and allow them to construct their own tools. Several of the 90-minute lectures include demonstrations and/or exercises in Matlab.
Instructor(s): W. van Drongelen Terms Offered: Spring. L.
Prerequisite(s): BIOS 26210 and 26211, or consent of instructor.
Equivalent Course(s): CPNS 32111

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 and three quarters of a Biological Sciences Fundamentals sequence 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 or equivalent.
Equivalent Course(s): CPNS 31100, PSYC 36211
The computer science program prepares students for careers in computer science by offering BA and BS degrees, as well as combined BA/MS and BS/MS degrees. Students who earn the BA are prepared either for graduate study in computer science or a career in industry. Students who earn the BS degree build strength in an additional field by following an approved course of study in a related area. The department also offers a minor. Furthermore, a computer science major or minor serves as an excellent foundation for work in other areas, including but not limited to mathematics, the natural sciences, social sciences, public administration, and the arts.

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.

Approved Programs

The computer science department counselor is responsible for approval of specific courses and sequences, and responds as needed to changing course offerings in our program and other programs. Students should consult the department counselor for details on specific courses they are considering taking to meet the requirements.

Approved Computer Science Program

There is one approved general program for both the BA and BS degrees, comprised of introductory courses, a sequence in Theory, and a sequence in Programming Languages and Systems, followed by advanced electives. Students may substitute upper-level or graduate courses in similar topics for those on the list that follows with the approval of the department counselor. Students who matriculated prior to Autumn 2016 may choose to follow these requirements; otherwise they should consult the archived catalog from their year of matriculation for the degree requirements in computer science. All students who matriculated in Autumn 2016 or later should follow this program.

The course information in this catalog, with respect to who is teaching which course and in which quarter(s), is subject to change during the academic year. For up-to-date information on our course offerings, please consult http://course-info.cs.uchicago.edu.

Students considering a computer science major are strongly advised to register for an introductory sequence, starting either with CMSC 15100 or CMSC 16100, in their first year. Incoming students should note that while CMSC 12100 can be used as the first course in the major, it is not open to first-year students, and it is not intended as an entry point for students who already know they want to major in computer science. Students who decide to pursue a computer science major or minor after completing CMSC 12100 may continue with either CMSC 15200-15400 or CMSC 12200-12300-15400. Note that CMSC 12200 does not meet the prerequisites for CMSC 15400.

1. Introductory Sequence (three courses required):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</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>or CMSC 12100</td>
<td>Computer Science with Applications 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.

Students may count only one of CMSC 12100 Computer Science with Applications I, CMSC 15100 Introduction to Computer Science I, and CMSC 16100 Honors Introduction to Computer Science I towards the 4200 units of credit required for graduation. The same is true for CMSC 12200 Computer Science with Applications II, CMSC 15200 Introduction to Computer Science II, and CMSC 16200 Honors Introduction to Computer Science II. Additionally, students who have taken CMSC 15200 or 16200 may not register for CMSC 12100.
2. Programming Languages and Systems Sequence (three courses required):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSC 22001</td>
<td>Software Construction</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 22600</td>
<td>Compilers for Computer Languages</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 23200</td>
<td>Introduction to Computer Security</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>

3. Theory Sequence (three courses required):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSC 27100</td>
<td>Discrete Mathematics</td>
</tr>
<tr>
<td>or CMSC 27130</td>
<td>Honors Discrete Mathematics</td>
</tr>
<tr>
<td>CMSC 27200</td>
<td>Theory of Algorithms</td>
</tr>
<tr>
<td>or CMSC 27230</td>
<td>Honors 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>

The graduate versions of Discrete Mathematics and/or Theory of Algorithms can be substituted for their undergraduate counterparts. We strongly encourage all majors to complete their theory courses by the end of their third year.

4. Electives (five courses required):

The major requires five additional elective Computer Science courses numbered 20000 or above. Students may enroll in CMSC 29700 Reading and Research in Computer Science and CMSC 29900 Bachelor's Thesis for multiple quarters, but only one of each may be counted as a major elective.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSC 15100</td>
<td>Introduction to Computer Science I</td>
</tr>
<tr>
<td>or CMSC 16100</td>
<td>Honors Introduction to Computer Science I</td>
</tr>
<tr>
<td>or CMSC 12100</td>
<td>Computer Science with Applications I</td>
</tr>
<tr>
<td>CMSC 15200</td>
<td>Introduction to Computer Science II</td>
</tr>
<tr>
<td>or CMSC 16200</td>
<td>Honors Introduction to Computer Science II</td>
</tr>
</tbody>
</table>
CMSC 15400 Introduction to Computer Systems
Programming Languages and Systems Sequence (three courses from the list above) 300
Theory Sequence (three courses from the list above) 300
Five electives numbered CMSC 20000 or above § 500
Plus the following requirements:
  BA (no other courses required) 0-300
  BS (three courses in an approved program in a related field)

Total Units 1400-1700

** Students who matriculated prior to Autumn 2016 may choose to follow these requirements; otherwise they should consult the archived catalog from their year of matriculation for the degree requirements in computer science. All students who matriculated in Autumn 2016 or later should follow this program.

§ While a student may enroll in CMSC 29700 or CMSC 29900 for multiple quarters, only one instance of each may be counted toward the major.

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 either for quality grades or, subject to College regulations and with consent of instructor, for P/F grading. A Pass grade is given only for work of C- quality or higher. Courses fulfilling general education requirements must be taken for quality grades.

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 can earn a BA or BS degree with honors by attaining a grade of B or higher in all courses in the major and a grade of B or higher in three approved graduate computer science courses (30000-level and above). These courses may be courses taken for the major or as electives.

Students may also earn a BA or BS degree with honors by attaining the same minimum B grade in all courses in the major and by writing a successful bachelor’s thesis as part of CMSC 29900 Bachelor’s Thesis. This thesis must be based on an approved research project that is directed by a faculty member and approved by the department counselor.

RECOMMENDED INTRODUCTORY SEQUENCES IN COMPUTER SCIENCE

The Department of Computer Science offers 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 programming experience and strong preparation in mathematics 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 and social sciences may consider CMSC 11000 Multimedia Programming as an Interdisciplinary Art I.
- Students interested in only one or two quarters of study should consider CMSC 12100-12200 Computer Science with Applications I-II. For students intending to pursue advanced study, we recommend CMSC 15100 Introduction to Computer Science I or CMSC 16100 Honors Introduction to Computer Science I as the first course.
- 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 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.

Please be aware that course information is volatile, and the catalog does not necessarily reflect the latest changes. Students should consult http://course-info.cs.uchicago.edu for up-to-date information.

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 each from Areas A, B, and C). Please note that not all possible pathways through these courses are valid: for example, CMSC 15200 is not a prerequisite for CMSC 12300. Please consult the prerequisite information below and/or talk to the minor advisor to discuss viable plans.

| Area A: 100 |
| CMSC 12100 | Computer Science with Applications I |
| CMSC 15100 | Introduction to Computer Science I |
| CMSC 16100 | Honors Introduction to Computer Science I |

| Area B: 100 |
| CMSC 12200 | Computer Science with Applications II |
| CMSC 15200 | Introduction to Computer Science II |
| CMSC 16200 | Honors Introduction to Computer Science II |

| Area C: 100 |
| CMSC 12300 | Computer Science with Applications III |
| CMSC 15400 | Introduction to Computer Systems |

Upper-Level Courses

The computer science minor must include four courses chosen from among all 20000-level CMSC courses and above. CMSC 12300 may be used as an elective if a student has used CMSC 15400 as the Area C introductory course. A 20000-level course must replace each 10000-level course in the list above that was used to meet general education requirements.

JOINT BA/MS OR BS/MS PROGRAM

Outstanding undergraduates may apply to complete an MS in computer science along with a BA or BS (generalized to "Bx") during their four years at the College. Students must be admitted to the joint MS program. There are three different paths to a Bx/MS: a research-oriented program for computer science majors (Option 1 below), a professionally oriented program for computer science majors (Option 2), and a professionally oriented program for non-majors (Option 3).

Participants in the Bx/MS program must meet the requirements for the BA or BS and complete nine courses for the MS, and, if applicable, a master's project. Students may double-count up to two courses towards both their Bx and MS degrees. By the conclusion of their third year, students must have completed 3900 of the 4200 units of credit required by the College, including all general education requirements.

See www.cs.uchicago.edu/page/department-computer-science-bxms-program-admissions-requirements for details about the Bx/MS application process.

To be considered for the program, students need to have earned a 3.5 GPA and have completed one of the following:

- one of CMSC 12100, CMSC 15100, or CMSC 16100 and one of CMSC 12200, CMSC 15200, or CMSC 16200 with at least a B+ average in the two, or
- one of CMSC 12100, CMSC 15100, or CMSC 16100 and one of CMSC 27100, CMSC 27130, or CMSC 37110 with at least a B+ average in the two.
The detailed requirements of the three program options follow.

Bx/MS Option 1: Research-Oriented Computer Science Majors

Option 1 is designed for computer science majors who are interested in research. Students pursuing a Bx with a computer science major currently have to take at least fourteen courses chosen from an approved program, while obtaining an MS requires nine courses. The research-oriented option requires students to take a total of twenty-one courses: twelve that count only towards the Bx degree, seven that count only towards the MS, and two that count towards both the Bx and MS degrees.

The nine courses required for the MS degree under Option 1 are as follows: Discrete Mathematics (CMSC 27100, CMSC 27130, or CMSC 37100); Algorithms (CMSC 27200, CMSC 27230, or CMSC 37000); one systems core course (course-info.cs.uchicago.edu/bxms); Machine Learning (CMSC 25400, CMSC 35400, or TTIC 31020); Research Practicum (Autumn); Research Practicum (Winter); and three electives. A current list of approved Option 1 electives is available at course-info.cs.uchicago.edu/bxms.

At most two courses can be drawn from the CMSC 20000-level course list, and at most two courses can be counted towards a student's computer science major and MS degree. Option 1 students are expected to take their electives from the Computer Science Department's CMSC 30000-level offerings and selected TTIC (Toyota Technological Institute at Chicago) offerings.

Option 1 requires the completion of a master's project, as well as an accompanying written report and a public presentation. Master's projects must be overseen by a faculty member and evaluated by a committee of three faculty members, including the student's project advisor.

Bx/MS Option 2: Professionally Oriented Computer Science Majors

Option 2 is designed for computer science majors who are seeking the opportunity to build upon their foundational skills and take some industry-oriented electives. As with Option 1, computer science majors who are pursuing a joint Bx/MS are required to take a total of twenty-one courses: twelve that count only towards the Bx degree, seven that count only towards the MS, and two that count towards both the Bx and MS degrees.

The nine courses required for the MS degree under Option 2 are as follows: Discrete Mathematics (CMSC 27100, CMSC 27130, or CMSC 37100); Algorithms (CMSC 27200, CMSC 27230, or CMSC 37000); two systems core courses (course-info.cs.uchicago.edu/bxms); and five electives. A current list of approved Option 2 electives is available at course-info.cs.uchicago.edu/bxms.

At most two courses can be drawn from the CMSC 20000-level offerings, and at most two courses can be counted towards both a student's computer science major and MS degree.

Option 2 allows students to take electives from the Computer Science Department's CMSC 30000-level and MPCS 50000-level offerings and selected TTIC offerings (see course-info.cs.uchicago.edu/bxms). With prior approval, Option 2 also allows one course from a graduate program outside of the Computer Science Department.

Bx/MS Option 3: Professionally Oriented Non–Computer Science Majors

Option 3 is designed for students who are not computer science majors and wish to combine a professionally oriented MS in computer science with their undergraduate major.

Students in this option are expected to complete nine courses, two of which can be also counted towards a student's BA or BS; students wishing to use these courses in their undergraduate major must obtain approval from their director of undergraduate studies.

The nine courses required for the MS degree under Option 3 are as follows: Discrete Mathematics (CMSC 27100, CMSC 27130, CMSC 37100, or MPCS 50103) or Core Programming (MPCS 51036, MPCS 51040), or MPCS 51100); Algorithms (CMSC 27200, CMSC 27230, CMSC 37000, or MPCS 55001); three systems core courses (course-info.cs.uchicago.edu/bxms); and four electives. A current list of approved Option 3 electives is available at course-info.cs.uchicago.edu/bxms.

At most two courses can be drawn from the department's CMSC 20000-level offerings.

Option 3 allows students to take electives from the Computer Science Department's CMSC 20000-level, CMSC 30000-level, and MPCS 50000-level offerings and selected TTIC offerings (see course-info.cs.uchicago.edu/bxms). With prior approval, Option 3 also allows one course from a graduate program outside of the Computer Science Department.

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 constructing 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 (HTML5), Cascading Style Sheets (CSS3), and Common Gateway Interface (CGI) scripts (using PHP). The primary programming emphasis will be on using 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): Staff Terms Offered: Not offered in 2017-18
Prerequisite(s): Placement into MATH 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 11000-11100. Multimedia Programming as an Interdisciplinary Art I-II.
Either course in this sequence meets the general education requirement in the mathematical sciences. Like other classic Chicago general education courses, this sequence provides students with both practical programming skills and core ideas in computer science in interdisciplinary applications. Students learn how to perform in a multi-platform (Mac/Linux/Windows) environment using a high-level prototyping language (revTalk) that allows for the quick creation of useful multimedia applications. As a classic Core course in the Chicago tradition, the course presents introductory techniques of problem solving, algorithm construction, program coding, and debugging as interdisciplinary arts adaptable to a wide range of disciplines with their specialized problems.

CMSC 11000. Multimedia Programming as an Interdisciplinary Art I. 100 Units.
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.
Instructor(s): W. Sterner Terms Offered: Winter
Prerequisite(s): Placement into MATH 13100 or higher, or by consent.
Note(s): This course meets the general education requirement in the mathematical sciences.

CMSC 11100. Multimedia Programming as an Interdisciplinary Art II. 100 Units.
The second course consists of several scientific and humanistic projects such as Turing Machines, biological modeling, and language manipulation with another final project.
Terms Offered: Spring
Prerequisite(s): Placement into MATH 13100 or higher, or by consent.
Note(s): This course meets the general education requirement in the mathematical sciences.

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, etc. Lectures cover topics in (1) programming, such as recursion, abstract data types, and processing data; (2) computer science, such as clustering methods, event-driven simulation, and theory of computation; and to a lesser extent (3) numerical computation, such as approximating functions and their derivatives and integrals, solving systems of linear equations, and simple Monte Carlo techniques.
CMSC 12100. Computer Science with Applications I. 100 Units.
This course is the first in a three-quarter sequence that teaches computational thinking and skills to students in the sciences, mathematics, economics, etc. The course will cover abstraction and decomposition, simple modeling, basic algorithms, and programming in Python. Applications from a wide variety of fields serve both as examples in lectures and as the basis for programming assignments. In recent offerings, students have written programs to simulate a model of housing segregation, determine the number of machines needed at a polling place, and analyze tweets from presidential debates.
Instructor(s): A. Rogers, B. Sotomayor Terms Offered: Autumn
Prerequisite(s): Placement into MATH 15200 or higher, or by consent.
Note(s): This course meets the general education requirement in the mathematical sciences.

CMSC 12200. Computer Science with Applications II. 100 Units.
This course is the second in a three-quarter sequence that teaches computational thinking and skills to students in the sciences, mathematics, economics, etc. Lectures cover topics in (1) data representation, (2) basics of relational databases, (3) shell scripting, (4) data analysis algorithms, such as clustering and decision trees, and (5) data structures, such as hash tables and heaps. Applications and datasets from a wide variety of fields serve both as examples in lectures and as the basis for programming assignments. In recent offerings, students have written a course search engine and a system to do speaker identification. Students will program in Python and do a quarter-long programming project.
Instructor(s): A. Rogers, M. Wachs Terms Offered: Winter
Prerequisite(s): CMSC 12100.
Note(s): This course meets the general education requirement in the mathematical sciences.

CMSC 12300. Computer Science with Applications III. 100 Units.
The course revolves around core ideas behind the management and computation of large volumes of data ("Big Data"). Topics include (1) Statistical methods for large data analysis, (2) Parallelism and concurrency, including models of parallelism and synchronization primitives, and (3) Distributed computing, including distributed architectures and the algorithms and techniques that enable these architectures to be fault-tolerant, reliable, and scalable. Students will continue to use Python, and will also learn C and distributed computing tools and platforms, including Amazon AWS and Hadoop. This course includes a project where students will have to formulate hypotheses about a large dataset, develop statistical models to test those hypotheses, implement a prototype that performs an initial exploration of the data, and a final system to process the entire dataset.
Instructor(s): M. Wachs Terms Offered: Spring
Prerequisite(s): CMSC 12200.

CMSC 15100-15200. Introduction to Computer Science I-II.
This sequence, which is recommended for all students planning to take more advanced courses in computer science, introduces computer science mostly through the study of programming in functional (Scheme) and imperative (C) programming languages. Topics include program design, control and data abstraction, recursion and induction, higher-order programming, types and polymorphism, time and space analysis, memory management, and data structures including lists, trees, and graphs. NOTE: Non-majors may use either course in this sequence to meet the general education requirement in the mathematical sciences; students who are majoring in Computer Science must use either CMSC 15100-15200 or 16100-16200 to meet requirements for the major.

CMSC 15100. Introduction to Computer Science I. 100 Units.
No description available.
Instructor(s): A. Shaw (Aut), M. Wachs (Aut), J. Reppy (Win) Terms Offered: Autumn, Summer, Winter
Prerequisite(s): Placement into MATH 15100 or completion of MATH 13100.
Note(s): This course meets the general education requirement in the mathematical sciences. Non-majors may use either course in this sequence to meet the general education requirement in the mathematical sciences; students who are majoring in Computer Science must use either CMSC 15100-15200 or 16100-16200 to meet requirements for the major.

CMSC 15200. Introduction to Computer Science II. 100 Units.
No description available.
Instructor(s): A. Feldman (Winter), D. Franklin (Winter, Spring), A. Shaw (Winter) Terms Offered: Spring, Summer, Winter
Prerequisite(s): CMSC 15100, CMSC 16100, CMSC 12100, or CMSC 10500.
Note(s): This course meets the general education requirement in the mathematical sciences. Non-majors may use either course in this sequence to meet the general education requirement in the mathematical sciences; students who are majoring in Computer Science must use either CMSC 15100-15200 or 16100-16200 to meet requirements for the major.
CMSC 15400. Introduction to Computer Systems. 100 Units.
This course covers the basics of computer systems from a programmer’s perspective. Topics include data representation, machine language programming, exceptions, code optimization, performance measurement, memory systems, and system-level I/O. Extensive programming required.
Instructor(s): H. Gunawi (Spring), H. Hoffmann (Spring), M. Wachs (Autumn, Spring) Terms Offered: Autumn, Spring
Prerequisite(s): CMSC 12100, 15100, or 16100, and CMSC 15200, 16200, or 12300.
Note(s): Required of students who are majoring in Computer Science.

CMSC 16100-16200. Honors Introduction to Computer Science I-II.
Both courses in this sequence meet the general education requirement in the mathematical sciences; students who are majoring in Computer Science must use either CMSC 15200 or 16200 to meet requirements for the major.

CMSC 16100. Honors Introduction to Computer Science I. 100 Units.
Programming in a functional language (currently Haskell), including higher-order functions, type definition, algebraic data types, modules, parsing, I/O, and monads. Basic data structures, including lists, binary search trees, and tree balancing. Basic mathematics for reasoning about programs, including induction, inductive definition, propositional logic, and proofs.
Instructor(s): R. Chugh, S. Kurtz Terms Offered: Autumn
Prerequisite(s): Placement into MATH 16100 or equivalent and programming experience, or by consent.
Note(s): This course meets the general education requirement in the mathematical sciences.

CMSC 16200. Honors Introduction to Computer Science II. 100 Units.
This course emphasizes the C Programming Language, but not in isolation. Instead, C is developed as a part of a larger programming toolkit that includes the shell (specifically ksh), shell programming, and standard Unix utilities (including awk). Nonshell scripting languages, in particular perl and python, are introduced, as well as interpreter (!) files that use the command-line version of DrScheme. We cover various standard data structures, both abstractly, and in terms of concrete implementations—primarily in C, but also from time to time in other contexts like scheme and ksh. The course uses a team programming approach. There is a mixture of individual programming assignments that focus on current lecture material, together with team programming assignments that can be tackled using any Unix technology. Team projects are assessed based on correctness, elegance, and quality of documentation. We teach the “Unix way” of breaking a complex computational problem into smaller pieces, most or all of which can be solved using pre-existing, well-debugged, and documented components, and then composed in a variety of ways.
Instructor(s): F. Chong Terms Offered: Winter
Prerequisite(s): CMSC 16100, or CMSC 15100 and by consent.
Note(s): Students who have taken CMSC 15100 may take 16200 with consent of instructor. This course meets the general education requirement in the mathematical sciences.

CMSC 20900. Computers for Learning. 100 Units.
Over time, technology has occupied an increasing role in education, with mixed results. Massive Open Online Courses (MOOCs) were created to bring education to those without access to universities, yet most of the students who succeed in them are those who are already successful in the current educational model. This course covers technology, psychology (e.g., motivation, engagement), and pedagogy (e.g., constructivism) as they apply to educational technology so that students can design and build an educational learning application. Labs focus on developing expertise in technology, and readings supplement lecture discussions on the human components of education.
Instructor(s): D. Franklin Terms Offered: Autumn
Prerequisite(s): CMSC 15400

CMSC 22001. Software Construction. 100 Units.
Large software systems are difficult to build. The course discusses both the empirical aspects of software engineering and the underlying theory. Topics will include, among others, software specifications, software design, software architecture, software testing, software reliability, and software maintenance. Students will be expected to actively participate in team projects in this course.
Instructor(s): S. Lu Terms Offered: Autumn
Prerequisite(s): CMSC 15400.
CMSC 22010. Digital Fabrication. 100 Units.
Digital fabrication involves translation of a digital design into a physical object. While digital fabrication has been around for decades, only now has it become possible for individuals to take advantage of this technology through low cost 3D printers and open source tools for 3D design and modeling. In this course we will cover the foundations of 3D object design including computational geometry, the type of models that can and can’t be fabricated, the uses and applications of digital fabrication, the algorithms, methods and tools for conversion of 3D models to representations that can be directly manufactured using computer controlled machines, the concepts and technology used in additive manufacturing (aka 3D printing) and the research and practical challenges of developing self-replicating machines. We will have several 3D printers available for use during the class and students will design and fabricate several parts during the course.
Instructor(s): R. Stevens Terms Offered: Not offered 2017-2018.
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 is an introduction to scientific programming language design, whereby design choices are made according to rigorous and well-founded lines of reasoning. The curriculum emphasizes the lambda calculus, type systems, formal semantics, logic and proof, and includes a light introduction to machine assisted formal reasoning. While this course is not a survey of different programming languages, we examine the design decisions embodied by various popular languages when viewed as formal systems.
Instructor(s): A. Shaw Terms Offered: Spring
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): F. Chong (Spring), Y. Li (Autumn) Terms Offered: Autumn,Spring
Prerequisite(s): CMSC 15400.

CMSC 22300. Functional Programming. 100 Units.
We will explore various aspects of advanced functional programming in this course. Topics will vary from quarter to quarter and may include: untyped and typed programming; pure and impure programming; eager and lazy semantics; “object-functional programming”; functional reactive programming; and concurrent functional programming.
Instructor(s): R. Chugh Terms Offered: Not offered 2017-2018.
Prerequisite(s): CMSC 15400 required, CMSC 15100 or CMSC 16100 recommended.

CMSC 22311. Functional Systems in Haskell. 100 Units.
Advanced and systems programming in Haskell, including testing, meta-programming, exceptions, concurrency, web, IO, and network programming.
Instructor(s): S. Kurtz Terms Offered: Not offered in 2017-2018.
Prerequisite(s): CMSC 16100 and CMSC 15400, or by consent.

CMSC 22600. Compilers for Computer Languages. 100 Units.
This course covers principles of modern compiler design and implementation. Topics include lexical analysis, parsing, type checking, optimization, and code generation. This is a project oriented course in which students will construct a fully working compiler, using Standard ML as the implementation language.
Prerequisite(s): CMSC 15400 required; CMSC 22100 recommended. (Note: Prior experience with ML programming not required.)
Note(s): This course is offered in alternate years.

CMSC 23000. Operating Systems. 100 Units.
This course provides an introduction to basic Operating System principles and concepts that form as fundamental building blocks for many modern systems from personal devices to Internet-scale services. Basic topics include processes, threads, concurrency, synchronization, memory management, virtual memory, segmentation, paging, caching, process and I/O scheduling, file systems, storage devices. The course will also cover special topics such as journaling/transactions, SSD, RAID, virtual machines, and data-center operating systems. The course project will revolve around the implementation of a mini x86 operating system kernel.
Instructor(s): H. Gunawi Terms Offered: Autumn
Prerequisite(s): CMSC 15400 and one of CMSC 2200, CMSC 22600, CMSC 22610, CMSC 23300, CMSC 23400, CMSC 23500, CMSC 23700, CMSC 27310, or CMSC 23800 strongly recommended.
CMSC 23010. Parallel Computing. 100 Units.
This course provides an introduction to the concepts of parallel programming, with an emphasis on programming multicore processors. Topics include: Processes and threads, shared memory, message passing, direct-memory access (DMA), hardware mechanisms for parallel computing, synchronization and communication, patterns of parallel programming. The course will involve a substantial programming project implementing a parallel computations.
Instructor(s): H. Hoffmann Terms Offered: Winter
Prerequisite(s): CMSC 15400 and one of the following: CMSC 22200, CMSC 23000, CMSC 23300; or by consent.

CMSC 23200. Introduction to Computer Security. 100 Units.
This course introduces the principles and practice of computer security. It aims to teach how to model threats to computer systems and how to think like a potential attacker. It presents standard cryptographic functions and protocols and gives an overview of threats and defenses for software, host systems, networks, and the Web. It also touches on some of the legal, policy, and ethical issues surrounding computer security in areas such as privacy, surveillance, and the disclosure of security vulnerabilities. The goal of this course is to provide a foundation for further study in computer security and to help better understand how to design, build, and use computer systems more securely.
Instructor(s): A. Feldman Terms Offered: Autumn
Prerequisite(s): CMSC 15400.

CMSC 23210. Usable Security and Privacy. 100 Units.
Regardless of how secure a system is in theory, failing to consider how humans actually use the system leads to disaster in practice. This course will examine how to design for security and privacy from a user-centered perspective by combining insights from computer systems, human-computer interaction (HCI), and public policy. We will introduce core security and privacy technologies, as well as HCI techniques for conducting robust user studies. Topics will include usable authentication, user-centered web security, anonymity software, privacy notices, security warnings, and data-driven privacy tools in domains ranging from social media to the Internet of Things. Students will complete weekly problem sets, as well as conduct novel research in a group capstone project. No prior experience in security, privacy, or HCI is required.
Instructor(s): B. Ur Terms Offered: Spring
Prerequisite(s): CMSC 12300 or CMSC 15400.

CMSC 23300. Networks and Distributed Systems. 100 Units.
This course focuses on the principles and techniques used in the development of networked and distributed software. Topics include programming with sockets; concurrent programming; data link layer (Ethernet, packet switching, etc.); internet and routing protocols (IP, IPv6, ARP, etc.); end-to-end protocols (UDP, TCP); and other commonly used network protocols and techniques. This is a project-oriented course in which students are required to develop software in C on a UNIX environment.
Instructor(s): B. Sotomayor Terms Offered: Winter
Prerequisite(s): CMSC 15400.
Equivalent Course(s): CMSC 33300

CMSC 23310. Advanced Distributed Systems. 100 Units.
In recent years, large distributed systems have taken a prominent role not just in scientific inquiry, but also in our daily lives. When we perform a search on Google, stream content from Netflix, place an order on Amazon, or catch up on the latest comings-and-goings on Facebook, our seemingly minute requests are processed by complex systems that sometimes include hundreds of thousands of computers, connected by both local and wide area networks. Recent papers in the field of Distributed Systems have described several solutions (such as MapReduce, BigTable, Dynamo, Cassandra, etc.) for managing large-scale data and computation. However, building and using these systems pose a number of more fundamental challenges: How do we keep the system operating correctly even when individual machines fail? How do we ensure that all the machines have a consistent view of the system's state? (And how do we ensure this in the presence of failures?) How can we determine the order of events in a system where we can't assume a single global clock? Many of these fundamental problems were identified and solved over the course of several decades, starting in the 1970s. To better appreciate the challenges of recent developments in the field of Distributed Systems, this course will guide students through seminal work in Distributed Systems from the 1970s, '80s, and '90s, leading up to a discussion of recent work in the field.
Instructor(s): B. Sotomayor Terms Offered: Not offered 2017-2018.
Prerequisite(s): CMSC 23300 with at least a B+, or by consent.
Equivalent Course(s): CMSC 33310
CMSC 23400. Mobile Computing. 100 Units.
Mobile computing is pervasive and changing nearly every aspect of society. Sensing, actuation, and mediation capabilities of mobile devices are transforming all aspects of computing: uses, networking, interface, form, etc. This course explores new technologies driving mobile computing and their implications for systems and society. Current focus areas include new techniques to capture 3D models (depth sensors, stereo vision), drones that enable targeted, adaptive, focused sensing, and new 3D interactive applications (augmented reality, cyberphysical, and virtual reality). Labs expose students to software and hardware capabilities of mobile computing systems, and develop the capability to envision radical new applications for a large-scale course project.
Instructor(s): A. Chien Terms Offered: Winter
Prerequisite(s): CMSC 15400. CMSC 23000 or 23300 recommended. Knowledge of Java required.

CMSC 23500. Introduction to Database Systems. 100 Units.
This course is an introduction to database design and implementation. Topics include DBMS architecture, entity-relationship and relational models, relational algebra, concurrency control, recovery, indexing, physical data organization, and modern database systems. The lab section guides students through the implementation of a relational database management system, allowing students to see topics such as physical data organization and DBMS architecture in practice, and exercise general skills such as software systems development.
Instructor(s): A. Elmore Terms Offered: Winter
Prerequisite(s): CMSC 15400.

CMSC 23700. Introduction to Computer Graphics. 100 Units.
This course introduces the basic concepts and techniques used in three-dimensional computer graphics. The course covers both the foundations of 3D graphics (coordinate systems and transformations, lighting, texture mapping, and basic geometric algorithms and data structures), and the practice of real-time rendering using programmable shaders. Students are required to complete both written assignments and programming projects using OpenGL.
Instructor(s): J. Reppy Terms Offered: Autumn
Prerequisite(s): CMSC 15400.
Note(s): This course is offered in alternate years.

CMSC 23710. Scientific Visualization. 100 Units.
Scientific visualization combines computer graphics, numerical methods, and mathematical models of the physical world to create a visual framework for understanding and solving scientific problems. The mathematical and algorithmic foundations of scientific visualization (for example, scalar, vector, and tensor fields) will be explained in the context of real-world data from scientific and biomedical domains. The course is also intended for students outside computer science who are experienced with programming and computing with scientific data. Programming projects will be in C and C++.
Instructor(s): G. Kindlmann Terms Offered: Winter
Prerequisite(s): CMSC 15400 and knowledge of linear algebra, or by consent.

CMSC 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: Not offered 2017-2018.
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 23900. Data Visualization. 100 Units.
Data visualizations provide a visual setting in which to explore, understand, and explain datasets. This class describes mathematical and perceptual principles, methods, and applications of “data visualization” (as it is popularly understood to refer primarily to tabulated data). A range of data types and visual encodings will be presented and evaluated. Visualizations will be primarily web-based, using D3.js, and possibly other higher-level languages and libraries.
Instructor(s): G. Kindlmann Terms Offered: Spring
Prerequisite(s): CMSC 12200, CMSC 15200 or CMSC 16200.
CMSC 25025. Machine Learning and Large-Scale Data Analysis. 100 Units.
This course is an introduction to machine learning and the analysis of large data sets using distributed computation and storage infrastructure. Basic machine learning methodology and relevant statistical theory will be presented in lectures. Homework exercises will give students hands-on experience with the methods on different types of data. Methods include algorithms for clustering, binary classification, and hierarchical Bayesian modeling. Data types include images, archives of scientific articles, online ad clickthrough logs, and public records of the City of Chicago. Programming will be based on Python and R, but previous exposure to these languages is not assumed.
Instructor(s): J. Lafferty Terms Offered: Spring
Prerequisite(s): CMSC 15400 or CMSC 12200 and STAT 22200 or STAT 23400, or by consent.
Note(s): The prerequisites are under review and may change.
Equivalent Course(s): STAT 37601

CMSC 25400. Machine Learning. 100 Units.
This course offers a practical, problem-centered introduction to machine learning. Topics covered include the Perceptron and other online algorithms; boosting; graphical models and message passing; dimensionality reduction and manifold learning; SVMs and other kernel methods; artificial neural networks; and a short introduction to statistical learning theory. Weekly programming assignments give students the opportunity to try out each learning algorithm on real world datasets.
Instructor(s): R. Kondor Terms Offered: Autumn
Prerequisite(s): CMSC 15400 or CMSC 12300. 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): S. Kurtz (Winter), J. Simon (Autumn) Terms Offered: Autumn,Winter
Prerequisite(s): CMSC 12300 or CMSC 15400, or MATH 16300 or higher, or by consent.

CMSC 27130. Honors Discrete Mathematics. 100 Units.
We emphasize mathematical discovery and rigorous proof, which are illustrated on a refreshing variety of accessible and useful topics. Basic counting is a recurring theme 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. The honors version of Discrete Mathematics covers topics at a deeper level.
Instructor(s): A. Razborov Terms Offered: Autumn
Prerequisite(s): (CMSC 12300 or CMSC 15400), or MATH 16300 or higher, or by consent.

CMSC 27200. Theory of Algorithms. 100 Units.
This course covers design and analysis of efficient algorithms, with emphasis on ideas rather than on implementation. Algorithmic questions include sorting and searching, graph algorithms, elementary algorithmic number theory, combinatorial optimization, randomized algorithms, as well as techniques to deal with intractability, like approximation algorithms. Design techniques include "divide-and-conquer" methods, dynamic programming, greedy algorithms, and graph search, as well as the design of efficient data structures. Methods of algorithm analysis include asymptotic notation, evaluation of recurrent inequalities, amortized analysis, analysis of probabilistic algorithms, the concepts of polynomial-time algorithms, and of NP-completeness.
Instructor(s): J. Simon Terms Offered: Spring,Winter
Prerequisite(s): CMSC 27100 or CMSC 27130 or CMSC 37110, or by consent.

CMSC 27230. Honors Theory of Algorithms. 100 Units.
This course covers design and analysis of efficient algorithms, with emphasis on ideas rather than on implementation. Algorithmic questions include sorting and searching, discrete optimization, algorithmic graph theory, algorithmic number theory, and cryptography. Design techniques include divide-and-conquer methods, dynamic programming, greedy algorithms, and graph search, as well as the design of efficient data structures. Methods of algorithm analysis include asymptotic notation, evaluation of recurrent inequalities, the concepts of polynomial-time algorithms, and NP-completeness. The honors version of Theory of Algorithms covers topics at a deeper level.
Instructor(s): A. Drucker Terms Offered: Winter
Prerequisite(s): CMSC 27100 or CMSC 27130 or CMSC 37110 or consent of the instructor.
CMSC 27410. Honors Combinatorics. 100 Units.
Methods of enumeration, construction, and proof of existence of discrete structures are discussed in conjunction with the basic concepts of probability theory over a finite sample space. Enumeration techniques are applied to the calculation of probabilities, and, conversely, probabilistic arguments are used in the analysis of combinatorial structures. Other topics include basic counting, linear recurrences, generating functions, Latin squares, finite projective planes, graph theory, Ramsey theory, coloring graphs and set systems, random variables, independence, expected value, standard deviation, and Chebyshev's and Chernoff's inequalities.
Instructor(s): L. Babai Terms Offered: Spring
Prerequisite(s): MATH 15900 or MATH 25400, or CMSC 27100, or by consent. Experience with mathematical proofs.
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): K. Mulmuley Terms Offered: Not offered 2017-2018.
Prerequisite(s): CMSC 27100, or MATH 20400 or higher.

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
Prerequisite(s): MATH 15200 or higher, and CMSC 12200 or CMSC 15200 or CMSC 16200. High school chemistry helpful.
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.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): MATH 25400 or MATH 25700 or (CMSC 15400 and (MATH 15910 or MATH 15900 or MATH 19900 or MATH 16300 or MATH 16310))
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 CMSC 27700.
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): S. Kurtz Terms Offered: Spring
Prerequisite(s): CMSC 12300 or CMSC 15400, or MATH 15900 or MATH 25500.
Equivalent Course(s): MATH 28000

CMSC 28100. Introduction to Complexity Theory. 100 Units.
Computability topics are discussed (e.g., the s-m-n theorem and the recursion theorem, resource-bounded computation). This course introduces complexity theory. Relationships between space and time, determinism and non-determinism, NP-completeness, and the P versus NP question are investigated.
Instructor(s): K. Mulmuley Terms Offered: Autumn
Prerequisite(s): CMSC 27100, or MATH 15900 or MATH 25500; experience with mathematical proofs.
Equivalent Course(s): MATH 28100
CMSC 29700. Reading and Research in Computer Science. 100 Units.
Students do reading and research in an area of computer science under the guidance of a faculty member. A written report is typically required.
Terms Offered: Autumn, Spring, Summer, Winter
Prerequisite(s): By consent of instructor and approval of department counselor.
Note(s): Open both to students who are majoring in Computer Science and to nonmajors. Students are required to submit the College Reading and Research Course Form.

CMSC 29900. Bachelor's Thesis. 100 Units.
No description available.
Terms Offered: Autumn, Spring, Summer, Winter
Prerequisite(s): By consent of instructor and approval of department counselor.
Note(s): Open to fourth-year students who are candidates for honors in Computer Science
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 major in Creative Writing described below or though a minor in English and Creative Writing, which is open to students outside those two programs. Students who do not wish to pursue a formal program in Creative Writing will have access to our courses that satisfy the general education requirement in the arts and open-entry “beginning” workshops. They may also apply for advanced workshop courses.

**Major in Creative Writing**

Students who graduate with the bachelor of arts in Creative Writing will both be skilled in writing in a major literary genre and have a theoretically informed understanding of the aesthetic, historical, social, and political context of a range of contemporary writing. Students in the major will focus their studies on a primary genre chosen from fiction, poetry, and nonfiction.

The organization of the major recognizes the value of workshop courses, but incorporates that model into a broader education that furthers students’ knowledge of historical and contemporary literary practice, introduces them to aesthetic and literary theory, sharpens their critical attention, and fosters their creative enthusiasm. Valuable experience with group work and peer criticism, which comes from the practices and skills central to Creative Writing pedagogy, will prepare students for success in a range of fields in the public and private sectors.

**Program Requirements**

The Program in Creative Writing requires a total of 13 courses and completion of a BA thesis, as described below. Students who matriculated in 2016–17 or later may declare this major. Students in the Class of 2019 may declare, though it may only be realistic for those who have already begun creative writing course work. All interested students should speak with the Director of Undergraduate Studies or program administrator. Students in the Class of 2018 are not eligible for the Creative Writing major.

Students contemplating a major or minor in Creative Writing may choose to take one or two Creative Writing courses toward the general education requirement in the arts. These courses will not count towards major requirements, but they do offer an opportunity to test out the program while satisfying a general education requirement.

**One (1) Fundamentals in Creative Writing course**

CRWR 17000-17999

The Fundamentals in Creative Writing course is a cross-genre, one-quarter seminar to be taken by all students in the major. Every section of the course focuses on a current debate relevant to all forms of literary practice, such as mimesis, translation and appropriation, and art and the market. This course introduces students to a group of core texts from each major literary genre. The course is taught in a seminar format and will require a final paper. Fundamentals in Creative Writing is restricted to students who have declared the major, as its aims are to develop cohort solidarity, promote a culture of articulate exchange, and induct students into a reflection on practice that will serve their artistic and professional development. Students should plan to take the course as early as possible after declaring the major, ideally in the first or second quarter in the program. See Enrolling in Creative Writing Courses for additional details.

**Two (2) Technical Seminars**

Fiction: CRWR 20200-20299; Poetry: CRWR 20301-20399; Nonfiction: CRWR 20400-20499

Students in the major must take two technical seminars in their primary genre of fiction, poetry, or nonfiction. The aims of the seminars are to enlarge students’ technical resources through extensive reading and analysis of contemporary literature and to provide practice-based training in technical skills. Students submit papers that address technical questions, chiefly with reference to contemporary texts. For example, poetry
students may write on “the line,” where fiction students write on “point of view.” These courses may also count as electives in the minor. See Enrolling in Creative Writing Courses for additional details.

**Three (3) Advanced Workshops**

Fiction: CRWR 22100-22299; Poetry: CRWR 23100-23299; Nonfiction: CRWR 24001-24199

Students in the major must complete three Advanced Workshops, at least two of which must be in the student’s primary genre. The Advanced Workshop is the characteristic pedagogical instrument of Creative Writing as an academic discipline. Workshop practice relies on an understanding of support that is dedicated to improving students’ writing, not unconditional approval. Critique is the core value and activity of the workshop, and students will practice it under the guidance of the workshop instructor. Although Advanced Workshops begin with attention to exemplary texts, they typically focus on original student work. See Enrolling in Creative Writing Courses for additional details.

**Credit for a Beginning Workshop:** Students who have completed a Beginning Workshop in their primary genre and have received a grade of B+ or above will be able to count this course as one of the required Advanced Workshops. Because students must take at least two Advanced Workshops in their primary genre, any qualifying Beginning Workshop may only serve as the third required workshop. Beginning Workshops offered by other institutions will not count towards the major. Beginning Workshops are open to all students during pre-registration.

**One (1) Literary Genre Course**

Students are required to take one introductory Literary Genre course related to their primary genre as an introduction to key texts and debates in the history of their chosen genre. This requirement can be met by a cross-listed English course or a comparable course in another literature. Depending on the student’s genre, courses like ENGL 10400 Introduction to Poetry, ENGL 10700 Introduction to Fiction: The Short Story, or ENGL 11004 History of the Novel may be eligible. Specific courses that are identified as fulfilling this requirement will be listed at creativewriting.uchicago.edu.

**Three (3) Literature Courses**

Creative Writing majors are required to take three literature courses offered by other departments. These courses can be focused on the literature of any language, but one must involve the study of literature written before the twentieth century and one must center on theory. The Director of Undergraduate Studies will offer guidance and approve all qualifying courses. Specific courses that satisfy the distribution element of this requirement will be listed at creativewriting.uchicago.edu.

**Two (2) Research Background Electives**

Students take two courses outside the Creative Writing department to support the student’s individual interests and thesis project. These courses must be selected in consultation with and approved by the Director of Undergraduate Studies. Depending on a student’s interests, courses in e.g., Cinema and Media Studies or Visual Arts might be appropriate. Others may take additional literature course work. The students must provide documentation of these approvals to their College adviser.

**BA Thesis and Workshop**

Students work on their BA Projects throughout their fourth year. Early in Autumn Quarter of their fourth year, students will be assigned a graduate student preceptor, who will lead a series of mandatory colloquia over the course of the quarter. In Winter Quarter, students will continue meeting with the graduate preceptor and must also enroll in the appropriate Thesis/Major Projects Workshop in their genre (CRWR 29200 Thesis/Major Projects: Fiction, CRWR 29300 Thesis/Major Projects: Poetry, or CRWR 29400 Thesis/Major Projects: Creative Nonfiction).

Students are not automatically enrolled in a workshop; they must receive the consent of the workshop instructor, who will also serve as the faculty advisor for their BA Project. Students should be aware that because of the high number of students wishing to write fiction for their BA Projects, students will not necessarily get their first choice of workshop instructor and faculty advisor. See Enrolling in Creative Writing Courses for additional details.

Students will work closely with their faculty advisor and with their peers in the workshops and will receive course credit as well as a final grade for the workshop. In consultation with their faculty advisor and graduate preceptor, students will revise and resubmit a near-final draft of the BA Project by the end of the second week of Spring Quarter. Students will submit the final version of their BA Project to their preceptor, faculty advisor, and the Director of Undergraduate Studies by the beginning of the fifth week of Spring Quarter. Students graduating in other quarters should speak with the Director of Undergraduate Studies about an appropriate timeline.

**Program Honors**

The faculty in the Program in Creative Writing will award program honors based on their assessment of the BA theses, with input from graduate student preceptors. To be eligible, students must have an overall GPA of
at least 3.6 and overall GPA of 3.25. Honors will be awarded only to the most exceptional projects from a given cohort; the majority of students will not receive this designation.

SUMMARY OF REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>One (1) Fundamentals in Creative Writing course</td>
<td>100</td>
</tr>
<tr>
<td>Two (2) Technical Seminars (in the student’s primary genre)</td>
<td>200</td>
</tr>
<tr>
<td>Three (3) Advanced Workshops (at least two in the student’s primary genre)</td>
<td>300</td>
</tr>
<tr>
<td>Three (3) Literature Courses</td>
<td>300</td>
</tr>
<tr>
<td>One (1) Literary Genre Course</td>
<td>100</td>
</tr>
<tr>
<td>Two (2) Research Background Electives</td>
<td>200</td>
</tr>
<tr>
<td>One (1) BA Workshop, chosen from:</td>
<td>100</td>
</tr>
<tr>
<td>CRWR 29200 Thesis/Major Projects: Fiction</td>
<td></td>
</tr>
<tr>
<td>CRWR 29300 Thesis/Major Projects: Poetry</td>
<td></td>
</tr>
<tr>
<td>CRWR 29400 Thesis/Major Projects: Creative Nonfiction</td>
<td></td>
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<tr>
<td>Total Units</td>
<td>1300</td>
</tr>
</tbody>
</table>

* CRWR 17000-17999
† Technical Seminars in Fiction: CRWR 20200-20299; Poetry: CRWR 20301-20399; Nonfiction: CRWR 20400-20499
§ Advanced Workshops in Fiction: CRWR 22100-22299; Poetry: CRWR 23100-23299; Nonfiction: 24001-24199. Beginning Workshops may count as the third workshop if they meet the stipulations listed under the Program Requirements.

ADVISING

Students considering the major should meet with the Director of Undergraduate Studies or Program Coordinator as early as possible to discuss program requirements and individual plans of study. Declaration of the major must be formalized through my.uchicago.edu.

The Program Coordinator and Director of Undergraduate Studies will provide guidance to students choosing courses to complete the major requirements. By Autumn Quarter of their third year, all students will be required to file a major program worksheet with the department, and the student's final major program must be approved by the Director of Undergraduate Studies. Students will need to regularly provide documentation of any approvals for the major to their College advisers for the necessary processing.

Graduate student preceptor support will be available to students while they write BA theses and minor portfolios during their final year of study, and faculty instructors will serve as thesis advisors for the students in their winter workshops.

Courses outside the Department Taken for Program Credit

A maximum of three courses outside Creative Writing and the Department of English Language and Literature (or another literature) may count toward the total number of courses required by the major. Ordinarily, two of these courses will be Research Background Electives. Substitutions for a further course will be subject to approval, but students may not substitute non-literature courses for the Literature Course requirement.

For students double majoring, this means a maximum of three courses can count towards both majors (pending approval from both departments).

Double Majors in English

When students choose a double major in Creative Writing and English Language and Literature, the three Literature Courses and the Literary Genre course will count towards both majors. However, the two Research Background Electives required for the Creative Writing major should be taken outside of the Department of English Language and Literature. This means that a maximum of four English Language and Literature courses, including the Literary Genre course, can count towards the Creative Writing major.

GRADING

Students with a major in Creative Writing must receive quality grades (not P/F) in all courses counting toward the major or minor. Non-majors may take CRWR courses for P/F grading with consent of instructor.

Sample Plan of Study for the Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRWR 17000</td>
<td>Fundamentals in Creative Writing: Literary Empathy</td>
<td>100</td>
</tr>
<tr>
<td>CRWR 20302</td>
<td>Technical Seminar in Poetry: Units of Composition</td>
<td>200</td>
</tr>
<tr>
<td>CRWR 20301</td>
<td>Technical Seminar in Poetry: Manifestos, Movements, Modes</td>
<td></td>
</tr>
</tbody>
</table>
Advanced Workshops 300
CRWR 23113 Advanced Poetry Workshop: Waste, Surplus, Reuse
CRWR 23100 Advanced Poetry Workshop
CRWR 10306 Beginning Poetry Workshop *
Literary Genre Course 100
ENGL 10400 Introduction to Poetry
Literature Courses 300
ENGL 17515 Seventeenth-Century Verse *
ENGL 22903 Literature of the City: Between Utopia and Dystopia **
ENGL 28614 Contemporary Latina/o Poetry
Research Electives 200
ARTV 20410 Expanded Arts, 1958-1978
CMST 14503 Cinema in Theory and Practice
BA Workshop 100
CRWR 29300 Thesis/Major Projects: Poetry

Total Units 1300

* Beginning Workshop is eligible because it met the conditions outlined in the Program Requirements (above).
* Satisfies period requirement (pre-20th century)
** Satisfies theory requirement

MINOR IN ENGLISH AND CREATIVE WRITING

Students who are not English Language and Literature or Creative Writing majors may complete a minor in English and Creative Writing. Such a minor requires six courses plus a portfolio of creative work. At least two of the required courses must be Creative Writing (CRWR) workshop courses, with at least one being an Advanced Workshop. Three of the remaining required courses may be taken in either the Department of English Language and Literature (ENGL) or the Program in Creative Writing (CRWR). This may include CRWR Technical Seminars or general education courses, as long as they are not already counted toward the general education requirement in the arts.

In addition, students must enroll in one of the following workshops offered during the Winter Quarter: CRWR 29200 Thesis/Major Projects: Fiction; CRWR 29300 Thesis/Major Projects: Poetry; CRWR 29400 Thesis/Major Projects: Creative Nonfiction. Finally, students must submit a portfolio of their work (e.g., a selection of poems, one or two short stories or chapters from a novel, two or three nonfiction pieces) to the Creative Writing program coordinator by the end of the fifth week in the quarter in which they plan to graduate. Students will work with a graduate student preceptor to compile and refine their final portfolios.

Students who elect the minor program in English and Creative Writing must meet with the program administrator for Creative Writing before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students choose courses in consultation with the administrator. The administrator’s approval for the minor program should be submitted to a student’s College adviser by the deadline above on a form obtained from the adviser.

Students completing this minor will be given enrollment preference for CRWR Advanced Workshops and Thesis/Major Projects Workshops, and they must follow all relevant admission procedures described at the Creative Writing (https://creativewriting.uchicago.edu) website. For details, see Enrolling in Creative Writing Courses.

Courses in the minor (1) may not be doubly counted with the student’s major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades (not P/F), and at least half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Summary of Requirements for the Minor Program in English and Creative Writing

Two CRWR workshop courses 200
Three CRWR or ENGL electives 300
One Thesis/Major Projects Workshop 100
A portfolio of the student’s work

Total Units 600

* At least one must be an Advanced Workshop.
Creative Writing


Minor to Major and Major to Minor

Student circumstances change, and thus a transfer between the major and minor programs may be desirable to students who begin a course of study in either program. Workshop courses (including Beginning Workshops) and one Technical Seminar may count towards the minor, but Fundamentals in Creative Writing will not. The Thesis/Major Projects Workshop will also function as a portfolio workshop for minors. Students should consult with their College adviser if considering such a transfer and must update their planned program of study with the Program Coordinator or Director of Undergraduate Studies in Creative Writing.

Sample Plan of Study for the Minor

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CRWR 10200</td>
<td>Beginning Fiction Workshop</td>
<td>100</td>
</tr>
<tr>
<td>CRWR 22110</td>
<td>Advanced Fiction: Exploring Your Boundaries</td>
<td>100</td>
</tr>
<tr>
<td>ENGL 16500</td>
<td>Shakespeare I: Histories and Comedies</td>
<td>100</td>
</tr>
<tr>
<td>ENGL 10706</td>
<td>Introduction to Fiction</td>
<td>100</td>
</tr>
<tr>
<td>ENGL 26909</td>
<td>The American Novel, 1950–1990</td>
<td>100</td>
</tr>
<tr>
<td>CRWR 29200</td>
<td>Thesis/Major Projects: Fiction</td>
<td>100</td>
</tr>
</tbody>
</table>

A portfolio of the student's work (two short stories)

Total Units: 600

Enrolling in Creative Writing Courses

General education courses and Beginning Workshops are open to all students via the standard pre-registration process. Other courses require consent, and some may require submission of work for evaluation. These courses may prioritize students in the major. Note: Students who have not formally declared the major will not receive priority in consent-based courses. Those interested in the major should see Advising (above) and meet with the Director of Undergraduate Studies before the end of Autumn Quarter of third year.

Applications for consent-only courses must be received by the deadlines listed below.

Creative Writing courses for the general education requirement in the arts

These multi-genre courses are introductions to topics in Creative Writing and satisfy the general education requirement in the arts in the College. General education courses are generally taught under two headings—"Reading as a Writer" and "Intro to Genres"—and will feature class critiques of students' creative work. Open to all undergraduate students during pre-registration. These courses do not count towards the major in Creative Writing, but students in the major may use these courses to satisfy their general education requirement in the arts.

Beginning Workshops

These courses are intended for students who may or may not have writing experience, but are interested in gaining experience in a particular genre. Courses will be focused on the fundamentals of craft and will feature workshops of student writing. Open to all undergraduate students during pre-registration.

Fundamentals of Creative Writing courses

Focuses on a current debate relevant to all forms of literary practice and aims to develop cohort solidarity, promote a culture of exchange, and induct students into a reflection on practice that will service their artistic and professional development. Open to declared majors only. Those students may apply to take the course by submitting the CW Seminar Consent Form, found at creativewriting.uchicago.edu.

Technical Seminars

These seminars enlarge students' technical resources through extensive reading and analysis of contemporary literature and provide practice-based training in technical skills. Priority is given to declared majors. Those students may apply to take the course by submitting the CW Seminar Consent Form, found at creativewriting.uchicago.edu.

Advanced Workshops

These courses are intended for students with substantive writing experience in a particular genre. Advanced workshops will focus on class critiques of student writing with accompanying readings from exemplary literary texts. Priority is given to students in the major, minor, or the Creative Writing Option of the Master of Arts Program in the Humanities. All students may apply to take the course by submitting the CW Workshop Submission Form, found at creativewriting.uchicago.edu. A writing sample in the
genre of the relevant course is required for faculty review. Specific submission requirements appear in the course descriptions.

Thesis/Major Projects

This course will revolve around workshops of student writing and also concentrate on the larger form students have chosen for their creative thesis. Priority is given to students in the major, minor, or the Creative Writing Option of the Master of Arts Program in the Humanities. All students may apply to take the course by submitting the CW Workshop Submission Form, found at creativewriting.uchicago.edu. A writing sample in the genre of the relevant course is required for faculty review. Specific submission requirements appear in the course descriptions.

Quarterly Deadlines to apply for consent-based CRWR courses

- Autumn Quarter, September 6
- Winter Quarter, November 17
- 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 10206. Beginning Fiction Workshop. 100 Units.

Fiction writing is part magic and part mechanics. This course will pay homage to the magic but concentrate on how a story is built: the architecture of structure, the mechanisms of character development, the fluid dynamics of dialogue. We’ll take a close look at some of the building blocks that make up fiction writing: character, dialogue, plot, point of view, and setting. We’ll also read and discuss a variety of short stories, always with an eye to craft and to what you, as writers, can steal for your own work. That’s right, steal. Much of this course is devoted to learning how to steal the tools of great fiction writing, then to using those tools to realize your own vision. You’ll write extensively in and out of class, from weekly reading responses to writing exercises that build toward a polished piece of work. Finally, you will write a complete draft and one extensive revision of a short story or novel chapter. The last third of the course will be devoted to student workshops, where each student will turn in a draft of a story or chapter to be read and critiqued by the whole class.

Instructor(s): Staff Terms Offered: Autumn, Spring, Winter
Prerequisite(s): Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 30206

CRWR 10306. Beginning Poetry Workshop. 100 Units.

This course will introduce students to the fundamentals of poetry in a creative writing workshop context. We will focus on a different topic each week—image, prosody, form, and so on—by reading extensively in the work of contemporary American poets and by composing our own literary exercises as well. We will also attend poetry readings and talks on poetry by visitors to our campus. The course will follow a workshop format, with peer critiques of student work and intensive readings across a spectrum of literary aesthetics.

Instructor(s): TBD Terms Offered: Autumn, Spring, Winter
Prerequisite(s): Open bid through my.uchicago.edu. Attendance on the first day is necessary.
Equivalent Course(s): CRWR 40306

CRWR 10406. Beginning Nonfiction Workshop. 100 Units.

A personal essay can employ a chain of events, but it's essentially a train of thought. Like thought, it's protean, able to take any shape and yet remain an essay. In this workshop you'll write two drafts of your own essay, or attempt, at the form, while line editing and critiquing your classmates' attempts. You'll also do close readings, starting with “Why I Write,” by George Orwell, and “Why I Write,” by Joan Didion. Then James Baldwin's "Autobiographical Notes." Once we’ve had a taste of the present we'll go back four thousand years to the essay's beginnings in Babylon, following its evolution in Greece and Rome—Heraclitus, Plutarch, Seneca—then Europe: Montaigne, Max Beerbohm, Walter Benjamin, and Natalia Ginzburg, returning to contemporary English-language writers, including Adrienne Rich and Margaret Atwood, ending with Didion's “Goodbye to All That,” paired with Eula Biss's contemporary cover version, also titled "Goodbye to All That."

Instructor(s): Dan Raeburn; Staff Terms Offered: Autumn, Spring, Winter
Prerequisite(s): Open bid through my.uchicago.edu. Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 40306
CRWR 12103. Reading as a Writer. 100 Units.
How does a writer read? A poet may cultivate distracted reading, a novelist may undertake research of scholarly scope and rigor. To read for writers is to read for generative use in writing. Two examples central to this course will be Lydia Davis’ translation of Flaubert’s *Madame Bovary* with her own ‘Ten Stories from Flaubert’ and Julian Barnes’ *Flaubert’s Parrot*, and Ted Berrigan’s *Sonnets* read alongside the poems by Frank O’Hara which they imitate. Members of this class will learn to read creatively, and to perpetrate literary (mis)readings, including translation, parody, homage, recovery of lost voices and physical treatments of books. Students will write reflections upon the experience of reading literature from the perspective of a writer throughout the quarter, on the class Chalk website, as well as experimenting with creative imitations of literary precursors.

Instructor(s): TBD
Prerequisite(s): Open bid through my.uchicago.edu. Attendance on the first day is mandatory.
Note(s): This course meets the general education requirement in the arts.

CRWR 12106. Intro to Genres: Science Fiction. 100 Units.
A monolith manifests in orbit around Jupiter, emitting a signal. A beacon? A man spontaneously discovers the ability to teleport. An evolutionary accident? Among popular genres, science fiction is the riskiest conceptually and among the trickiest to master. The difference between an amazing idea and a rotten story is often slim. What makes good sci-fi work? And how best to write it? Let’s put on our gravity boots and solar visors and see what we can discover. In this course, you’ll read some novels (by Frank Herbert, Alfred Bester, and Ursula K. LeGuin), poetry (by Andrew Joron), a graphic novel (by Chris Ware), and screenplays (by Damon Lindelof, and Stanley Kubrick and Arthur C. Clarke). And all the while, you’ll try your hand at bending each other’s minds with your own science fiction.

Instructor(s): Staff
Prerequisite(s): Open bid through my.uchicago.edu. Attendance on the first day is mandatory.
Note(s): This course meets the general education requirement in the arts.

CRWR 12107. Reading as a Writer: Crime and Story. 100 Units.
If prostitution is the earliest profession, then crime is probably the earliest narrative engine. Crime has always been a driving force behind story, a vehicle not only of plot but of human psychology, social exploration, philosophical investigation, and just plain old suspense. There’s something about the darker side of human nature that invites explorations of characters pushed to their extremes. Through analyzing the writing techniques and processes—such as point of view, scene, setting, voice, narrative structure and research methodologies—of such writers and poets as Raymond Chandler, Patricia Highsmith, Walter Mosley, Joyce Carol Oates, Denis Johnson, Carolyn Forché, CK Williams, Nami Mun, James Ellroy, and Richard Price among others, students will examine how elements of crime in story can be transformed beyond simple genre. By examining writers’ choices, students will explore how they may use these techniques to develop such mechanics of writing as point of view, poetics, dramatic movement and narrative structure in their own work.

Terms Offered: Winter
Prerequisite(s): Open bid through classes.uchicago.edu. Attendance on the first day is mandatory.
Note(s): This course meets the general education requirement in the arts.

CRWR 12112. Reading as a Writer: Chicago "City on the Remake" 100 Units.
This course invites writers to reconsider the influence of Chicago’s public spaces on artistic craft and form. How does one tell a “Chicago story”? Is the city better told in prose or poem? Is there a “Chicago epic”? Working through these questions, students will analyze and explore Chicago writers’ work in prose and poetry. Students will then develop their own creative responses, building connections to their adopted critical approaches. To these ends, we will examine work by writers including Nelson Algren, Saul Bellow, Gwendolyn Brooks, Stuart Dybek, Lorraine Hansberry, and Chris Ware, as well as the city’s rich legacies in documentary film, the visual arts, and music.

Instructor(s): Staff
Prerequisite(s): Open bid through classes.uchicago.edu. Attendance on the first day is mandatory.
Note(s): This course meets the general education requirement in the arts.

CRWR 12124. Reading as a Writer: Beauty Is Truth, Truth Beauty. 100 Units.
In this course, students will investigate the complicated relationship between truth and art, by reading, watching, and writing works adapted from a historical record or “based on a true story.” Weekly reading assignments will include fiction, poetry, memoir, and film, and students will write both critical essays and creative exercises that explore the overlaps and divergences between journalistic and artistic truth. Readings: Aristotle, Bechdel, Carson, Keats, Northup, and Zucker.

Instructor(s): Rachel DeWoskin
Prerequisite(s): Open bid through classes.uchicago.edu. Attendance on the first day is mandatory.
Note(s): This course meets the general education requirement in the arts.
CRWR 12125. Reading as a Writer: From Page to Film. 100 Units.
We often say of film adaptations: it's not as good as the book. But what can we, as readers and writers, learn from that unsuccessful transition to the screen? And more intriguingly, what can we learn from the successful ones, the films that are just as good if not better than the original written work—or so vastly different that they become their own entity? In this class, we will be reading works of short fiction and also “reading” their film adaptations, focusing on this relationship between storytelling on the page and storytelling on the screen and what is both lost and gained in that transition. If filmmaking requires a different language than fiction writing, a different approach to things like character, plot, atmosphere, even thematic development, what can we learn from that approach that we can apply to our own fiction, even if we have no interest in making films? We’ll investigate this question in the work of writers like James Joyce, Andre Dubus, and Stephen King, and filmmakers like Hitchcock, Huston, and Wilder.
Instructor(s): Rachel DeWoskin Terms Offered: Autumn
Prerequisite(s): Students apply for consent by filling out the CW Seminar Consent Form on createwriting.uchicago.edu. Students must meet the course application deadline specified on the website.
Note(s): This course meets the general education requirement in the arts.

CRWR 12128. Reading as a Writer: The Sea. 100 Units.
What is the temporality of the sea? Its consciousness? Where does it begin? Or end? In this course, we will consider the sea both as a figure in our literary, critical, visual, political, historical, and ecological imaginations, as well as a body in itself, iridescent and gleaming at the end of the world. We will look at practices of burial at sea, the infamous “wine dark sea” of Homer, the Middle Passage, the hold and wake of the ship, necropolitics, the concept of sovereignty and bare life, stowaway and asylum seekers, piracy and floating armories, eco-materialism, the post-human and alien worlds of our oceanic origins, the moon . . . and so on. Students will be asked to keep a reading notebook as well as to produce weekly creative responses for class discussion. “And as you read /the sea is turning /its dark pages /turning /its dark pages” (Denise Levertov, from The Reader).
Instructor(s): Lynne Xu Terms Offered: Winter
Prerequisite(s): Open bid through my.uchicago.edu. Attendance on the first day is mandatory. Satisfies the College Arts/Music/Drama Core requirement.

CRWR 17000. Fundamentals in Creative Writing: Literary Empathy. 100 Units.
In this fundamentals course, students will investigate the complicated relationship between writers, fictional characters, and readers, toward determining what place literary empathy has in our conversation about contemporary literature. James Baldwin once observed, “You think your pain and your heartbreak are unprecedented in the history of the world, but then you read. It was books that taught me that the things that tormented me most were the very things that connected me with all the people who were alive, or who had ever been alive.” We will use weekly reading assignments including fiction, poetry, and creative non-fiction to ask questions about what Virginia Woolf called “perpetual union with another mind.” Students will write critical responses, creative exercises, and a final paper on a topic to be approved by the instructor. Readings include Baldwin, Bishop, Beard, Carson, Walcott, and Woolf.
Instructor(s): Rachel DeWoskin Terms Offered: Winter
Prerequisite(s): Students apply for consent by filling out the CW Seminar Consent Form on createwriting.uchicago.edu. Students must meet the course application deadline specified on the website. This course is specifically for students taking the Major in Creative Writing. Attendance on the first day is mandatory.

CRWR 18200. Poetry and the Human (ARTS Core) 100 Units.
This spring-quarter Arts course is related to the Humanities course “Poetry and the Human” and is intended as a potential sequel to its first two quarters, but can also be taken as a freestanding course. Through a combination of seminar discussions and creative writing workshop sessions, it focuses upon creative practice (form, flow, and voice) as way of approaching many of the questions raised over the Autumn and Winter terms. It considers the role of poetry in different traditions (Japanese, English, Persian, etc.) from aesthetic, philosophical, and performative angles. Students in the Poetry and the Human sequence (HUMA) will have priority registration for this course; other students may register for any remaining seats.
Instructor(s): Staff Terms Offered: Spring
Note(s): This course meets the general education requirement in the arts.

CRWR 20200. Technical Seminar in Fiction: Characterization. 100 Units.
This reading and writing seminar will acquaint students with one of the essential tools of fiction writers: characterization. We will read primary texts by authors including Baldwin, Flaubert, Munro, and Wharton, as well as critical work by Danticat, Forester, and Vargas Llosa, toward exploring how some of literature's most famous characters are rendered. How do writers of fiction create contexts in which characters must struggle, and how does each character’s conflicts reveal his or her nature? Students will complete both creative and analytical writing exercises, reading responses, and a paper that focuses on characterization in a work of fiction.
Instructor(s): Rachel DeWoskin Terms Offered: Autumn
Prerequisite(s): Students apply for consent by filling out the CW Seminar Consent Form on createwriting.uchicago.edu. Students must meet the course application deadline specified on the website.
Equivalent Course(s): CRWR 40200
This inter-genre readings course will be of special interest to student writers interested in both fiction and creative nonfiction. We'll look at hybrid works by W.G. Sebald, Teju Cole, Rachel Cusk, and Shelia Heti and also consider writers like Kathryn Harrison, Tobias Wolff, and Gregor von Rezzori, who have addressed the same subjects in both fiction and nonfiction. Finally, we’ll dip into Robert Musil's notion of “essayism” as a modern mode of thought and the recent debate over the “lyric essay.” We’ll also look at journalistic and/or documentary works by Werner Herzog, Truman Capote, Tom Bissell, Katherine Boo, and Ryszard Kapuściński. By exploring the interestingly smudged line between factual and fictional texts, we’ll interrogate both genre categories and ways of perceiving and presenting what’s true.

Instructor(s): Will Boast
Terms Offered: Spring
Prerequisite(s): Students apply for consent by filling out the CW Seminar Consent Form on creativewriting.uchicago.edu. Students must meet the course application deadline specified on the website.
Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 40201

CRWR 20301. Technical Seminar in Poetry: Manifestos, Movements, Modes. 100 Units.
This course is an introduction to the linked practices of reading and writing poetry. We will begin with major stylistic experiments of the last century—finding common ground in familiar idioms. We will discuss significant topics, movements, and styles of the period while identifying formal strategies. As we practice these strategies in our writing, we will move backward in time, to less familiar terrain—expanding our sense of context while exploring the expansive field of poetry as a historically dynamic phenomenon. But the true educational experience will come in uniting these activities, when the student begins to read as a writer and write as a reader. This creative relation to the world of symbols will open them to the world as such and the world as such to their writerly minds. Ultimately, this is a course in inventive perception.

Instructor(s): Edgar García Terms Offered: Autumn
Prerequisite(s): Students apply for consent by filling out the CW Seminar Consent Form on creativewriting.uchicago.edu. Students must meet the course application deadline specified on the website.
Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 40301

CRWR 20302. Technical Seminar in Poetry: Units of Composition. 100 Units.
This course aims to investigate, through a range of readings and writing exercises, various units of composition and the ways that they interact with each other in poems. We will study and imitate traditional formal approaches, such as the poetic foot, meter, caesuras, sprung rhythm, rhymed stanzas, and refrains. We also will study and imitate modernist and contemporary “units,” such as the word (approached, for example, etymologically or connotatively), the free verse line, the variable foot, vers libre, serial form, the sentence (the “new” sentence, but also modulations of basic syntax), the paragraph, the page, and forms of call and response. This reading intensive course will draw from a selection of mostly modern and contemporary poetry, poetics, and criticism. Students will be expected to submit weekly technical exercises, complete several short critical responses, write a longer essay, and submit a final portfolio of revised material.

Instructor(s): Staff
Terms Offered: Spring
Prerequisite(s): Students apply for consent by filling out the CW Seminar Consent Form on creativewriting.uchicago.edu. Students must meet the course application deadline specified on the website.
Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 40302

CRWR 20400. Technical Seminar in Nonfiction: The Possibilities of Tone. 100 Units.
There are choices we’re making at the sentence level that conjure specific tonal environments in our non-fiction. These tonal choices are mostly idiosyncratic to each writer, part of our syntactic DNA. This won’t be a course in changing anyone’s inherent tonal choices. It will be a course where we’ll practice how to listen to our writing so that we can recognize the choices we’ve made and how best to accentuate them in revision. We’ll look at some of the great sentence makers: Woolf, Baldwin, Didion, Sontag, Als, Sebald (still a knock-out even in translation), DFW, Rushdie, and others. We will be looking very closely at sentence level construction. We’ll read some poets because they make it all look so easy sometimes. We’ll analyze the interaction between the tone and content of each essay, watching how that interaction can be causal, inseparable, playful, discordant, impossible, etc. Students will complete both creative and analytical writing exercises, reading responses, and a paper that focuses on characterization in a work of fiction.

Instructor(s): Staff
Terms Offered: Winter
Prerequisite(s): Students apply for consent by filling out the CW Seminar Consent Form on creativewriting.uchicago.edu. Students must meet the course application deadline specified on the website. This course is specifically for students taking the Major in Creative Writing. Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 40400
CRWR 22100. Advanced Fiction Workshop. 100 Units.
This course is intended as an extension and, in some ways, a reconsideration of many of the lessons learned in introductory fiction courses. While primarily a workshop, we will also be tracing some of the historical roots of the short story, starting with 19th-century "tales" by the likes of Flaubert and Gogol. As we move into the 20th century, we'll read Sherwood Anderson and James Joyce, classic Saturday Evening Post stories by O. Henry and F. Scott Fitzgerald, New Yorker writers like Dorothy Parker and Renata Adler, and also take a brief look at the 1960s/70s avant-garde. We'll also look at contemporary writers like Lydia Davis and Kelly Link who draw on, respectively, essayistic and Gothic traditions. In our discussions, you will develop a broader, more nuanced understanding of the theories and techniques underpinning fiction writing and work to open up your aesthetic interests. For our workshop sessions, you might choose to in some way model your submissions off of any of the outside readings we consider, though this is not a requirement of the course.
Instructor(s): Will Boast Terms Offered: Spring Prerequisite(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 42117

CRWR 22117. Advanced Fiction Workshop: Beginning a Novel. 100 Units.
This course is for any student who has taken at least one other fiction workshop at the University and is interested in or already working on a novel. In the first few weeks of the course, we will read and discuss a selection of first chapters from some exemplary and diverse novels (like The Great Gatsby, Invisible Man, Beloved, The Wind-Up Bird Chronicle, The Age of Innocence, Lolita, and The Virgin Suicides) and discuss what a first chapter can—even should—do and the different ways that it can do these things. How do certain novels introduce characters, plot, setting, principle concerns and philosophies? How do they dive into the narrative in ways that intrigue or even challenge us? How do certain opening chapters teach us how to read the rest of the novel? These and other crucial questions will be addressed throughout the course, particularly during our workshops, where everyone will present the first chapter or two of their novel-in-progress. Along with the fundamentals of craft like language, characterization, plotting, and structure, etc., we will look at how we can adjust or rethink our opening chapters so that we can move forward more effectively with the larger project.
Instructor(s): Vu Tran Terms Offered: Autumn Note(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. 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 poeticists, and yet we will respect the solitary and idiosyncratic nature of the lyric enterprise as well.
Terms Offered: Autumn,Spring,Winter Prerequisite(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 42117

CRWR 23113. Advanced Poetry Workshop: Waste, Surplus, Reuse. 100 Units.
What do poets do with surplus, with extras, leftovers, and other excesses of production? Is there a creative use to put them to? When viewed in the context of ecology and economy, what are the ethical dimensions of working with surplus? Or are there also ethics and aesthetics of the useless? With these guiding questions, this course will introduce students to methods for a creative approach to waste and develop revision practices that draw on the reuse of material surplus. We will consider forms of excess (literary, artistic, economic, material, etc.) and their creative applications. We'll examine diverse types of waste and things that "waste", including literal trash, ruins, the body, time, the dream, and everyday texts (such as emails, text messages, rough drafts, conversations, and ephemeral media). Ultimately, this course will help students engage in the revision process. Reading may include A. R. Ammons' Garbage, Eliot's The Waste Land, Jen Bervin's Nets, Bernadette Mayer's Midwinter Day, André Breton's Mad Love, Joyelle McSweeney's Dead Youth, or The Leaks, George Perec's An Attempt at Exhausting a Place in Paris, and Shakespeare's Sonnets.
Instructor(s): Staff Terms Offered: Winter Prerequisite(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 43113
CRWR 24001. Advanced Nonfiction: Aiming for Publication. 100 Units.
This workshop is for students who are about to enter the real world and want to leave the ivory tower with a realistic view of their strengths and limitations. A forewarning: I can’t get you an editor or an agent. The only way to do that is to have a forceful and beautifully-written manuscript. This course is about how to begin that manuscript. It’s a workshop, meaning that you’re responsible for generating the majority of our text and our discussions. Every week we’ll read and discuss successful published work I’ve selected to specifically illustrate solutions to the problems that have come up in your and your classmates’ work. That’s because the best way to become a better writer is to become a better reader. If you learn nothing else in this course, you’ll learn that.
Instructor(s): Dan Raeburn Terms Offered: Spring
Prerequisite(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu.
Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 44001

CRWR 24002. Advanced Nonfiction Workshop: Writing About the Arts. 100 Units.
Writing about the arts has long been a way for writers to investigate the wide world and to look inward. In this course, we’ll be focusing on the visual arts, and we’ll try to see how reflecting on painting, photography, installation art, and those arts that get called “decorative” gives us ways to consider the object in space, and also history, war, friendship, education, material culture, aesthetics, and coming-of-age. In writing, we will practice all kinds of forms: lyric fragments; polemics; reviews; catalog essays; museum wall texts; personal meditations on a single work; documentation of lost techniques and lost works; and history, criticism, and biography written for readers outside the academy. Students will also write a longer essay to be workshopped in class. We’ll read and discuss writers such as Susan Sontag, Geoff Dyer, Claudia Rankine, Tiana Bighorse, Rebecca Solnit, Zbigniew Herbert, Donald Judd, Octavio Paz, Mark Doty, Hervé Guibert, Kevin Young, Lawrence Weschler, and Walter Benjamin. Students will make some guided and some independent visits to museums, including the Art Institute, DuSable Museum of African American History, Smart Museum of Art, Oriental Institute Museum, and National Museum of Mexican Arts.
Instructor(s): R. Cohen Terms Offered: Spring
Prerequisite(s): Submit nonfiction writing sample when applying to register for the course.
Equivalent Course(s): CRWR 44002, ARTH 34002, ARTH 24002

CRWR 24004. Advanced Nonfiction Workshop: Writing in Crisis. 100 Units.
In this course, we’ll work to write about people and communities who are in crisis, on the verge of crisis, or looking back at crisis. We’ll discuss reporting, interviewing, oral history, historical research, working from photography and video, and the ethical situation of the writer. We’ll read works by writers such as Liu Xiaobo, Élena Poniatowska, Claudia Rankine, Rebecca Solnit, Edwidge Danticat, Ryszard Kapuscinski, Philip Gourevitch, Arundhati Roy, Leslie Marmon Silko, Rachel Carson, and Ta-Nehisi Coates, on subjects including migration, exile, prison, totalitarian regimes, dissidence, questions of reparation and reconciliation after systematic violence, and environmental activism. Students will undertake significant research and produce a substantial essay to be workshopped in class.
Instructor(s): Rachel Cohen Terms Offered: Autumn
Prerequisite(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu.
Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 44004

CRWR 26003. 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
Equivalent Course(s): ENGL 25953, ARTV 25401, CMST 25953, CMST 35953, CRWR 46003, ENGL 32311, TAPS 28455
CRWR 29200. Thesis/Major Projects: Fiction. 100 Units.
This advanced fiction course is for BA and MA students writing a creative thesis or any advanced student working on a major fiction project. It is primarily a workshop, so please come to our first class with your project in progress (a story collection, a novel, or a novella), ready for you to discuss and to submit some part of for critique. As in any writing workshop, we will stress the fundamentals of craft like language, voice, and plot and character development, with an eye also on how to shape your work for the longer form you have chosen. And as a supplement to our workshops, we will have brief student presentations on the writing life: our literary influences, potential avenues towards publication, etc.
Instructor(s): Vu Tran, Rachel DeWoskin, Will Boast Terms Offered: Winter
Prerequisite(s): Required for students working on BA or MA thesis in fiction, as well as students completing a minor portfolio in fiction.
Note(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 49200

CRWR 29300. Thesis/Major Projects: Poetry. 100 Units.
This course is an advanced seminar intended primarily for students writing a Creative BA or MA thesis, as well as 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 course is designed as a poetry workshop, your fellow students’ work will be the primary text over the course of the quarter.
Instructor(s): Srikanth Reddy Terms Offered: Winter
Prerequisite(s): Required for students working on a BA or MA thesis in poetry, as well as students completing a minor portfolio in poetry.
Note(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 49300

CRWR 29400. Thesis/Major Projects: Creative Nonfiction. 100 Units.
This course is for students writing a creative BA or MA thesis in nonfiction, as well as Creative Writing minors completing the portfolio. If space allows I’ll also admit those who are working on a long piece of nonfiction on their own. It can be an extended essay, memoir, travelogue, literary journalism, or an interrelated collection thereof. It’s a workshop, so come to the first day of class with your work underway and ready to submit. You’ll edit your classmates’ writing as diligently as you edit your own. I focus on editing because writing is, in essence, rewriting. Only by learning to edit other people’s work will you gradually acquire the objectivity you need to skillfully edit your own. You’ll profit not only from the advice you receive, but from the advice you learn to give. I will teach you to teach each other and thus yourselves, preparing you for the real life of the writer outside the academy.
Instructor(s): Dan Raeburn Terms Offered: Winter
Prerequisite(s): Required for students working on the BA/MA thesis in creative nonfiction, as well as Creative Writing Minors completing the portfolio in nonfiction.
Note(s): Instructor consent required. Submit writing sample via www.creativewriting.uchicago.edu. Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 49400
East Asian Languages and Civilizations

Department Website: http://ealc.uchicago.edu

PROGRAM OF STUDY

The Department of East Asian Languages and Civilizations (EALC) offers a BA program in East Asian studies that introduces students to the traditional and modern civilizations of China, Japan, and Korea, and provides them with the opportunity to achieve a basic reading and speaking knowledge of Chinese, Japanese, and Korean. This program is interdisciplinary and students may take relevant courses in both the humanities and the social sciences.

Students in other fields of study may also complete a minor in EALC. Information follows the description of the major.

Before declaring their major in EALC, students must meet with the Director of Undergraduate Studies (typically before the end of their second year) to discuss their areas of interest.

PROGRAM REQUIREMENTS

Students must complete 1300 units toward an EALC major. Up to 300 of those units may be granted via petition based on the completion of a higher-level language course. No courses may be double-counted toward general education requirements or minor requirements. NOTE: The specific requirements described below will apply to students beginning with the Class of 2021.

Students who plan to major in EALC are strongly encouraged (but not required) to meet the general education requirement in civilization studies by taking EALC 10800-10900-11000 Introduction to the Civilizations of East Asia I-II-III.

Language Requirement

To graduate with an EALC major, students must demonstrate competency in a primary East Asian language that is equivalent to the intermediate (second-year) level of the language. Credit for 20100-20200-20300 or the equivalent is required in the major.

Topics in EALC

All students are required to take three “Topics in EALC” courses (EALC 10500-10799). These courses are meant to introduce students to issues in East Asian studies.

Electives in the Major

Students are required to complete seven additional courses (700 units) in the major. Up to 300 units may be additional language credit. Many students will take an additional year of their primary East Asian language or a year of a secondary East Asian language. A beginning language sequence in the primary East Asian language cannot be counted toward the major; beginning sequences are acceptable for secondary languages. This language credit must be earned by registering for courses bearing University of Chicago course numbers.

Two quarters of Classical Chinese or Classical Japanese may count either as language or as content courses.

Students who complete their general education requirement in civilization studies with a sequence other than EALC 10800-10900-11000 Introduction to the Civilizations of East Asia I-II-III may take any of those courses as an elective in the major. Students may also take additional Topics in EALC courses as electives in the major.

A maximum of six approved courses taken while studying abroad may be counted toward program requirements by petition to the Director of Undergraduate Studies.

Language Credit Earned by Petition

Students with extant proficiency who place into and successfully complete a higher-level course (i.e., 20200 or higher) may petition to receive credit for the language courses between 20100 and the University of Chicago course completed. Credits granted via this petition process may be used toward major requirements, with limits.

Students may use up to 600 units total of language course work toward their major, but credit for no more than three of those courses (300 units) may be granted via petition on the basis of completing a higher-level course. No matter the language proficiency, all students must earn credit for at least 10 courses (1000 units) toward the major via course enrollment. The College also requires a minimum of 3800 units of credit earned by course enrollment.

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>Three “Topics in EALC” courses</td>
<td>300</td>
</tr>
<tr>
<td>Seven elective courses related to East Asia</td>
<td>700</td>
</tr>
<tr>
<td>Total Units</td>
<td>1300</td>
</tr>
</tbody>
</table>
* Credit may be granted by examination.
+ EALC 10500-10799
$ Up to three of which may be a further year of the same language or a year of a second East Asian language

GRADING

Students must receive quality grades in all courses taken to meet requirements in the major. No P/F grades are offered in language courses.

BACHELOR’S THESIS AND HONORS

Students who have maintained an overall GPA of 3.25 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.

To be eligible for honors, students must enroll in Autumn and Winter Quarters of EALC 29500-29600 Senior Thesis Tutorial I-II. EALC 29500 Senior Thesis Tutorial I may count as one credit (100 units) toward the major; EALC 29600 Senior Thesis Tutorial II may count only as general elective credit. The BA paper must be substantially complete by the end of Winter Quarter. The BA paper may draw on material from other courses 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.

Students may not use the BA project or paper from another program for the optional BA in EALC. 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.

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 Introduction to the Civilizations of East Asia I-II-III to meet the general education requirement in civilization studies.

Students who elect the minor program in EALC must meet with the director of undergraduate studies before the end of Spring Quarter of their third year to declare their intention to complete the minor by submitting a form obtained from their College adviser. Students choose courses in consultation with the director of undergraduate studies. The director’s approval for the minor program should be submitted to the student’s College adviser by the deadline above on a form obtained from the adviser.

Courses in the minor (1) may not be double counted with the student’s major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

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.
This three-quarter sequence introduces the fundamentals of modern Chinese. By the end of the spring quarter, students should have a basic knowledge of Chinese grammar and vocabulary. Listening, speaking, reading, and writing are equally emphasized. Accurate pronunciation is also stressed. A video project is required in spring quarter, which will be entered in the competition for the Chinese Video Project Award. Class meets for five one-hour sessions each week. Additional small group discussions of 40 minutes per week will be arranged. Maximum enrollment for each section is 18. Must be taken for a letter grade. No auditors permitted.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): Consent of EALC Director of Undergraduate Studies

CHIN 10200. Elementary Modern Chinese II. 100 Units.
Part 2 of this three-quarter sequence introduces the fundamentals of modern Chinese. By the end of the spring quarter, students should have a basic knowledge of Chinese grammar and vocabulary. Listening, speaking, reading, and writing are equally emphasized. Accurate pronunciation is also stressed. A video project is required in spring quarter, which will be entered in the competition for the Chinese Video Project Award. Class meets for five one-hour sessions each week. Additional small group discussions of 40 minutes per week will be arranged. Maximum enrollment for each section is 18.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): CHIN 10100, or placement, or consent of instructor
Note(s): Must be taken for a letter grade. No auditors permitted.

CHIN 10300. Elementary Modern Chinese III. 100 Units.
Part 3 of this three-quarter sequence introduces the fundamentals of modern Chinese. By the end of the spring quarter, students should have a basic knowledge of Chinese grammar and vocabulary. Listening, speaking, reading, and writing are equally emphasized. Accurate pronunciation is also stressed. A video project is required in spring quarter, which will be entered in the competition for the Chinese Video Project Award. Class meets for five one-hour sessions each week. Additional small group discussions of 40 minutes per week will be arranged. Maximum enrollment for each section is 18.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): CHIN 10200, or placement, or consent of instructor
Note(s): Must be taken for a letter grade. No auditors permitted.
Equivalent Course(s): CHIN 33300

CHIN 10123. Summer Intensive Introductory Chinese. 300 Units.
Summer Introductory Chinese is an eight-week course that introduces the fundamentals of Modern Chinese (Mandarin). Listening, speaking, reading, and writing are equally emphasized, along with accurate pronunciation. Class will meet for five three-hour periods a week, with additional speaking practice during the afternoon. This intensive summer Chinese course requires students to spend several additional hours per day preparing for class through drill sessions, independent study, and other activities.
All students enrolled in summer Chinese will conclude the program by participating in an ACTFL Oral Proficiency Interview. Each student will then receive an independent, certified rating of speaking ability to document the student’s speaking abilities.
Instructor(s): Staff Terms Offered: Summer. Summer 2017 dates: 6/19/17-8/11/17

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.
Part 1 of this three-quarter sequence introduces the fundamentals of modern Chinese to bilingual speakers. Bilingual Speakers are those who can speak Chinese but do not know how to read or write. By the end of the spring quarter, students should have a basic knowledge of Chinese grammar and vocabulary. Listening, speaking, reading, and writing are equally emphasized. Accurate pronunciation is also stressed. A video project is required in spring quarter, which will be entered in the competition for the Chinese Video Project Award. Class meets for three one-hour sessions each week MWF. Must be taken for a letter grade. No auditors permitted.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): Consent of Director of Chinese Language Program
CHIN 11200. First-Year Chinese for Bilingual Speakers II. 100 Units.
Part 2 of this three-quarter sequence introduces the fundamentals of modern Chinese to bilingual speakers. Bilingual Speakers are those who can speak Chinese but do not know how to read or write. By the end of the spring quarter, students should have a basic knowledge of Chinese grammar and vocabulary. Listening, speaking, reading, and writing are equally emphasized. Accurate pronunciation is also stressed. A video project is required in spring quarter, which will be entered in the competition for the Chinese Video Project Award. Class meets for three one-hour sessions each week MWF.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): CHIN 11100, or placement, or consent of instructor
Note(s): Must be taken for a letter grade. No auditors permitted.

CHIN 11300. First-Year Chinese for Bilingual Speakers III. 100 Units.
Part 3 of this three-quarter sequence introduces the fundamentals of modern Chinese to bilingual speakers. Bilingual Speakers are those who can speak Chinese but do not know how to read or write. By the end of the spring quarter, students should have a basic knowledge of Chinese grammar and vocabulary. Listening, speaking, reading, and writing are equally emphasized. Accurate pronunciation is also stressed. A video project is required in spring quarter, which will be entered in the competition for the Chinese Video Project Award. Class meets for three one-hour sessions each week MWF.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): CHIN 11200, or placement, or consent of instructor
Note(s): Must be taken for a letter grade. No auditors permitted.

CHIN 20100-20200-20300. Intermediate Modern Chinese I-II-III.
The goal of this sequence is to enhance students' reading, listening, speaking, and writing skills by dealing with topics at an intermediate linguistic level. In addition to mastering the content of the textbook, students are required to complete two language projects each quarter. Chinese computing skills are also taught. The class meets for five one-hour sessions a week. All courses in this sequence must be taken for a quality grade. No auditors permitted. Two sections.

CHIN 20100. Intermediate Modern Chinese I. 100 Units.
Part 1 of this sequence aims to enhance students' reading, listening, speaking, and writing skills by dealing with topics at an intermediate linguistic level. In addition to mastering the content of the textbook, students are required to complete two language projects each quarter. Chinese computing skills are also taught. Class meets for five one-hour sessions each week.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): CHIN 10300, or placement, or consent of instructor
Note(s): Must be taken for a letter grade. No auditors permitted.

CHIN 20200. Intermediate Modern Chinese II. 100 Units.
Part 2 of this sequence aims to enhance students' reading, listening, speaking, and writing skills by dealing with topics at an intermediate linguistic level. In addition to mastering the content of the textbook, students are required to complete two language projects each quarter. Chinese computing skills are also taught. Class meets for five one-hour sessions each week.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): CHIN 20100, or placement, or consent of instructor
Note(s): Must be taken for a letter grade. No auditors permitted.

CHIN 20300. Intermediate Modern Chinese III. 100 Units.
Part 3 of this sequence aims to enhance students' reading, listening, speaking, and writing skills by dealing with topics at an intermediate linguistic level. In addition to mastering the content of the textbook, students are required to complete two language projects each quarter. Chinese computing skills are also taught. Class meets for five one-hour sessions each week.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): CHIN 20200, or placement, or consent of instructor
Note(s): Must be taken for a letter grade. No auditors permitted.

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, or consent of instructor
Equivalent Course(s): CHIN 30100
CHIN 20402. Advanced Modern Chinese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): CHIN 20401, or CHIN 30100, or placement, or consent of instructor
Equivalent Course(s): CHIN 30200

CHIN 20403. Advanced Modern Chinese III. 100 Units.
For both graduates and undergraduates. The goal of this sequence is to help students develop advanced proficiency in reading, listening, speaking, and writing. This sequence emphasizes more advanced grammatical structures, and requires discussion in Chinese on topics relevant to modern China. Over the course of this sequence, the emphasis will shift to authentic Chinese texts in an effort to better prepare students to deal with original Chinese source materials. Class meets for five one-hour sessions each week.
Instructor(s): Staff
Terms Offered: Spring
Prerequisite(s): CHIN 20402, or CHIN 30200, or placement, or consent of instructor
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 CHIN 20403, or placement, or consent of instructor
Equivalent Course(s): CHIN 41100

CHIN 20502. Fourth-Year Modern Chinese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): CHIN 41100, or CHIN 20501, or placement, or consent of instructor
Equivalent Course(s): CHIN 41200

CHIN 20503. Fourth-Year Modern Chinese III. 100 Units.
Must be taken for a letter grade. For both graduates and undergraduates. This sequence introduces a range of influential literary works and scholarly essays on Chinese cultural and social issues from the 1920s to the 1990s. Students will not only expand their vocabulary and knowledge of grammatical structures, but also learn sophisticated speaking and writing skills through intensive readings and discussions. Class meets for three one-hour sessions each week.
Instructor(s): Staff
Terms Offered: Spring
Prerequisite(s): CHIN 41200, or CHIN 20502, or placement, or consent of instructor
Equivalent Course(s): CHIN 41300

CHIN 20508-20509-20510. Readings in Literary Chinese I-II-III.
This sequence involves advanced readings in classical Chinese with selections from philosophical and historical writings.

CHIN 20508. Readings in Literary Chinese I. 100 Units.
Reading and discussion nineteenth- and early twentieth-century historical political documents, including such forms as memorials, decrees, local gazetteers, diplomatic communications, essays, and the like.
Instructor(s): D. Harper
Terms Offered: Winter
Prerequisite(s): CHIN 21000, or placement, or consent of instructor
Equivalent Course(s): CHIN 40800

CHIN 20509. Readings in Literary Chinese II. 100 Units.
No description available.
Terms Offered: Winter
Prerequisite(s): CHIN 40800, or CHIN 20508, or placement, or consent of instructor
Note(s): Not offered every year; quarters vary.
Equivalent Course(s): CHIN 40900

CHIN 20510. Readings in Literary Chinese III. 100 Units.
No description available.
Terms Offered: Autumn
Prerequisite(s): CHIN 40900, or CHIN 20509, or placement, or consent of instructor
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 CHIN 20503, or placement, or consent of instructor
Equivalent Course(s): CHIN 51100

CHIN 20602. Fifth-Year Modern Chinese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): CHIN 51100, or CHIN 20601, or placement, or consent of instructor
Equivalent Course(s): CHIN 51200

CHIN 20603. Fifth-Year Modern Chinese III. 100 Units.
No description available.
Terms Offered: Spring
Prerequisite(s): CHIN 51200, or CHIN 20602, or placement, or consent of instructor
Equivalent Course(s): CHIN 51300

CHIN 20611. Sixth-year Modern Chinese. 100 Units.
This course is designed to help students attain the proficiency level of a well-educated Chinese speaker. Teaching materials include TV programs, novels, movies, newspaper articles, WeChat conversations and research papers published in recent years. This course also teaches students how to use Chinese reference materials for their research. The class meets for two 90-minute sessions each week. Two additional one-on-one tutorial sessions during the quarter will be arranged for each student to prepare for their language projects and special research needs.
Instructor(s): Youqin Wang
Terms Offered: Autumn
Prerequisite(s): CHIN 20603/51300, placement or consent of instructor
Equivalent Course(s): CHIN 61100

CHIN 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.
Must be taken for a letter grade. This course introduces students to 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 read original texts of various genres including philosophy, memorials, poetry, and historical narratives; and third quarter is devoted solely to reading poetry.
Instructor(s): Staff
Terms Offered: Autumn
Prerequisite(s): CHIN 20300, or placement, or consent of instructor
Equivalent Course(s): CHIN 30800

CHIN 20900. Elementary Literary Chinese II. 100 Units.
Must be taken for a letter grade. This course introduces students to 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 read original texts of various genres including philosophy, memorials, poetry, and historical narratives; and third quarter is devoted solely to reading poetry.
Instructor(s): Staff
Terms Offered: Winter
Prerequisite(s): CHIN 20800, or placement, or consent of instructor
Equivalent Course(s): CHIN 30900

CHIN 21000. Elementary Literary Chinese III. 100 Units.
Must be taken for a letter grade. This course introduces students to 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 read original texts of various genres including philosophy, memorials, poetry, and historical narratives; and third quarter is devoted solely to reading poetry.
Instructor(s): D. Harper
Terms Offered: TBD
Prerequisite(s): CHIN 20900, or placement, 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.
The following credit is granted in Spring Quarter after successful completion of the year's work: students receive course credits for CHIN 21100-21200-21300 and credit by petition for CHIN 30100-30200-30300. 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.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): CHIN 11300, or placement, or consent of instructor
Note(s): No auditors permitted.

CHIN 21200. Accelerated Modern Chinese for Bilingual Speakers II. 100 Units.
Must be taken for a letter grade. The following credit is granted in Spring Quarter after successful completion of the year's work: students receive course credits for CHIN 21100-21200-21300 and credit by petition for CHIN 30100-30200-30300. 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.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): CHIN 21100, or placement, or consent of instructor
Note(s): No auditors permitted.

CHIN 21300. Accelerated Modern Chinese for Bilingual Speakers III. 100 Units.
The following credit is granted in Spring Quarter after successful completion of the year's work: students receive course credits for CHIN 21100-21200-21300 and credit by petition for CHIN 30100-30200-30300. 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.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): CHIN 21200, or placement, or consent of instructor
Note(s): No auditors permitted.

CHIN 21800. Introduction to Classical Chinese Poetry. 100 Units.
This course introduces students to the fundamentals of Classical Chinese lyric poetry. The emphasis is on learning how to read poems in the original, but some critical writings in English on Chinese poetry and poetics will also be assigned to provide a context for interpretation.
Instructor(s): Judith Zeitlin Terms Offered: Spring
Prerequisite(s): Good knowledge of Chinese characters/Kanji. Previous quarters of Literary Chinese desirable but can be taken independently with consent of instructor.
Note(s): May be counted as a content course for EALC majors and minors.
Equivalent Course(s): EALC 31800, CHIN 31800

CHIN 21801. Introduction to Classical Chinese Poetry. 100 Units.
This course introduces students to the fundamentals of Classical lyric poetry. The emphasis is on learning how to read poems in the original, but some critical writings in English on Chinese poetry and poetics will also be assigned to provide a context for interpretation.
Instructor(s): Judith Zeitlin Terms Offered: Spring
Prerequisite(s): Two quarters of elementary Literary Chinese or consent
Equivalent Course(s): EALC 31801, CHIN 31801

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.
PQ: Must be taken for a letter grade. No auditors permitted. This is the first year of a three-year program designed to provide students with a thorough grounding in Modern Japanese. Grammar, idiomatic expressions, and vocabulary are learned through oral work, reading, and writing in and out of class. Daily practice in speaking, listening, reading and writing is crucial. Students should plan to continue their language study through at least the second-year level to make their skills practical. The class meets for five fifty-minute periods a week.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): Placement, or consent of instructor
Equivalent Course(s): JAPN 31100

JAPN 10200. Elementary Modern Japanese II. 100 Units.
Must be taken for a letter grade. No auditors permitted. This is the first year of a three-year program designed to provide students with a thorough grounding in Modern Japanese. Grammar, idiomatic expressions, and vocabulary are learned through oral work, reading, and writing in and out of class. Daily practice in speaking, listening, reading and writing is crucial. Students should plan to continue their language study through at least the second-year level to make their skills practical. The class meets for five fifty-minute periods a week.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): JAPN 10100, or placement, or consent of instructor
Equivalent Course(s): JAPN 31200

JAPN 10300. Elementary Modern Japanese III. 100 Units.
This is the first year of a three-year program designed to provide students with a thorough grounding in Modern Japanese. Grammar, idiomatic expressions, and vocabulary are learned through oral work, reading, and writing in and out of class. Daily practice in speaking, listening, reading and writing is crucial. Students should plan to continue their language study through at least the second-year level to make their skills practical. The class meets for five fifty-minute periods a week.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): JAPN 10200, or placement, or consent of instructor
Equivalent Course(s): JAPN 31300

JAPN 10123. Summer Intensive Elementary Japanese. 300 Units.
Summer Elementary Japanese is designed to introduce the basic Japanese grammar, vocabulary, and cultural concepts that are essential for oral communication, listening, writing, and preparing to read for research purposes. The course will meet for three to four hours in the mornings, and students are expected to spend several hours preparing for class in the afternoons and evenings. It is strongly recommended that students learn the Japanese writing system—particularly hiragana—prior to the start of the course. The curriculum for Summer Elementary Japanese is the equivalent of the 10100-10200-10300 sequence during the regular academic year. All students enrolled in Summer Intensive Elementary Japanese will conclude the program by participating in an ACTFL Oral Proficiency Interview. Each student will then receive an independent, certified rating of speaking ability to document the student's speaking abilities.
Instructor(s): Staff Terms Offered: Summer. Summer 2017 dates: 6/19/17-8/11/17

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
Equivalent Course(s): 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.
No description available.
Terms Offered: Autumn
Prerequisite(s): JAPN 10300, or placement, or consent of instructor
Equivalent Course(s): JAPN 32100

JAPN 20200. Intermediate Modern Japanese II. 100 Units.
The emphasis on spoken language in the first half of the course gradually shifts toward reading and writing in the latter half. The course is conducted mostly in Japanese and meets for five fifty-minute periods a week.
Terms Offered: Winter
Prerequisite(s): JAPN 20100, or placement, or consent of instructor
Note(s): Must be taken for a letter grade.
Equivalent Course(s): JAPN 32200
JAPN 20300. Intermediate Modern Japanese III. 100 Units.
The emphasis on spoken language in the first half of the course gradually shifts toward reading and writing
in the latter half. The course is conducted mostly in Japanese and meets for five fifty-minute periods a week.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): JAPN 20200, or placement, or consent of instructor
Note(s): Must be taken for a letter grade. No auditors permitted.
Equivalent Course(s): JAPN 32300

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 placement, or consent of instructor
Equivalent Course(s): JAPN 30100

JAPN 20402. Advanced Modern Japanese II. 100 Units.
Terms Offered: Winter
Prerequisite(s): JAPN 20401, or JAPN 30100, or placement, or consent of instructor
Equivalent Course(s): JAPN 30200

JAPN 20403. Advanced Modern Japanese III. 100 Units.
The third year marks the end of the basic modern language study. The purpose of the course is to help
students learn to understand authentic written and spoken materials with reasonable ease. The texts are
all authentic materials with some study aids. All work in Japanese. The class meets for three eighty-minute
periods a week.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): JAPN 20402, or JAPN 30200, or placement, or consent of instructor
Equivalent Course(s): JAPN 30300

JAPN 20500-20600-20700. Fourth-Year Modern Japanese I-II-III.
This sequence is intended to improve Japanese reading, speaking, writing, and listening ability to the advanced
high level as measured by the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency
Guidelines. Weekly assignments require students to tackle modern Japanese texts of varying length and
difficulty. Organized around a range of thought-provoking themes (from brain death and organ transplants
to Japanese values on work and religion), reading assignments include academic theses in psychology and
anthropology, literary texts, and popular journalism. After each reading, students are encouraged to discuss
the topic in class. Videos/DVDs are used to improve listening comprehension skills. There are also writing
assignments. The class meets for two eighty-minute sessions a week.

JAPN 20500. Fourth-Year Modern Japanese I. 100 Units.
Open to both undergraduates and graduates. This course is designed to improve Japanese reading,
speaking, writing and listening ability to the advanced high level as measured by the ACTFL (American
Council on the Teaching of Foreign Languages) Proficiency Guidelines. Weekly assignments will require
students to tackle modern Japanese texts of varying length and difficulty. Organized around a range
of thought-provoking themes (from brain death and organ transplants to Japanese values on work and
religion), reading assignments will include academic theses in psychology and anthropology, literary texts,
and popular journalism. After completing the readings, students will be encouraged to discuss each topic in
class. Videos/DVDs will be used to improve listening and understanding.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): JAPN 20403, or JAPN 30300, or placement, or consent of instructor
Equivalent Course(s): JAPN 40500

JAPN 20600. Fourth-Year Modern Japanese II. 100 Units.
Open to both undergraduates and graduates. This course is designed to improve Japanese reading,
speaking, writing and listening ability to the advanced high level as measured by the ACTFL (American
Council on the Teaching of Foreign Languages) Proficiency Guidelines. Weekly assignments will require
students to tackle modern Japanese texts of varying length and difficulty. Organized around a range
of thought-provoking themes (from brain death and organ transplants to Japanese values on work and
religion), reading assignments will include academic theses in psychology and anthropology, literary texts,
and popular journalism. After completing the readings, students will be encouraged to discuss each topic in
class. Videos/DVDs will be used to improve listening comprehension skills. There will also be writing
assignments.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): JAPN 20500, or JAPN 40500, or placement, or consent of instructor
Equivalent Course(s): JAPN 40600
JAPN 20700. Fourth-Year Modern Japanese III. 100 Units.
PQ: JAPN 40600 or equivalent. Open to both undergraduates and graduates. This course is designed to improve Japanese reading, speaking, writing and listening ability to the advanced high level as measured by the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines. Weekly assignments will require students to tackle modern Japanese texts of varying length and difficulty. Organized around a range of thought-provoking themes (from brain death and organ transplants to Japanese values on work and religion), reading assignments will include academic theses in psychology and anthropology, literary texts, and popular journalism. After completing the readings, students will be encouraged to discuss each topic in class. Videos/DVDs will be used to improve listening comprehension skills. There will also be writing assignments.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): JAPN 20600, or JAPN 40600, or placement, or consent of instructor
Equivalent Course(s): JAPN 40700

JAPN 20800. Reading Scholarly Japanese I. 100 Units.
This course focuses on reading of scholarly Japanese materials that will enable students to read academic Japanese. The materials are selected from a wide range of disciplines by the instructor and by students.
Instructor(s): H. Noto Terms Offered: Autumn
Prerequisite(s): JAPN 20300, or placement, or consent of instructor
Equivalent Course(s): JAPN 30800

JAPN 20900. Reading Scholarly Japanese II. 100 Units.
This course focuses on reading of scholarly Japanese materials that will enable students to read academic Japanese. The materials are selected from a wide range of disciplines by the instructor and by students.
Instructor(s): H. Noto Terms Offered: Winter
Prerequisite(s): JAPN 20900/30900, or placement, or consent of instructor
Equivalent Course(s): JAPN 30900

JAPN 21200-21300. Intermediate Modern Japanese through Japanimation I-II.
This sequence focuses on learning spoken Japanese that is aimed at native speakers. Our goals are to get students accustomed to that sort of authentic Japanese and to enable them to speak with high fluency. To keep the balance, writing and reading materials are provided. Students are encouraged to watch videos and practice their speaking.

Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): JAPN 20100, or placement, or consent of instructor

KORE 10100-10200-10300. Introduction to the Korean Language I-II-III.
This introductory sequence is designed to provide a basic foundation in modern Korean language and culture by focusing on the balanced development of the four basic language skills of speaking, listening comprehension, reading, and writing. Students in KORE 10100 begin by learning the complete Korean writing system (Hangul), which is followed by lessons focusing on basic conversational skills and grammatical structures. To provide sufficient opportunities to apply what has been learned in class, there are small group drill sessions, weekly Korean television drama screenings, and a number of other cultural activities (e.g., Korean New Year's game competitions). The class meets for five fifty-minute sessions a week. All courses in this sequence must be taken for a quality grade.

Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): Placement, or consent of instructor

KORE 10100. Introduction to the Korean Language I. 100 Units.
This introductory course is designed to provide beginners with a solid foundation in modern Korean focusing on the balanced development of the four basic language skills of speaking, listening comprehension, reading, and writing. Along with basic conversational and grammatical patterns, the course introduces students to Korean culture through various channels such as Korean movies, music, and a number of other cultural activities. Must be taken for a letter grade.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): Placement, or consent of instructor
KORE 10200. Introduction to the Korean Language II. 100 Units.
Must be taken for a letter grade. This introductory course is designed to provide beginners with a solid foundation in modern Korean focusing on the balanced development of the four basic language skills of speaking, listening comprehension, reading, and writing. Along with basic conversational and grammatical patterns, the course introduces students to Korean culture through various channels such as Korean movies, music, and a number of other cultural activities.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): KORE 10100, or placement, or consent of instructor

KORE 10300. Introduction to the Korean Language III. 100 Units.
Must be taken for a letter grade. This introductory course is designed to provide beginners with a solid foundation in modern Korean focusing on the balanced development of the four basic language skills of speaking, listening comprehension, reading, and writing. Along with basic conversational and grammatical patterns, the course introduces students to Korean culture through various channels such as Korean movies, music, and a number of other cultural activities.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): KORE 10200, or placement, or consent of instructor

KORE 10123. Summer Intensive Introductory Korean. 300 Units.
This eight-week course will provide beginners with a solid basic foundation in modern Korean. In particular, this course offers a balanced emphasis on oral communication practice, listening, and reading comprehension, and also develops students' writing abilities and familiarity with formal speech situations. Students will thus gain the skills for interpersonal interactions and interpretation, as well as for delivering presentations. Korean culture will also be incorporated into the course by working with contemporary Korean media, among other material. The course will also include visits to the Korean-speaking communities in the Chicago area for more direct experience of the language in its local context. The curriculum for Intensive Introductory Korean is the equivalent of the KORE 10100-10200-10300 sequence during the regular academic year at the University of Chicago.
All students enrolled in Summer Intensive Introductory Korean will conclude the program by participating in an ACTFL Oral Proficiency Interview. Each student will then receive an independent, certified rating of speaking ability to document the student's speaking abilities.
Instructor(s): Staff Terms Offered: Summer. Summer 2017 dates: 6/19/17-8/11/17

KORE 20100-20200-20300. Intermediate Korean I-II-III.
As a continuation of KORE 10100-10200-10300, this sequence is intended to continue to build on students' language skills with an emphasis on oral communication, practice, listening, and reading comprehension, 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.
Must be taken for a letter grade. As a continuation of Beginning Korean, this course is to help students increase their communication skills (both oral and written) in the Korean language. Through an integrated framework of listening, speaking, reading, and writing, this course aims to increase fluency and accuracy in Korean. Videotapes and additional reading materials will be used in a supplementary fashion and approximately 100 Chinese characters will be introduced for the achievement of basic literacy. Classes are conducted mostly in Korean and meet for fifty-minute periods five times a week.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): KORE 10300, or placement, or consent of instructor

KORE 20200. Intermediate Korean II. 100 Units.
As a continuation of Beginning Korean, this course is to help students increase their communication skills (both oral and written) in the Korean language. Through an integrated framework of listening, speaking, reading, and writing, this course aims to increase fluency and accuracy in Korean. Videotapes and additional reading materials will be used in a supplementary fashion and approximately 100 Chinese characters will be introduced for the achievement of basic literacy. Classes are conducted mostly in Korean and meet for fifty-minute periods five times a week. Must be taken for a letter grade.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): KORE 20100, or placement, or consent of instructor
KORE 20300. Intermediate Korean III. 100 Units.
As a continuation of Beginning Korean, this course is to help students increase their communication skills (both oral and written) in the Korean language. Through an integrated framework of listening, speaking, reading, and writing, this course aims to increase fluency and accuracy in Korean. Videotapes and additional reading materials will be used in a supplementary fashion and approximately 100 Chinese characters will be introduced for the achievement of basic literacy. Classes are conducted mostly in Korean and meet for fifty-minute periods five times a week. Must be taken for a letter grade.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): KORE 20200, or placement, or consent of instructor

KORE 20401-20402-20403. Advanced Korean I-II-III.
This sequence introduces a wide selection of authentic reading materials from Korean newspaper articles, college-level textbooks, and literary prose as an entry point to discuss topics and issues in Korean society, culture, and history. The primary objective is further enhancement of advanced reading comprehension, composition writing, and presentational skills. In addition, Chinese character (Hanja) lessons are incorporated into each lesson with the purpose of expanding vocabulary to the advanced level. The class meets for two eighty-minute sessions a week. All courses in this sequence must be taken for a quality grade.

KORE 20401. Advanced Korean I. 100 Units.
For graduates and advanced undergraduates. Must be taken for a letter grade. This course introduces readings from a wide selection of written styles including journalistic pieces, college-level textbooks and literary prose. The class focuses on exercises in reading comprehension and discussions on various topics/issues related to contemporary Korea. Some audio and videotapes (e.g., televised news programs, movies, and dramas) will be used in order to improve the students’ capacity in advanced Korean. Classes are conducted in Korean and meet for eighty-minute periods two times a week.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): KORE 20300, or placement, or consent of instructor
Equivalent Course(s): KORE 30100

KORE 20402. Advanced Korean II. 100 Units.
For graduates and advanced undergraduates. Must be taken for a letter grade. This course introduces readings from a wide selection of written styles including journalistic pieces, college-level textbooks and literary prose. The class focuses on exercises in reading comprehension and discussions on various topics/issues related to contemporary Korea. Some audio and videotapes (e.g., televised news programs, movies, and dramas) will be used in order to improve the students’ capacity in advanced Korean. Classes are conducted in Korean and meet for eighty-minute periods two times a week.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): KORE 20401, or KORE 30100, or placement, or consent of instructor
Equivalent Course(s): KORE 30200

KORE 20403. Advanced Korean III. 100 Units.
For graduates and advanced undergraduates. Must be taken for a letter grade. This course introduces readings from a wide selection of written styles including journalistic pieces, college-level textbooks and literary prose. The class focuses on exercises in reading comprehension and discussions on various topics/issues related to contemporary Korea. Some audio and videotapes (e.g., televised news programs, movies, and dramas) will be used in order to improve the students’ capacity in advanced Korean. Classes are conducted in Korean and meet for eighty-minute periods two times a week.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): KORE 20402, or KORE 30200, or placement, or consent of instructor
Equivalent Course(s): KORE 30300

KORE 21100. Fourth-Year Modern Korean-1. 100 Units.
The first in a series of three consecutive courses focuses on improving speaking, listening, reading, and writing skills to high-advanced level. Through intensive readings and discussions, students will build extensive vocabulary and complex grammatical structures as well as developing sophisticated speaking skills and academic writing skills. The materials introduced in this class include newspaper articles dealing with current social, cultural, or economic issues in Korea, literary works such as poems and novels, and authentic media such as TV documentaries or movies.
Instructor(s): Wonkyung Na Terms Offered: Autumn
Equivalent Course(s): KORE 41100
KORE 21200. Fourth-Year Modern Korean-2. 100 Units.  
The second of three consecutive courses focuses on improving speaking, listening, reading, and writing skills to high-advanced level. Through intensive readings and discussions, students will build extensive vocabulary and complex grammatical structures as well as developing sophisticated speaking skills and academic writing skills. The materials introduced in this class include newspaper articles dealing with current social, cultural, or economic issues in Korea, literary works such as poems and novels, and authentic media such as TV documentaries or movies.  
Instructor(s): Staff  
Terms Offered: Winter  
Prerequisite(s): KORE 41100 or consent  
Equivalent Course(s): KORE 41200  

KORE 21300. Fourth-Year Modern Korean-3. 100 Units.  
The third of three consecutive courses focuses on improving speaking, listening, reading, and writing skills to high-advanced level. Through intensive readings and discussions, students will build extensive vocabulary and complex grammatical structures as well as developing sophisticated speaking skills and academic writing skills. The materials introduced in this class include newspaper articles dealing with current social, cultural, or economic issues in Korea, literary works such as poems and novels, and authentic media such as TV documentaries or movies.  
Instructor(s): Staff  
Terms Offered: Spring  
Prerequisite(s): KORE 41200 or consent  
Note(s): Must be taken for a letter grade. No auditors.  
Equivalent Course(s): KORE 41300  

KORE 22200. Contemporary Korean Society and History through Fiction and Film. 100 Units.  
This content-based language course is designed to meet the needs of high-advanced level students of Korean, including international/heritage language students who have studied in Korea up to the primary school levels. We analyze cultural and historical issues in contemporary Korea through four contemporary short novels and related film and media. Other goals are to foster fluency, accuracy, and comprehension in reading authentic contemporary texts, as well as advancing language skills for formal presentation, discussion, and writing.  
Terms Offered: Winter  
Prerequisite(s): KORE 20403 or KORE 30300, or placement, or consent of instructor  
Equivalent Course(s): KORE 42200  

KORE 22300. Changing Identity of Contemporary Korean through Film and Literature. 100 Units.  
This content-based language course is designed to meet the needs of high-advanced level students of Korean, including international/heritage language students who have studied in Korea up to the primary school levels. In particular, we deal with how contemporary Korean society can be understood through the diverse perspectives of emergent minority groups. Topics include Korean language and identity, gender and sexuality, and Korea as a multi-ethnic society. Class activities include watching contemporary films featuring minorities in Korea. We also read essays written by minorities (e.g., Korean-Japanese, Russian-Korean) and Korean social activists. Student are encouraged to foster their own views on contemporary social issues through diverse activities of discussion, debate, presentation, and writing.  
Terms Offered: Spring  
Prerequisite(s): KORE 20403, or KORE 30300, or placement, or consent of instructor  
Equivalent Course(s): KORE 42300  

KORE 23100. Microeconomics and the Korean Economy. 100 Units.  
No description available.  
Terms Offered: Spring  
Prerequisite(s): KORE 22100, or KORE 22200, or KORE 22300  
Equivalent Course(s): KORE 53100  

KORE 29000. Business Korean. 100 Units.  
This course aims to help students build an advanced-level speaking, vocabulary, and communication skills needed for a variety of Korean business settings. Students will become familiar with Korean business language and culture through classroom activities and homework assignments based on authentic materials. Topics will include searching for job opportunities related to Korea, composing CVs, preparing for job interviews and presentations, discussing business cases, and introducing current issues related to Korean economy and society.  
Instructor(s): Won Kyung Na  
Terms Offered: Autumn  
Prerequisite(s): Prerequisite: Successful completion of third year Korean or equivalent skills  
Note(s): No auditors allowed. Must be taken for a letter grade.
EAST ASIAN LANGUAGES & CIVILIZATIONS COURSES

EALC 10500. Topics in EALC: Major Works of East Asian Buddhism. 100 Units.
An exploration of key textual and artistic works of East Asian Buddhism, including Chinese translations of Indic scriptures such as the Lotus and Vimalakirti sutras, Chan/Soen/Zen treatises and dialogues, and important works of Buddhist visual and material culture, including shrine murals, devotional prints, reliquaries, and sculptures.
Instructor(s): P. Copp Terms Offered: Autumn
Equivalent Course(s): RLST 28610

EALC 10508. Topics in EALC: Popular Culture, Past & Present. 100 Units.
This course explores the influence of popular culture in shaping so-called civilization in China, Japan, and Korea. Among the topics to be addressed are local cults and spirit mediums, food and drink, games, literacy, and mass media.
Instructor(s): Donald Harper Terms Offered: Spring

EALC 10602. Topics in EALC: Past, Present, & Future of the Novel. 100 Units.
This is an introductory course to the study of fiction in modern East Asia. In particular, it examines the evolution of the novel in Japan, China, and Korea as a form of imaginative writing. We will examine major canonical works from each country: three from the early 20th century; three from mid-century; and three from the early 21st century. How did the novel form develop in East Asia relative to creative writing elsewhere around the world? How did it respond to East Asia’s shifting political and economic position? What is the cultural role of the novel in contemporary East Asian society? These are just a few of the questions that will animate our exploration of these texts. All works will be read in their English translation.
Instructor(s): Hoyt Long Terms Offered: Spring

EALC 10703. Topics in EALC: Contemporary East Asian Horror Cinema. 100 Units.
Since the mid 1990s, Asian Horror films have been enormously popular. Films like The Ring (Japan) and A Tale of Two Sisters (South Korea) were not only extremely successful in their countries of origin, but have gained worldwide cult followings since their original releases. Their worldwide fans and distributors sometimes distinguish these films by their country of origin (J-Horror vs. K-Horror vs. C-Horror), but sometimes opt for collective designations (Asian Horror). We will be considering the usefulness of each designation by considering both tendencies that are unique to each national cinema (such as the “Haunted Girls High School” trope found in K-Horror films like Whispering Corridors and Memento Mori, or the “Haunted New Media” trope common in J-Horror films like The Ring and Pulse), as well as the marketing of a pan-Asian “extreme” horror in films like Audition and A Tale of Two Sisters, not to mention international co-productions like Three... Extremes. In so doing, we will be considering the relationship of these films to other aspects of contemporaneous East Asian filmmaking, from other genre films that are grouped under the “extreme” designation to the arthouse tendencies of “slow cinema” that can be found in horror films like Visible Secret and Pulse. This course will be an introduction to the major films and filmmakers of horror from Japan, South Korea, and Hong Kong from the mid 1990s to the mid 2000s (roughly the peak of its international following).
Instructor(s): William Carroll Terms Offered: Spring,Winter
Equivalent Course(s): CMST 14603

EALC 10800-10900-11000. Introduction to the Civilizations of East Asia I-II-III.
This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

EALC 10800. Introduction to the Civilizations of East Asia I. 100 Units.
East Asian Civilizations I covers China.
Instructor(s): G. Alitto Terms Offered: Summer,Winter
Prerequisite(s): Open to undergraduates only.
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): CRES 10800,SOSC 23500,HIST 15100

EALC 10900. Introduction to the Civilizations of East Asia II. 100 Units.
East Asian Civilizations II covers Japan.
Instructor(s): J. Ketelaar Terms Offered: Autumn,Summer
Prerequisite(s): Open to undergraduates only.
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): CRES 10900,SOSC 23600,HIST 15200

EALC 11000. Introduction to the Civilizations of East Asia III. 100 Units.
East Asian Civilizations III covers Korea.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): Open to undergraduates only.
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): CRES 11000,SOSC 23700,HIST 15300
EALC 18606. Structuring China's Built Environment. 100 Units.
This course asks a basic question: Of what does China's built environment in history consist? Unlike other genres of art in China, a history of China's built environment still waits to be written, concerning both the physical structure and spatial sensibility shaped by it. To this end, students will be introduced to a variety of materials related to our topic, ranging from urban planning, buildings, tombs, gardens, and furniture. The course aims to explore each of the built environments—their principles, tradition, and history—based on existing examples and textual sources, and to propose ways and concepts in which the materials discussed throughout the quarter can be analyzed and understood as a broader historical narrative of China's built environment.
Instructor(s): W. Lin Terms Offered: Winter
Note(s): This course meets the general education requirement in the arts.
Equivalent Course(s): ARTH 18606

EALC 20421. Japanese Documentary. 100 Units.
This course will examine documentary film in Japan, beginning with its prewar origins and into the present. It will also look at other forms of documentary media, such as photography and written reportage. We will pay particular attention to the political and social movements in which these filmmakers and artists participated—from Pacific War-era propaganda to 1960s radicalism. We will also look at theoretical approaches to documentary produced in Japan and elsewhere. What kind of reality does documentary seek to represent? How is this reality constructed—both aesthetically and politically?
Instructor(s): Marianne Tarcov Terms Offered: Spring
Equivalent Course(s): EALC 30421

EALC 21730. Science, Technology and Media via Japan. 100 Units.
This course will explore issues of culture, technology, and environment in Japan through the lens of Science and Technology Studies (STS) and Media Studies. The course is designed for undergraduate students. Its overall aim is to introduce students to some of the fundamental concepts, themes, and problematics in these fields via the particular social and historical circumstances in Japan. Some of the central concerns will be around issues of environment, disaster, gender, labor, media theory, gaming, and animation. In addition, we will devote attention to the recent emergence of the term media ecology as a framework problematizing technologically engineered environments.
Instructor(s): M. Fisch Terms Offered: Winter
Note(s): This course qualifies as a "Discovering Anthropology" selection for Anthropology Majors.
Equivalent Course(s): ANTH 21730

EALC 22027. The Modern Japanese Novel. 100 Units.
This course introduces students to modern Japanese literature through the form of the novel. We begin in the late-nineteenth century, when a new generation of writers sought to come to terms with this world historical form, and end in the twenty-first, with writers trying to sustain the form through graphic art and digital media. Along the way, we will consider some of the key debates that have structured the novel's evolution: between elite and mass forms, truth and fiction, art and politics, self and other, native and foreign. The course also looks at how the form has evolved in response to shifting modes of cultural production and shifting patterns of literary consumption. Authors covered will include Natsume Soseki, Tanizaki Jun'ichiro, Kawabata Yasunari, Oe Kenzaburo, Tawada Yoko, Murakami Haruki, and Mizumura Minae. All works will be read in English.
Instructor(s): H. Long Terms Offered: Autumn
Note(s): Undergrads only

EALC 22615. Henri Bergson in Japan. 100 Units.
This seminar will explore the relationship between philosopher Henri Bergson (1859-1941) and a variety of Japanese thinkers and writers from across the twentieth century. We will look at instances of Japanese literature that respond to Bergson (including the fiction of Natsume Soseki), the work of Japanese philosophers who engaged in dialogue with him (for example, Kuki Shuzo), and the way Bergson's translators productively engaged with his ideas as they produced Japanese-language versions of his major works. Advanced Japanese language ability is required.
Instructor(s): Michael Bourdaghs Terms Offered: Spring
Equivalent Course(s): EALC 42615
EALC 23312. Kurosawa and His Literary Sources. 100 Units.  
This interdisciplinary graduate and advanced undergraduate course focuses on ten films of Akira Kurosawa which were based on literary sources ranging from Ryunosuke Akutagawa, Georges Simenon, and Shakespeare to Dostoevsky, Tolstoy, Gorky, and Arseniev. The course not only introduces some theoretical and intermedial problems of adaptation of literature to film but also address cultural and political implications of Kurosawa’s adaptation of classic and foreign sources. We will study how Kurosawa’s turn to literary adaptation provided a vehicle for circumventing social taboos of his time and offered a screen for addressing politically sensitive and sometimes censored topics of Japan’s militarist past, war crimes, defeat in the Second World War, and ideological conflicts of reconstruction. The course combines film analysis with close reading of relevant literary sources, contextualized by current work of political, economic, and cultural historians of postwar Japan. The course is meant to provide hands-on training in the interdisciplinary methodology of Comparative Literature.  
Instructor(s): Olga Solovieva  
Terms Offered: Spring  
Equivalent Course(s): CMLT 33302, REES 29814, REES 39814, SCTR 34012, CMST 24922, CMST 34922, EALC 33312, CMLT 23302

EALC 23902. Self-Cultivation and the Way in Traditional China. 100 Units.  
In this course we will explore three distinct but interrelated modes of self-cultivation and the contemplative life from premodern China: those exemplified by the Laoci, and in particular by those artists and philosophers who drew upon the text; by the Chan tradition in Tang and Song Buddhism; and by the Song Neo-Confucian philosopher and exegete Zhu Xi (1130–1200). We will read classic texts in these modes (and a few modern ones too) closely, attuning ourselves as best we can to their original contexts, and we will brood together on how we might use them in our own contemplative lives. Central to the course will be careful consideration of the different understandings of the Way (Dao) found in our texts and how these different Ways structured conceptions of the ideal human life.  
Instructor(s): P. Copp  
Terms Offered: Autumn  
Equivalent Course(s): RLST 23902

EALC 24213. Contact Zones: Japan’s Treaty Ports, 1854–1899. 100 Units.  
A series of treaties signed by the Tokugawa shogunate with Western powers in the 1850s designated port towns such as Nagasaki, Yokohama, Hakodate, and Kobe “treaty ports.” Semicolonial sites in which Western citizens benefited from rights, such as extraterritoriality, the treaty ports were complicated places that both challenged Japan’s sovereignty while also becoming conduits of economic, social, and cultural change. This seminar will explore the evolution of the treaty ports. The main assignment will be an original research paper on a topic of the student’s choice.  
Instructor(s): S. Burns  
Terms Offered: Spring  
Equivalent Course(s): HIST 34213, EALC 34213, GLST 26806, HIST 24213

EALC 24302. China: Rise or Return? Hist Perspectives on Chinese Culture. 100 Units.  
This course addresses the development through time of the Chinese state, society, and culture from its beginning to the present. Only the most general of treatments is possible in addressing such an enormous subject, but the course provides an opportunity for individual research on a specialized topic of the student’s choosing within this framework. No background in Chinese studies is required. The class discusses and critiques the weekly readings. Each set of readings centers on a broad historical question of crucial historical significance.  
Instructor(s): G. Alitto  
Terms Offered: Spring  
Equivalent Course(s): HIST 24310

EALC 24422. Japan and the Japanese: Society, Identity, History. 100 Units.  
In this course, we will explore the shifting meanings of the terms “Japan” and “Japanese” focusing primarily on the early modern and modern periods as a way to trace the dynamics of identity formation. Using primary source excerpts from Japanese and foreign official and personal accounts, secondary texts, and visual materials, we will discuss the questions of nationalism, anti-foreignness, exceptionalism, and how the “Japanese” defined themselves against others and within their own society. The critical analysis of various communities, groups, individuals, and ideologies will help us delineate the key factors that shaped society, culture, and politics. Further, the course will train students in analyzing, comparing, and evaluating textual materials and in presenting their ideas orally and in writing. Topics covered: myths, power and status, individualism and collective identity, honor and shame, print culture and information, social networks and outcasts, foreign relations. No Japanese knowledge is required. Open to both BA and MA students.  
Instructor(s): Aliz Horvath  
Terms Offered: Spring  
Note(s): Grad number only open to MAPH or MAPS students, not PhD students.  
Equivalent Course(s): EALC 34422, HIST 24809

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: Autumn  
Prerequisite(s): Third-year Chinese level or approval of instructor.  
Equivalent Course(s): EALC 34500, HIST 34500, HIST 24500
EALC 24610. A History of Japanese Visual Culture. 100 Units.
This course will examine the rich and nuanced material history of Japan, drawing upon religious art, architecture, theater, fine arts, and crafts, as well as creations made through the technologies of photography, cinema, manga, and anime. Note that most of the materials examined will be from the pre-twentieth century. We will also use the Art Institute of Chicago, the Field Museum, and the Smart Museum as resources and some of the classes will be held off campus.
Instructor(s): J. Ketelaar Terms Offered: Winter
Equivalent Course(s): ARTH 24605; HIST 24609

EALC 24614. Chinese Musicals. 100 Units.
Are there Chinese musicals? It very much depends on what we would consider a Chinese musical. To answer Adrian Martin’s call for “Musical Mutations: Before, Beyond and Against Hollywood,” this course will look for Chinese musicals in both obvious and unlikely places. The “musical mutations” under discussion include traditional opera adaptation, back-stage opera film, martial-arts opera film, Maoist opera film, musical comedy, song-and-dance film, melo-drama, Hong Kong musical, and most certainly the “apocalyptic” musical named by Martin, The Hole (Tsai Ming-liang, 1998). The tripartite developments of Chinese-language cinemas provide a privileged site to chart the ways the musical genre expands, transforms, and rejuvenates across time and borders.
Instructor(s): X. Dong Terms Offered: Spring
Prerequisite(s): Pre-requisite(s): CMST 10100, ARTH 20000, ENGL 10800, ARTV 25300, or consent of instructor.
Equivalent Course(s): CMST 24615

EALC 24621. Economic Change in China, circa 1800–2000. 100 Units.
An overview of Chinese economic development since the end of the eighteenth century, with attention to its social, political, and environmental ramifications. Topics in the first part of the course include the Qing property-rights system and its implications for rural society; merchant organization; internal trade; migration; and the imperial political economy. This section of the course concludes with explanations of the economic and other crises that caused late-nineteenth- and early-twentieth-century China to be called the “land of famine.” Part two covers changes in China’s relationship to the outside world, the beginnings of industrialization, and the complex patterns of regional growth and stagnation up through the victory of the Communist Party in 1949. Part three looks at both Maoist (1949–1976) and post-Maoist development, emphasizing the economic consequences of institutional changes, industrialization and urbanization (especially since 1978), and the evolving tensions with a so-called “socialist market economy.” Mostly lecture, with some class time for discussions, plus an online discussion board; midterm, final, and two short papers (5–7 pages each).
Instructor(s): K. Pomeranz Terms Offered: Autumn
Prerequisite(s): Some acquaintance with economics or with modern Chinese history may be helpful, but neither is required.
Equivalent Course(s): ECON 22020, HIST 24611

EALC 24622. Mediums and Contexts of Chinese Pictorial Art. 100 Units.
In this course, pictorial representations are approached and interpreted, first and foremost, as concrete, image-bearing objects and architectural structures—as portable scrolls, screens, albums, and fans, as well as murals in Buddhist cave-temples and tombs, and relief carvings on offering shrines and sarcophagi. The lectures and discussion investigate the inherent features of these forms, as well as their histories, viewing conventions, audiences, ritual/social functions, and the roles these forms played in the construction and development of pictorial images.
Instructor(s): Wu Hung Terms Offered: Autumn
Equivalent Course(s): ARTH 34602, EALC 34622, ARTH 24602

EALC 24650. Chinese Pagoda. 100 Units.
More often than not, the Chinese pagoda is considered the most representative of Buddhist architecture in premodern China. It is so ubiquitous that many have forgotten the fact that the pagoda actually has a non-Chinese origin; and its vertical building form – rather than the more usual, horizontal sprawl of traditional Chinese architecture – betrays a history that is everything but typical or representative of Chinese Buddhist architecture. Instead of seeing it merely as a building, accordingly, the course will investigate the ways in which the Chinese pagoda was uniquely conceived and constructed as a symbol, artifact, site, structure, space, etc., created to serve specific religious purposes, thereby exerting or evoking specific meanings that engaged both religious and nonreligious ideas and issues in pre-modern China.
Instructor(s): W. Lin Terms Offered: Winter
Equivalent Course(s): ARTH 34650, EALC 34650, ARTH 24650
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: Winter

Note(s): Limit: 25
Equivalent Course(s): EALC 34950

EALC 25301. Inventing the Chinese Short Story. 100 Units.

This class will trace the emergence of the vernacular short story as a new genre in the late Ming and early Qing. We will focus on the seventeenth-century story collections of Feng Menglong, Ling Mengchu, Aina Jushi, and Li Yu, whose stories map the social whole of late imperial China—from merchant schemes to courtesan romances, from the friendships of students to the follies of emperors. Alongside close readings of selected stories, we will examine the structure, sources, and publication histories of these collections and locate them in a broader discussion of the meanings and functions of vernacular literature. All readings in English, though students with Chinese reading ability will be encouraged to read the original texts.

Instructor(s): Ariel Fox
Terms Offered: Winter

Equivalent Course(s): EALC 35301, FNDL 25305

EALC 26515. Literature of the Fantastic and Operatic Adaptation. 100 Units.

This co-taught interdisciplinary course, offered through the Gray Center for Arts and Inquiry, explores literature of the fantastic (here including ghost stories and fairy tales) and the adaptation of such materials into opera, primary “Western-style” opera but also including some examples from Chinese opera. We will read some theoretical essays on adaptation, trans- or re-mediality, and the uncanny, but our focus will be on concrete examples and the historical arc of their transformation (which often entailed at least one intermediary step from story to play on the way to opera). This history, as in the famous case of Turandot, often involves an interesting chain of East-West crossings, misappropriations, and reappropriations; Chinoiserie has been a potent force in the history of Western opera and, in a new form, is currently in vogue again (at least judging from the recent proliferation of Chinese-themed Western-style or fusion operas being created and staged). We will select several specific operas or excerpts from opera as cases, reading their libretti, studying their music, and watching select productions on recorded media.

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

Equivalent Course(s): EALC 36515, TAPS 26515, TAPS 36515, MUSI 24618, MUSI 34618

EALC 27907. Asian Wars of the Twentieth Century. 100 Units.

This course examines the political, economic, social, cultural, racial, and military aspects of the major Asian wars of the twentieth century: the Pacific War, the Korean War, and the Vietnam War. At the beginning of the course we pay particular attention to just war doctrines and then use two to three books for each war (along with several films) to examine alternative approaches to understanding the origins of these wars, their conduct, and their consequences.

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

Equivalent Course(s): CRES 27900, EALC 37907, HIST 37900, HIST 27900

EALC 28010. Archaeology of Anyang: Bronzes, Inscriptions, World Heritage. 100 Units.

Anyang is one of the most important archaeological sites in China. The discoveries of inscribed oracle bones, the royal cemetery, clusters of palatial structures, and industrial-scale craft production precincts have all established that the site was indeed the last capital of the Shang dynasty recorded in traditional historiography. With almost continuous excavations since the late 1920s, work at Anyang has in many ways shaped and defined Chinese archaeology and the study of Early Bronze Age China.

Instructor(s): Y. Li
Terms Offered: Winter

Prerequisite(s): Open to upper-level undergrads with consent of instructor only.

Equivalent Course(s): ANTH 26765, ANTH 36765, EALC 48010
EALC 29100. History of Modern China 1. 100 Units.
This lecture course presents the main intellectual, political, economic, and social trends in modern China. The course covers ideological and organization structures, as well as the social movements that define a process variously described in Western literature as modernization, reform, and revolution (or political development). Emphasis is on institutional and intellectual developments during this period, especially in the twentieth century. Some attention is paid to historiographic analysis and criticism. Readings are in the English-language secondary literature.
Instructor(s): G. Alitto Terms Offered: Winter
Equivalent Course(s): HIST 24300

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.
   No description available.
   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.
   No description available.
   Terms Offered: Winter
   Prerequisite(s): Consent of EALC Director of Undergraduate Studies
   Note(s): Students are required to submit the College Reading and Research Course Form.

EALC 29700. Senior Thesis Tutorial-3. 100 Units.
The spring quarter section of the Senior Thesis Tutorial is devoted to making corrections and rewrites to the B.A. Paper, which is usually due to the Reader at the end of winter quarter.
Instructor(s): arranged Terms Offered: Spring
Prerequisite(s): EALC 29500 and/or EALC 29600
Note(s): Students continue to meet with the Preceptor for help with their papers.
PROGRAM OF STUDY

The program in economics is intended to equip students with the basic tools to understand the operation of a modern economy: the origin and role of prices and markets, the allocation of goods and services, and the factors that enter into the determination of income, employment, and the price level.

The program in economics can be divided into five component parts:

1. **Fundamentals sequence**: provides students with the basic skills required to be successful in the major.
2. **Core curriculum**: consists of three courses designed to introduce students to the “economic approach.”
3. **Empirical Methods sequence**: provides students with the fundamental techniques of data analysis.
4. **Economic Policy course**: applies the tools developed in the core curriculum to issues of fiscal policy, monetary policy, and other policy discussions relevant to the current state of the economy.
5. **Electives**: allows students to tailor the economics major to their interests.

Note: The requirements described below apply to students who matriculated at the University of Chicago in the 2016–17 academic year or later. Any possible exceptions will be noted.

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. The first two are required; the second two are strongly recommended:

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>MATH 13300</td>
<td>Elementary Functions and Calculus III</td>
<td>100</td>
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<tr>
<td>or MATH 15300</td>
<td>Calculus III</td>
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<tr>
<td>or MATH 16300</td>
<td>Honors Calculus III</td>
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<tr>
<td>MATH 19520</td>
<td>Mathematical Methods for Social Sciences</td>
<td>100</td>
</tr>
<tr>
<td>or MATH 20400</td>
<td>Analysis in Rn II</td>
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<tr>
<td>or MATH 20800</td>
<td>Honors Analysis in Rn II</td>
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<tr>
<td>ECON 19800</td>
<td>Introduction to Microeconomics</td>
<td>100</td>
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<tr>
<td>ECON 19900</td>
<td>Introduction to Macroeconomics</td>
<td>100</td>
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Students who wish to complete the major with more rigorous mathematics may substitute MATH 20400 Analysis in Rn II for MATH 19520 Mathematical Methods for Social Sciences.

**Calculus**

Students who have an interest in the major should take calculus at the highest level for which they qualify. Students may complete MATH 19520 Mathematical Methods for Social Sciences prior to or concurrently with ECON 20000 The Elements of Economic Analysis I. Students must not postpone completion of MATH 19520 Mathematical Methods for Social Sciences beyond concurrent registration with ECON 20000 The Elements of Economic Analysis I.

1. **MATH 13000s**: Students must complete MATH 13300 Elementary Functions and Calculus III prior to enrolling in ECON 20000 The Elements of Economic Analysis I. Students may find it useful to complete MATH 19520 Mathematical Methods for Social Sciences prior to enrolling in the Elements of Economic Analysis sequence.

2. **MATH 15000s**: Students enrolling in the MATH 15000s sequence must complete MATH 15300 Calculus III before enrolling in ECON 20000 The Elements of Economic Analysis I. However, enrollment in ECON 20000 The Elements of Economic Analysis I concurrently with MATH 15300 Calculus III is allowed if (1) a grade of A- or higher is achieved in both MATH 15100 Calculus I and MATH 15200 Calculus II and (2) competency in microeconomics has been demonstrated (see Core Curriculum for details).

3. **MATH 16000s and 16010s**: Students enrolling in the MATH 16000s sequences must complete MATH 16200 Honors Calculus II or MATH 16210 Honors Calculus II (IBL) before enrolling in ECON 20000 The Elements of Economic Analysis I. Enrollment in ECON 20000 The Elements of Economic Analysis I requires completion or concurrent enrollment in MATH 16300 Honors Calculus III/MATH 16310 Honors Calculus III (IBL) and demonstrated competency in Microeconomics (see "Core Curriculum" section, below, for details).
Students may satisfy the third quarter of calculus requirement by placement (based on the Calculus Accreditation Examination administered by the College in the summer prior to matriculation). In this case, students should continue their mathematics training with the highest mathematics level for which they qualify.

**Principles of Economics**

Students are expected to begin their study of economics with ECON 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 are not required in the major. Students who matriculated at the University of Chicago in 2016–17 or later may use ECON 19900 Introduction to Macroeconomics to fulfill one of the economics elective requirements.

Students are strongly encouraged to complete ECON 19800 Introduction to Microeconomics prior to ECON 20000 The Elements of Economic Analysis I (or ECON 20100 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).

**Core Curriculum**

The core curriculum consists of three courses. Students may use the standard or honors sequence to satisfy this requirement. The honors sequence is designed for students interested in economics research and/or use of more sophisticated mathematical models.

<table>
<thead>
<tr>
<th>Standard Core Sequence 300</th>
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<tbody>
<tr>
<td>ECON 20000 The Elements of Economic Analysis I</td>
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<td>ECON 20100 The Elements of Economic Analysis II</td>
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<td>ECON 20200 The Elements of Economic Analysis III</td>
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<th>or Honors Core Sequence 300</th>
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<tr>
<td>ECON 20010 The Elements of Economic Analysis: Honors I</td>
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<tr>
<td>ECON 20110 The Elements of Economic Analysis: Honors II</td>
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<tr>
<td>ECON 20210 The Elements of Economic Analysis: Honors III</td>
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Most students begin the core curriculum in their second year. Those who wish to begin it during their first year must demonstrate competence with the fundamental skills needed in that sequence in the following ways:

- Students must either pass the economics placement test or complete ECON 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, and they rarely serve as sufficient preparation for the economics placement test. 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 Calculus.

*Note: Students who are completing the previous major requirements and are on track to complete ECON 20300 The Elements of Economic Analysis IV after Autumn Quarter 2017 should take ECON 23950 Economic Policy Analysis in place of ECON 20300, regardless of matriculation date.*

**Empirical Methods**

In the modern economy, quantitative methods are highly valued skills. Students must satisfy the empirical methods component of the economics major in one of two ways, either as a three-quarter sequence or a two-quarter sequence. *Note: The two-quarter sequence is only available to students who matriculated in 2016–17 or later. Those who matriculated in 2015–16 or earlier are required to take the standard three-quarter sequence.*

**Option A:** The three-quarter empirical methods sequence is comprised of a course in linear algebra, a course in statistics, and a course in econometrics, and is designed for students who complete the MATH 15000s sequence or higher. This three-quarter empirical methods sequence covers the broad ranges of scope that the disciplines provide, which will be useful for further quantitative training in the major.

**Option B:** The two-quarter empirical sequence, comprised of an economics statistical methods course and a course in econometrics, is provided as an alternative for students who want to focus only on the relevant materials in linear algebra and statistics that pertain to econometrics. ECON 21010 Statistical Methods in Economics teaches the fundamental methods and materials from linear algebra and statistics that are utilized in many economic applications.

Details about each sequence are below. We strongly encourage students to choose the highest mathematical tracks for which they are qualified. Students unsure of which sequence to choose should consult with the Undergraduate Office in the Department of Economics as well as the Department of Mathematics and Department of Statistics.
Option A: Three-Quarter Empirical Methods Sequence

In order to satisfy the empirical methods component of the economics major using a three-quarter sequence, students must complete the following courses. They must be taken in consecutive quarters, beginning with Linear Algebra and concluding with Econometrics:

One of the following: 100
- MATH 19620 Linear Algebra
- or STAT 24300 Numerical Linear Algebra
- or MATH 20250 Abstract Linear Algebra
- or MATH 20700 Honors Analysis in Rn I

One of the following: 100
- STAT 23400 Statistical Models and Methods
- or STAT 24400 Statistical Theory and Methods I
- or STAT 24410 Statistical Theory and Methods Ia

One of the following: 100
- ECON 21020 Econometrics
- or ECON 21030 Econometrics - Honors

Total Units 300

Students may not use AP Statistics credit to satisfy the statistics requirement. Students with AP credit will need to expand on their training with STAT 23400 Statistical Models and Methods, STAT 24400 Statistical Theory and Methods I, or STAT 24410 Statistical Theory and Methods Ia. Students may not earn credit for both STAT 22000 Statistical Methods and Applications (via course enrollment or AP exam) and STAT 23400 Statistical Models and Methods.

Students who wish to pursue more advanced training in empirical methods may complete STAT 24300 Numerical Linear Algebra or MATH 20250 Abstract Linear Algebra or MATH 20700 Honors Analysis in Rn I; either STAT 24400 Statistical Theory and Methods I or STAT 24410 Statistical Theory and Methods Ia; and ECON 21030 Econometrics - Honors.

Option B: Two-Quarter Empirical Methods Sequence

Option B is available only to students who matriculated at the University of Chicago in 2016–17 and later. In order to satisfy the empirical methods component of the economics major using a two-quarter sequence, students must complete the following:

ECON 21010 Statistical Methods in Economics 100
ECON 21020 Econometrics 100

Total Units 200

Students should not begin the empirical methods sequence earlier than concurrently with ECON 20100 The Elements of Economic Analysis II and should take ECON 21010 Statistical Methods in Economics and ECON 21020 Econometrics in consecutive quarters. Students must complete the empirical methods sequence by the end of third year.

Students who complete the empirical methods component of the major with just two courses (ECON 21010 Statistical Methods in Economics and ECON 21020 Econometrics) must complete an additional economics elective, as discussed in Electives.

Economic Policy

The economic policy requirement provides students the opportunity to apply methods and tools taught in the economics core sequence to analyze current issues centered around monetary and fiscal policy. Most students will complete the economic policy requirement with ECON 23950 Economic Policy Analysis, but students interested in learning more formal approaches may use one of the other macroeconomics courses listed below to satisfy the requirement.

ECON 23950 Economic Policy Analysis 100
- or ECON 23200 Topics in Macroeconomics
- or ECON 23220 Introduction to Advanced Macroeconomic Analysis
- or ECON 23330 Introduction to Dynamic Economic Modeling

Students who complete more than one of the above courses may apply the additional courses to satisfy the economics elective requirements. ECON 23950 Economic Policy Analysis may not count as an economics elective.
Students may not earn credit for both ECON 23950 Economic Policy Analysis and ECON 20300 The Elements of Economic Analysis IV.

*Note: Students on track to complete ECON 20300 The Elements of Economic Analysis IV after Autumn Quarter 2017 should take ECON 23950 Economic Policy Analysis in place of ECON 20300, regardless of matriculation date.*

**Electives**

All students in the economics major must complete a minimum of four additional economics courses to broaden their exposure to areas of applied economics or economic theory. Students who complete the empirical methods component with the two-quarter sequence must complete five economics electives. These courses must have a higher course number than ECON 20200 The Elements of Economic Analysis III, with a couple of exceptions: Neither ECON 21030 Econometrics - Honors nor ECON 23950 Economic Policy Analysis can be used to satisfy the economics elective requirements; students who matriculated in 2016–17 or later may use ECON 19900 Introduction to Macroeconomics to satisfy one of the economics elective requirements.

Only one of a student’s electives may come from outside the University of Chicago Department of Economics. One of the following courses may count as an outside elective:

**Computer Science**

- CMSC 10600 Fundamentals of Computer Programming II
- CMSC 12100 Computer Science with Applications I
- CMSC 12200 Computer Science with Applications II
- CMSC 15100 Introduction to Computer Science I
- CMSC 15200 Introduction to Computer Science II
- CMSC 16100 Honors Introduction to Computer Science I
- CMSC 16200 Honors Introduction to Computer Science II

**Statistics**

- STAT 24500 Statistical Theory and Methods II
- STAT 25100 Introduction to Mathematical Probability
- STAT 25300 Introduction to Probability Models
- STAT 26100 Time Dependent Data

**Mathematics**

- MATH 20500 Analysis in Rn III
- MATH 20900 Honors Analysis in Rn III
- MATH 27300 Basic Theory of Ordinary Differential Equations

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, competitive strategy, 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**

**TRACK A: Three-Quarter Empirical Methods Sequence**

**GENERAL EDUCATION**

One of the following: 200

- MATH 13100-13200 Elementary Functions and Calculus I-II
- MATH 15100-15200 Calculus I-II +
- MATH 16100-16200 Honors Calculus I-II
- MATH 16110 Honors Calculus I (IBL)
- MATH 16300 and Honors Calculus III

**Total Units** 200

**MAJOR**

One of the following: 100
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 13300</td>
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</tr>
<tr>
<td>MATH 15300</td>
<td>Calculus III</td>
</tr>
<tr>
<td>MATH 16300</td>
<td>Honors Calculus III</td>
</tr>
<tr>
<td>MATH 16310</td>
<td>Honors Calculus III (IBL)</td>
</tr>
<tr>
<td>One of the following:</td>
<td>The Elements of Economic Analysis I-II-III</td>
</tr>
<tr>
<td>One of the following:</td>
<td>The Elements of Economic Analysis: Honors I-II-III</td>
</tr>
<tr>
<td>MATH 19520</td>
<td>Mathematical Methods for Social Sciences **</td>
</tr>
<tr>
<td>or 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 19620</td>
<td>Linear Algebra</td>
</tr>
<tr>
<td>or MATH 20250</td>
<td>Abstract Linear Algebra</td>
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<tr>
<td>or STAT 24300</td>
<td>Numerical Linear Algebra</td>
</tr>
<tr>
<td>or MATH 20700</td>
<td>Honors Analysis in Rn I</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>
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<tr>
<td>or STAT 24410</td>
<td>Statistical Theory and Methods Ia</td>
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<tr>
<td>ECON 21020</td>
<td>Econometrics</td>
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<tr>
<td>or ECON 21030</td>
<td>Econometrics - Honors</td>
</tr>
<tr>
<td>ECON 23950</td>
<td>Economic Policy Analysis</td>
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<tr>
<td>or ECON 23200</td>
<td>Topics in Macroeconomics</td>
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<tr>
<td>or ECON 23220</td>
<td>Introduction to Advanced Macroeconomic Analysis</td>
</tr>
<tr>
<td>or ECON 23330</td>
<td>Introduction to Dynamic Economic Modeling</td>
</tr>
<tr>
<td>or ECON 23410</td>
<td>Economic Growth</td>
</tr>
<tr>
<td>or ECON 23620</td>
<td>Inequality: A Perspective from Macroeconomics</td>
</tr>
<tr>
<td>Four electives *</td>
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<tr>
<td>Total Units</td>
<td>1300</td>
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</table>

* Credit may be granted by examination.

** Students are encouraged to take prior to or concurrently with ECON 20000 or ECON 20010.

+ These courses must include three economics courses numbered higher than ECON 20200 and must follow guidelines in the preceding Electives section. (Note: ECON 19900 may be used to fulfill one economics elective requirement for students who matriculated in 2016–17 or later.)

TRACK B: Two-Quarter Empirical Methods Sequence

Available only to students who matriculated in 2016-17 or later.

GENERAL EDUCATION

One of the following: 200

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<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>
<tr>
<td>MATH 16110 &amp; MATH 16210</td>
<td>Honors Calculus I (IBL) and Honors Calculus II (IBL)</td>
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MAJOR

One of the following: 100

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<tr>
<td>MATH 13300</td>
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<td>MATH 16300</td>
<td>Honors Calculus III</td>
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<tr>
<td>MATH 16310</td>
<td>Honors Calculus III (IBL)</td>
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<td>One of the following:</td>
<td>The Elements of Economic Analysis I-II-III</td>
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<td>ECON 20000-20100-20200</td>
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</table>
**ECON 20010-20110-20210**  
The Elements of Economic Analysis: Honors I-II-III

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<th>Units</th>
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<tr>
<td>MATH 19520</td>
<td>Mathematical Methods for Social Sciences **</td>
<td>100</td>
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<tr>
<td>or MATH 20400</td>
<td>Analysis in Rn II</td>
<td></td>
</tr>
<tr>
<td>or MATH 20800</td>
<td>Honors Analysis in Rn II</td>
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</tr>
<tr>
<td>ECON 21010</td>
<td>Statistical Methods in Economics</td>
<td>100</td>
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<td>ECON 21020</td>
<td>Econometrics</td>
<td>100</td>
</tr>
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<td>ECON 23950</td>
<td>Economic Policy Analysis</td>
<td>100</td>
</tr>
<tr>
<td>or ECON 23200</td>
<td>Topics in Macroeconomics</td>
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<tr>
<td>or ECON 23220</td>
<td>Introduction to Advanced Macroeconomic Analysis</td>
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</tr>
<tr>
<td>or ECON 23330</td>
<td>Introduction to Dynamic Economic Modeling</td>
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</tr>
<tr>
<td>or ECON 23410</td>
<td>Economic Growth</td>
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<tr>
<td>or ECON 23620</td>
<td>Inequality: A Perspective from Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>Five electives +</td>
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<td>500</td>
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</table>

**Total Units 1300**

* Credit may be granted by examination.

** Students are encouraged to take prior to or concurrently with ECON 20000 or ECON 20010.

+ These courses must include four economics courses numbered higher than ECON 20200 and must follow guidelines in the preceding Electives section. For students who matriculated in 2016-17 or later, ECON 19900 may be used to fulfill one economics elective requirement.

**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>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 13100</td>
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<td>MATH 13200</td>
<td>MATH 13300</td>
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<tr>
<td>ECON 19800</td>
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<td>ECON 19800</td>
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<table>
<thead>
<tr>
<th>Second Year</th>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 20000</td>
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<td>ECON 20100</td>
<td>ECON 20200</td>
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<tr>
<td>MATH 19520</td>
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<td>ECON 19900</td>
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</table>

<table>
<thead>
<tr>
<th>Third Year</th>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
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<tbody>
<tr>
<td>ECON 23950</td>
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<td>STAT 23400</td>
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<tr>
<td>MATH 19620</td>
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</table>

The following is a recommended plan of study (excluding four economics elective courses) for those students entering with the MATH 15000s or MATH 16000s sequence:

<table>
<thead>
<tr>
<th>First Year</th>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 15100</td>
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<td>MATH 15300</td>
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</table>

<table>
<thead>
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<th>Second Year</th>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 20000</td>
<td></td>
<td>ECON 20100</td>
<td>ECON 20200</td>
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<tr>
<td>MATH 19520</td>
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<td>MATH 19620</td>
<td>STAT 23400</td>
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<tr>
<td>ECON 19900</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Year</th>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 23950</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 21020</td>
<td></td>
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</tbody>
</table>

The following is a recommended plan of study (excluding five elective courses) for those students completing the two-quarter empirical methods sequence. Note that this plan of study can be used in conjunction with any calculus sequence:

<table>
<thead>
<tr>
<th>First Year</th>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 13100</td>
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Second Year

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<th>Spring Quarter</th>
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</thead>
<tbody>
<tr>
<td>ECON 20000</td>
<td>ECON 20100</td>
<td>ECON 20200</td>
</tr>
<tr>
<td>MATH 19520</td>
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<td>ECON 21010</td>
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Third Year

<table>
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</thead>
<tbody>
<tr>
<td>ECON 23950</td>
<td></td>
</tr>
<tr>
<td>ECON 21020</td>
<td></td>
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</tbody>
</table>

Students wanting to appropriately plan their economics major with the courses MATH 20400 Analysis in Rn II, STAT 24400 Statistical Theory and Methods I, or STAT 24410 Statistical Theory and Methods Ia should consult with the Undergraduate Program Office in the Department of Economics.

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 the fourth-year quarter of the student’s choosing. Plan for this retroactive registration with your College adviser.

The research paper, a transcript, and a recommendation letter from the faculty sponsor evaluating the independent research paper must be submitted to the undergraduate economics program office for consideration by the economics honors committee no later than the end of 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 advisers no later than Winter Quarter of their third year.

This program may accept a BA paper or project used to satisfy the same requirement in another major if certain conditions are met and with the consent of the other program chair. Approval from both program chairs is required. Students should consult with the chairs by the earliest BA proposal deadline (or by the end of third year, when neither program publishes a deadline). A consent form, to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student’s year of graduation.

PREPARATION FOR PHD PROGRAMS IN ECONOMICS

Students preparing to pursue a PhD program in economics should complete advanced course work in mathematics, statistics, and computer science. The real analysis sequence offered by the Mathematics Department, MATH 20300-20400-20500 Analysis in Rn I-II-III (or its honors variant MATH 20700-20800-20900 Honors Analysis in Rn I-II-III) contains material that is particularly important for economics graduate school. Students who used MATH 13300 Elementary Functions and Calculus III or MATH 15300 Calculus III to fulfill the calculus requirement will need to take MATH 15910 Introduction to Proofs in Analysis to transition into the real analysis sequence. Completion of this course work allows students to participate in higher level electives that may also be helpful for their chosen path of study in graduate school.

Completion of either STAT 24400 Statistical Theory and Methods I or STAT 24410 Statistical Theory and Methods Ia and either MATH 20250 Abstract Linear Algebra or STAT 24300 Numerical Linear Algebra will allow students to continue their training in statistics and econometrics at an advanced level.

Increasingly, graduate programs expect students to have sophisticated programming skills. Completion of CMSC 15100-15200 Introduction to Computer Science I-II is strongly encouraged.

In addition, students who are interested in pursuing graduate study are encouraged to take appropriate courses from other departments in the social sciences to obtain a well-rounded perspective of their areas of interest.

Students are encouraged to seek research assistant jobs and may self-subscribe to the Research Assistant Jobs (https://lists.uchicago.edu/web/info/chicago_economics-researchasst) listhost to receive updates on job postings.
It is important that such students consult early in the second year with one of the directors of the undergraduate program to design a plan of course work and research. Contact juliew@uchicago.edu for appointments.

**ECONOMICS COURSES**

**ECON 14810. Evolution and 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, power and dominance, cooperation and competition, biological markets, parental investment, life history and risk-taking, love and mating, physical attractiveness and the market, emotion and motivation, sex and consumer behavior, cognitive biases in decision-making, and personality and psychopathology.
Instructor(s): D. Maestripieri Terms Offered: Autumn
Prerequisite(s): This course does not meet the requirements for the Biological Sciences Major.
Note(s): CHDV Distribution: A; 1*
Equivalent Course(s): CHDV 37950, PSYC 27950, PSYC 37950, BIOS 29265, CHDV 27950

**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, 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: Autumn, Winter

**ECON 20000-20100-20200-20300. The Elements of Economic Analysis I-II-III-IV.**

**ECON 20000. The Elements of Economic Analysis I. 100 Units.**
This course develops the economic theory of consumer choice. This theory characterizes optimal choices for consumers given their incomes and preferences, as well as the relative prices of different goods. This course develops tools for analyzing how these optimal choices change when relative prices and consumer incomes change. Finally, this course presents several measures of consumer welfare. Students learn how to evaluate the impact of taxes and subsidies using these measures. Completion of ECON 19800 is strongly recommended of students without a prior microeconomics course.
Terms Offered: Autumn, Spring
Prerequisite(s): MATH 13300 (with prior completion of or at least concurrent with MATH 19520), MATH 15300, or 16300. First-year students must also pass the economics placement exam or complete ECON 19800.

**ECON 20100. The Elements of Economic Analysis II. 100 Units.**
This course is a continuation of ECON 20000. The first part of this course discusses markets with one or a few suppliers. The second part focuses on demand and supply for factors of production and the distribution of income in the economy. This course also includes some elementary general equilibrium theory and welfare economics.
Instructor(s): Staff Terms Offered: Autumn, Winter
Prerequisite(s): ECON 20000 or 20100

**ECON 20200. The Elements of Economic Analysis III. 100 Units.**
As an introduction to macroeconomic theory and policy, this course covers the determination of aggregate demand (i.e., consumption, investment, the demand for money); aggregate supply; and the interaction between aggregate demand and supply. We also discuss economic growth, business cycle, inflation and money. Completion of ECON 19900 is strongly recommended of students without a prior macroeconomics course.
Instructor(s): Staff Terms Offered: Spring, Winter
Prerequisite(s): ECON 20100 or 20110

**ECON 20300. 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.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): ECON 20200 or 20210

**ECON 20010-20110-20210. The Elements of Economic Analysis: Honors I-II-III.**
The Elements of Economic Analysis: Honors I-II-III
ECON 20010. The Elements of Economic Analysis: 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. Completion of ECON 19800 is strongly recommended of students without a prior microeconomics course.
Instructor(s): Staff Terms Offered: Autumn,Spring
Prerequisite(s): MATH 13300 (with prior completion of or at least concurrent with MATH 19520), MATH 15300, or 16300. First-year students must also pass the economics placement exam or complete ECON 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.
Instructor(s): Staff 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. As an introduction to macroeconomic theory and policy, this course covers the determination of aggregate demand (i.e., consumption, investment, the demand for money); aggregate supply; and the interaction between aggregate demand and supply. We also discuss economic growth, business cycle, inflation and money. Completion of ECON 19900 is strongly recommended of students without a prior macroeconomics course.
Instructor(s): Staff Terms Offered: Spring,Winter
Prerequisite(s): ECON 20100 or 20110

ECON 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): Staff Terms Offered: Autumn
Prerequisite(s): ECON 20200 or 20210

ECON 20700. Game Theory and Economic Applications. 100 Units.
ECON 20700 or 20710 or 20770 may be used as an economics elective, but only one of the three. 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): Staff Terms Offered: Spring
Prerequisite(s): ECON 20100

ECON 20710. Game Theory: A Formal Approach. 100 Units.
ECON 20700 or 20710 or 20770 may be used as an economics elective, but only one of the three. 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: TBD
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 20770. Decision and Strategy. 100 Units.
This course provides a formal introduction to game theory with applications in economics. We will study models of how individuals make decisions, and how those decisions are shaped by strategic concerns and uncertainty about the world. The topics will include the theory of individual choice, games of complete and incomplete information, and equilibrium concepts such as Nash equilibrium. The applications will include oligopoly, auctions, and bargaining. The course is appropriate for advanced undergraduates who are interested in a rigorous mathematical approach to understanding human behavior.
Instructor(s): B. Brooks Terms Offered: Spring
Prerequisite(s): ECON 20100 and MATH 20300, or consent of instructor

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, MATH 20300, and STAT 24400

ECON 21010. Statistical Methods in Economics. 100 Units.
This course provides a solid foundation in probability and statistics for economists. We emphasize topics needed for further study of econometrics in ECON 21020. Topics include elements of probability theory, sampling theory, estimation, hypothesis testing, and an introduction to linear algebra.
Instructor(s): Staff Terms Offered: Autumn, Winter
Prerequisite(s): At least concurrent registration with Econ 20100

ECON 21020. Econometrics. 100 Units.
Required of students who are majoring in economics; those students are encouraged to meet this requirement by the end of their third year. This course covers the single and multiple linear regression model, the associated distribution theory, and testing procedures; corrections for heteroskedasticity, autocorrelation, and simultaneous equations; and other extensions as time permits. Students also apply the techniques to a variety of data sets using PCs.
Instructor(s): Staff Terms Offered: Autumn, Spring, Winter
Prerequisite(s): ECON 20100, ECON 21010, or STAT 23400 and MATH 19620 (or MATH 20000 or STAT 24300 or MATH 20250)

ECON 21030. Econometrics - Honors. 100 Units.
The topics are essentially the same as those covered in ECON 21020, but this foundations course in econometrics gives a more systematic introduction to the application of statistical theory to economic applications. This course is intended for students who are planning to study economics at the graduate level.
Instructor(s): Staff Terms Offered: Spring, Winter
Prerequisite(s): ECON 20100, and STAT 24400, 24410 or 24500, and MATH 20250 or STAT 24300; or consent of instructor

ECON 21100. Microeconometrics. 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): Staff Terms Offered: TBD
Prerequisite(s): ECON 21020 or ECON 21030

ECON 21110. Applied Microeconometrics. 100 Units.
This course will cover a broad set of applications in labor economics, public economics, industrial organization, economics of education, environmental economics, and development economics. There will be a strong focus on how economic theory, institutional details, and experiments can be used to draw causal inferences on economic relationships. There will be emphasis on applying a number of commonly used microeconometric methods to economic data; including the linear regression model, fixed and random effects models, instrumental variables, and discrete choice models. When interpreting the empirical results, we will also discuss the importance of omitted variables bias and measurement error.
Instructor(s): J. Joensen Terms Offered: Spring
Prerequisite(s): ECON 20900 or ECON 21000
ECON 21150. Topics In Applied Econometrics. 100 Units.
This course aims to familiarize students with a set of key tools in modern econometric analysis, focusing particularly on applications involving panel data. Topics covered include static and dynamic panel models, fixed and random effects, measurement error in panel contexts, instrumental variables regression, and generalized method of moments, with emphasis on applying these techniques to real-world data to answer concrete economic questions.
Instructor(s): Staff Terms Offered: TBD
Prerequisite(s): ECON 21020 or ECON 21030

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 21020 or ECON 21030

ECON 21410. Computational Methods in Economics. 100 Units.
This course introduces the empirical and computational techniques necessary for numerical estimation and simulation in economics. Through examples in economics, the course covers topics such as optimization, function approximation, and monte carlo techniques. Emphasis will be placed on developing effective programming and research practices. The course is structured through a series of applications in such topics as segregation, occupational choice, and repeated games. The course will be taught in R and STATA. Though helpful, no previous experience with R or STATA is required.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): ECON 20100 and ECON 21020 or ECON 21030
Equivalent Course(s): ECON 41100

ECON 21800. Experimental Economics. 100 Units.
This course provides the necessary tools to be an avid consumer of the experimental literature and instructs students on how to become a producer of that literature. Topics include a summary of recent experimental findings and details on how to gather and analyze data using experimental methods.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): ECON 20100 and ECON 21020 or ECON 21030
Equivalent Course(s): ECON 41100

ECON 22020. Economic Change in China, circa 1800–2000. 100 Units.
An overview of Chinese economic development since the end of the eighteenth century, with attention to its social, political, and environmental ramifications. Topics in the first part of the course include the Qing property-rights system and its implications for rural society; merchant organization; internal trade; migration; and the imperial political economy. This section of the course concludes with explanations of the economic and other crises that caused late-nineteenth- and early-twentieth- century China to be called the "land of famine." Part two covers changes in China’s relationship to the outside world, the beginnings of industrialization, and the complex patterns of regional growth and stagnation up through the victory of the Communist Party in 1949. Part three looks at both Maoist (1949–1976) and post-Maoist development, emphasizing the economic consequences of institutional changes, industrialization and urbanization (especially since 1978); and the evolving tensions with a so-called “socialist market economy.” Mostly lecture, with some class time for discussions, plus an online discussion board; midterm, final, and two short papers (5–7 pages each).
Instructor(s): K. Pomeranz Terms Offered: Autumn
Prerequisite(s): Some acquaintance with economics or with modern Chinese history may be helpful, but neither is required.
Equivalent Course(s): EALC 24621, HIST 24611

ECON 22200. Topics in American Economic History. 100 Units.
Economic analysis is applied to important issues in American economic history. Specific topics vary, but may include the following: the economics of colonization, the transatlantic slave trade, the role of indentured servitude and slavery in the colonial labor market, the record and sources of 19th-century economic growth, economic causes and effects of 19th-century immigration, the expansion of education, the economics of westward migration, determinants of long-run trends in the distribution of income and wealth, the quantitative analysis of economic and social mobility, and the economics of racial discrimination in the twentieth-century South.
Instructor(s): D. Galenson Terms Offered: Autumn
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: Spring
Prerequisite(s): ECON 20200 (or ECON 20210) and ECON 21020 (or ECON 21030)

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: TBD
Prerequisite(s): ECON 20200 (or ECON 20210) and MATH 20300

ECON 23220. Introduction to Advanced Macroeconomic Analysis. 100 Units.
This course introduces students to advanced methods for macroeconomic analysis. In the first part, we discuss time series methods such as impulse response analysis, vector autoregression, co-integration, shock identification, and business cycle detrending. In the second part, we examine and analyze a simple, yet powerful stochastic dynamic real business cycle model. In that context, the students will learn about dynamic programming, rational expectations, intertemporal optimization, asset pricing, the Frisch elasticity of labor supply, log-linearization, and computational tools to solve for the recursive law of motion of dynamic stochastic general equilibrium models. Finally, we touch upon some further models, such as the overlapping generations model and/or the continuous-time neoclassical growth model. The course is useful for students interested to deepen their knowledge in macroeconomics, in order to read, understand, and replicate some of the recent research in the field; as preparation for careers involving macroeconomic analysis, time series analysis, or asset pricing; or as preparation for graduate school. Decent knowledge of linear algebra and calculus is required. All advanced material will be taught in class.
Instructor(s): H. Uhlig Terms Offered: Winter
Prerequisite(s): ECON 20200 (or ECON 20210) and ECON 21020 (or ECON 21030)

ECON 23330. Introduction to Dynamic Economic Modeling. 100 Units.
This course provides an introduction to dynamic economic models, with applications to macroeconomics, labor economics, financial economics, and other subfields of economics. The core methodology will be consistent over time, but the applications will vary from year to year. The course will analyze decentralized equilibrium and social planner's problems in dynamic environments. It will focus on developing techniques for analyzing such models graphically, analytically, and computationally. Students should be familiar with constrained optimization (e.g. Lagrangians), linear algebra, and difference equations, as well as microeconomics, macroeconomics, and econometrics at an intermediate level.
Instructor(s): R. Shimer Terms Offered: Winter
Prerequisite(s): ECON 20200 (or ECON 20210) and ECON 21020 (or ECON 21030)
ECON 23410. Economic Growth. 100 Units.
The process of economic growth and the sources of differences in economic performance across nations are some of the most interesting, important and challenging areas in modern social science. You cannot travel or read the news without wondering why differences in standards of living among countries are so large. The primary purpose of this course is to introduce undergraduate students to these major issues and to the theoretical tools necessary for studying them. The course therefore strives to provide students with a solid background in dynamic economic analysis, as well as empirical examples and data analysis. We will cover models at an abstract and advanced level. You must have the degree of mathematical maturity associated with the concepts of functions, derivatives, integrals, Taylor series, optimization, ordinary differential equations. Some basic knowledge on regression analysis is also required.
Instructor(s): U. Akcigit Terms Offered: Winter
Prerequisite(s): ECON 20200 (or ECON 20210) and ECON 21020 (or ECON 21030)

ECON 23620. Inequality: A Perspective from Macroeconomics. 100 Units.
This is an advanced undergraduate course on inequality from a macroeconomic perspective. We will learn how to measure, model, and evaluate the distributional consequences of economic policies and institutions. There is a heavy empirical component: We will study the key features of the distributions of consumption, income, wealth, and leisure, and how these distributions evolve over time and over the life cycle. There is a heavy theoretical component: We will learn about the benchmark macroeconomic models that can be used to generate predictions about these distributions. There is a heavy computational component: We will learn how to solve heterogeneous agent models on a computer and compare model predictions with the data. Students should be familiar with a programming language such as Matlab, Python, Julia, Fortran, or C and with a statistical package such as Stata or R.
Instructor(s): G. Kaplan Terms Offered: Autumn
Prerequisite(s): ECON 20200 (or ECON 20210) and ECON 21020 (or ECON 21030)

ECON 23950. Economic Policy Analysis. 100 Units.
Building on the tools and methods that are developed in the core courses, this course analyzes fiscal and monetary policy and other topical issues. We use both theoretical and empirical approaches to understand the real-world problems.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): ECON 20200; ECON 21020 or 21030 strongly recommended.

ECON 24000. Labor Economics. 100 Units.
Topics include the theory of time allocation, the payoffs to education as an investment, detecting wage discrimination, unions, and wage patterns. Most of the examples are taken from U.S. labor data, although we discuss immigration patterns and their effects on U.S. labor markets. Some attention is also given to the changing characteristics of the workplace.
Instructor(s): Staff Terms Offered: TBD
Prerequisite(s): ECON 20100 and ECON 21020 (or ECON 21030)

ECON 24030. Understanding Labor Markets: Theory, Empirics, and Policies. 100 Units.
The goal of the course is to understand both theoretically and empirically how individuals choose how much to work, how firms choose how to create jobs, and how these two interact in equilibrium and are affected by labor policies. We will study labor supply decisions of individuals and families, and how they respond to changes in wages, benefits, taxation, and macro conditions. Such decisions will be analyzed in both perfect and imperfect labor markets. Next we will look at how firms choose their inputs, including labor and capital, and at firm dynamics in the presence of adjustment costs both in theory and in the data. The final part of the course will combine firms’ and workers’ decisions in equilibrium. We will study how wages are formed and how workers get allocated to jobs. We will look at the effect of minimum wage, extension of unemployment benefits, and firing cost both within the models and using micro data evidence. Students should expect to come out of this course with a much better understanding of the forces at play in the labor market and their implications for policies.
Instructor(s): T. Lamadon Terms Offered: Winter
Prerequisite(s): ECON 20100 and ECON 21020 or ECON 21030

ECON 24450. Inequality and the Social Safety Net. 100 Units.
This course will introduce students to key economic and conceptual issues surrounding inequality and the social safety net. We will study the theoretical underpinnings and empirical analysis of the social safety net, focusing on the effects of social insurance and public assistance programs on individual and societal outcomes. After studying models of the insurance-incentive tradeoff, we will apply these models and econometric strategies to the empirical analysis of social safety net programs. We will study how social safety net programs interact with labor markets, specifically human capital investment and work decisions, and how they affect long-term outcomes such as income, health, well-being, and inequality. Students will learn how to analyze the tradeoffs involved in social safety net programs and will learn the current state of evidence on these programs.
Instructor(s): M. Deshpande Terms Offered: Spring
Prerequisite(s): ECON 20100 and ECON 21020 or ECON 21030
ECON 24720. Inequality: Origins, Dimensions, and Policy. 100 Units.
For the last three decades, incomes in the United States and across the globe have grown more unequal. That fact has attracted worldwide attention from scholars, governments, religious figures, and public intellectuals. In this interdisciplinary course, participating faculty members drawn from across the University and invited guest speakers will trace and examine the sources and challenges of inequality and mobility in many of its dimensions, from economic, political, legal, biological, philosophical, public policy, and other perspectives.
Instructor(s): A. Sanderson and Staff Terms Offered: Winter
Prerequisite(s): Third- or fourth-year standing
Equivalent Course(s): PBPL 28920, BPRO 28900

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): Staff Terms Offered: Autumn, Spring, Winter
Prerequisite(s): ECON 23950 and ECON 21020 or ECON 21030

ECON 25100. Financial Economics; Speculative Markets. 100 Units.
This course focuses on the description, pricing, and hedging of basic derivative claims on financial assets. We study the characteristics, uses, and payoffs of a variety of contracts where the underlying claims include commodities, foreign currencies, bonds, stocks, or stock indices. We examine contracts such as options, swaps, and futures contracts. We use a unified approach (the technique of portfolio replication) to study pricing of these claims. Students also gain an understanding of strategies for hedging of the risks inherent in holding these derivative claims.
Instructor(s): F. Alvarez Terms Offered: Spring
Prerequisite(s): ECON 20100 and STAT 23400 (or ECON 21010)

ECON 26020. Public Sector Economics. 100 Units.
This course addresses the measurement, explanation, and consequences of government activity including tax systems, expenditure programs, and regulatory arrangements. Topics include cross-country comparisons of government behavior, market analyses of public policy, the incidence of government activity, and effects of economic activity on politics and public policy.
Instructor(s): C. Mulligan Terms Offered: Not offered in 2017-18
Prerequisite(s): ECON 23950 AND ECON 21020 or ECON 21030 or consent of instructor

ECON 26500. Environmental Economics. 100 Units.
This course applies theoretical and empirical economic tools to environmental issues. We discuss broad concepts such as externalities, public goods, property rights, market failure, and social cost-benefit analysis. These concepts are applied to areas that include nonrenewable resources, air and water pollution, solid waste management, and hazardous substances. We emphasize analyzing the optimal role for public policy.
Instructor(s): G. Tolley, S. Shaikh Terms Offered: Autumn
Prerequisite(s): ECON 20100
Equivalent Course(s): ENST 26500

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 22000 (or equivalent), STAT 22000 or STAT 23400 or PBPL 26400 (or equivalent); for ECON Enrollment: ECON 20000 and ECON 20100, STAT 23400
Equivalent Course(s): PBPL 26530, PPHA 32510, ENST 26530
ECON 26540. Environment, Agriculture, and Food: Advanced Economic and Policy Analysis. 100 Units.
This course is an extension of ENST 26530 but also stands alone as a complete course itself. Students don’t need to take ENST 26530 to enroll in this course. This small seminar course is open by instructor consent to undergraduate and graduate students who meet the prerequisites. For consideration, please submit a one-page proposal of research to pge@uchicago.edu.
Instructor(s): S. Shaikh Terms Offered: Not offered 2017-18
Prerequisite(s): ECON 20000 or ECON 20100 or PBPL 20000 or PBPL 22200 (or equivalent), STAT 22000 or STAT 23400 or PBPL 26400 (or equivalent); for ECON Enrollment: ECON 20000 and ECON 20100, STAT 23400
Equivalent Course(s): PBPL 26531, PPHA 32520, ENST 26531

ECON 26700. Economics of Education. 100 Units.
This course explores economic models of the demand for and supply of different forms of schooling. The course examines the markets for primary, secondary, and post-secondary schooling. The course examines numerous public policy questions, such as the role of government in funding or subsidizing education, the design of public accountability systems, the design of systems that deliver publicly funded (and possibly provided) education, and the relationship between education markets and housing markets.
Instructor(s): D. Neal Terms Offered: TBD
Prerequisite(s): ECON 21020 or ECON 21030
Equivalent Course(s): PBPL 26700

The global energy and climate challenge is one of the most important and urgent problems society faces. Progress requires identifying approaches to ensure people have access to the inexpensive and reliable energy critical for human development, without causing disruptive climate change or unduly compromising health and the environment. The course pairs technical and economic analysis to develop an understanding of policy challenges in this area. Lecture topics will include the past, present, and future of energy supply and demand, global climate change, air pollution and its health consequences, selected energy technologies such as solar photovoltaics, nuclear power, unconventional oil and gas, and an analysis of theoretical and practical policy solutions in developed and emerging economies.
Instructor(s): M. Greenstone, J. Deutch Terms Offered: Autumn
Prerequisite(s): PQ: Third- or fourth-year standing in the College.
Equivalent Course(s): ENST 28220, PBPL 29200, BPRO 29200

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, both those now in use and those under development, and the policy questions associated with each, as well as with more overarching aspects of energy policy that may affect several, perhaps many, technologies.
Instructor(s): S. Berry, G. Tolley Terms Offered: Autumn
Prerequisite(s): PQ: Third- or fourth-year standing, For ECON majors who want ECON credit for this course (ECON 26800); PQ is ECON 20100.
Equivalent Course(s): CHSS 37502, ENST 29000, PBPL 29000, PPHA 39201, PSMS 39000, BPRO 29000

ECON 27000. International Economics. 100 Units.
This course covers international economics with an emphasis on international trade. The basic theories of international trade are introduced and used to analyze welfare and distributional effects of international trade, government policies, and technology diffusion. In addition, this course also discusses the main empirical patterns of international trade and international investment.
Instructor(s): F. Tintelnot Terms Offered: Spring
Prerequisite(s): ECON 20100
Equivalent Course(s): PBPL 27000

ECON 27700. Health Economics and Public Policy. 100 Units.
This course analyzes the economics of health and medical care in the United States with particular attention to the role of government. The first part of the course examines the demand for health and medical care and the structure and the consequences of public and private insurance. The second part of the course examines the supply of medical care, including professional training, specialization and compensation, hospital competition, and finance and the determinants and consequences of technological change in medicine. The course concludes with an examination of recent proposals and initiatives for health care reform.
Instructor(s): D. Meltzer Terms Offered: Spring
Prerequisite(s): PBPL 20000 or ECON 20000 and one undergraduate course in quantitative research methods (Statistics or Econometrics) or the equivalent or consent of the instructor
Equivalent Course(s): PPHA 38300, CCTS 38300, PBHS 38300, PBPL 28300
ECON 28000. Industrial Organization. 100 Units.
This course extends the analysis from ECON 20100, with a focus on understanding the way firms make decisions and the effects of those decisions on market outcomes and welfare. The course examines the structure and behavior of firms within industries. Topics include oligopolistic behavior, the problems of regulating highly concentrated industries, and the implementation of U.S. antitrust policy.
Instructor(s): M. Dinerstein Terms Offered: Winter
Prerequisite(s): ECON 20100

ECON 28060. The Economics of Organizations: An Experimental Perspective. 100 Units.
This course offers an introduction to the experimental methodology while at the same time providing the students with up-to-date insights and findings on how to run an organization and how to manage a workforce. Students will learn the basics of the experimental methodology, learn about the most ground-breaking findings in experimental economics related to the functioning of firms, and know the relevant papers and findings in organizational and personnel economics with a particular emphasis on the question of how to set incentives for workers.
Instructor(s): S. Neckermann Terms Offered: Autumn
Prerequisite(s): ECON 20100 and STAT 23400; Econ 21000 strongly recommended.

ECON 28100. The Economics of Sports. 100 Units.
This is a course in microeconomics that applies traditional product and factor market theory and quantitative analysis to contemporary economic issues in professional and college athletics. Topics include the sports business; market structures and outcomes; the market for franchises; barriers to entry, rival leagues, and expansion; cooperative, competitive, and collusive behavior among participants; labor markets, productivity, and compensation of players; racial discrimination; public policies and antitrust legislation; and financing of stadiums.
Instructor(s): A. Sanderson Terms Offered: Spring
Prerequisite(s): ECON 20100; ECON 21020 or ECON 21030 strongly recommended

ECON 28600. Economic Analysis of Law. 100 Units.
This course involves the application of the choice theory of economics to the opportunities obtainable within different legal environments. The likelihood that a person will choose to return a lost wallet, keep a promise, drive more carefully, or heed the terms in a will is partly a function of the applicable laws and regulations. Alternative rules, under the standard Law and Economics approach, are compared in terms of the economic efficiency of their subsequent outcomes. This efficiency lens of Law and Economics is applied to rules concerning property, torts, contracts, and criminal behavior.
Instructor(s): J. Leitzel Terms Offered: 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: TBD
Prerequisite(s): ECON 20100 required; ECON 21020, STAT 23400 or ECON 21010 strongly recommended
Equivalent Course(s): PBPL 23200

ECON 29700. Undergraduate Reading and Research. 100 Units.
Students are required to submit the College Reading and Research Course Form.
Instructor(s): J. Wong 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

Department Website: http://english.uchicago.edu

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 three courses outside the English Department to be counted as part of the major if a student can demonstrate the relevance of these courses to his or her program of study. Those interested in creative writing should see Creative Writing below.

PROGRAM REQUIREMENTS

The Department of English requires a total of 13 courses: 11 courses taken within the Department of English and two language courses or their equivalent, as well as a Cluster 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, students may take two courses in an advanced computer language. Students must submit an Intent Form (http://english.uchicago.edu/undergrad/resources) to inform the department of their plan to use the Computer Science combination in place of the traditional language option.

As of Autumn 2013, the following course combinations may be taken to satisfy the language requirement:

CMSC 12100-12200 Computer Science with Applications I-II,
CMSC 15100-15200 Introduction to Computer Science I-II, or
CMSC 16100-16200 Honors Introduction to Computer Science I-II.

Course Distribution Requirements

The major in English requires at least 11 departmental courses. Students may substitute up to three courses from departments outside English with the permission of the Director of Undergraduate Studies. Departmental courses should be distributed among the following:

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. Alternatively, one course from the "Approaches to Theater" sequence (ENGL 10950 Approaches to Theater I: Ancient to Renaissance or ENGL 10951 Approaches to Theater II: Late 17th Century to the Present) may be taken to fulfill this requirement.

One English "Introduction to" a genre or "Approaches to Theater" course

Genre Requirement

Because an understanding of literature demands sensitivity to various conventions and genres, students are required to take at least one course in each of the genres of fiction, poetry, and drama (one of these courses may be 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: Many 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 the Student Affairs Assistant.

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.

Cluster Statement

The purpose of the Cluster Statement is to help students organize and give coherence to their individual program of study. Students will design a cluster of at least five courses that share a conceptual focus. By the end of the third week in Spring Quarter of their third year, students should submit a Cluster Worksheet and one-page statement to their departmental advisor and then the Student Affairs Assistant outlining their interests in the field and designating a “cluster” of at least five courses. Up to two of these courses may be from departments outside English. 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 English Department website (http://english.uchicago.edu/undergrad/undergrad-requirements/#Cluster) for more information.

Electives

Electives to make up a total of 11 courses. These may include:

Junior Seminar

Junior Seminars, limited to 15 third-year 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 or those who wish to write a strong critical BA paper.

Seniors-Only Course

Seniors-only courses provide fourth-year English majors with the opportunity to examine literary topics in a particularly focused way. These courses may not be offered every year.

For updated course information, visit english.uchicago.edu/courses. For required student forms, visit english.uchicago.edu/undergrad/resources.

BA Project

The BA Project is an optional component of the English major, but students who wish to be considered for departmental honors must submit a Critical or Creative BA Project. These projects may take the form of a critical essay or a piece of creative writing. The student is required to work on an approved topic over the course of the fourth year of study and to submit a final version to the Director of Undergraduate Studies that has been critiqued by both a faculty advisor and a preceptor and has gone through revisions based on this feedback and guidance.

Students who wish to use the BA Project in English to meet the same requirement in another major should discuss their proposals with both Directors of Undergraduate Studies no later than the end of their third year. A consent form, to be signed by both departments, is available from the College advising office. It must be
completed and returned to the student’s College adviser by the end of Autumn Quarter of the student’s year of graduation.

The Critical BA Project

The Critical BA Project may develop from a paper written in an earlier course or from independent research. Students who wish to complete a Critical BA Project must submit a proposal (available on the English Department website (http://english.uchicago.edu/undergrad/resources)) by the end of Spring Quarter of their third year. On this form, they identify a faculty member who will serve as their project advisor.

Students work on their BA project over three quarters. Prior to the Autumn Quarter of their fourth year, students will be assigned a graduate student preceptor who will help them develop pieces of their project and suggest revisions. Over Autumn Quarter, students will attend a series of mandatory colloquia led by the preceptors to prepare them for the upcoming quarter when the bulk of the writing occurs. In Winter and Spring Quarters, students will continue to meet with their preceptors and will also consult with their individual faculty advisor.

In consultation with the faculty advisor and graduate preceptor, students submit a near-final draft of their paper by the end of week two of Spring Quarter. By the beginning of the fifth week, students submit the final version of their project to their preceptor, faculty advisor, and the Student Affairs Assistant.

Students may elect to register for the BA Project Preparation Course (ENGL 29900 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. See Reading Courses for other information.

The Creative BA Project

Prerequisites: Students majoring in English who wish to produce a Creative BA Project must have taken at least two Creative Writing courses in the genre of their project (poetry, fiction, or nonfiction) by the end of their third year. At least one must be an advanced course, in which the student has earned a B+ or higher.

Students who wish to complete a Creative BA Project must submit a proposal (available on the English Department website (http://english.uchicago.edu/undergrad/resources)) by the end of Spring Quarter of their third year. On this form they declare their intent to write a Creative BA Project in a specific genre and list the two Creative Writing courses in the relevant genre that they have taken as prerequisites.

Students work on their BA Project over three quarters. Prior to the Autumn Quarter of their fourth year, students will be assigned a graduate student preceptor who will help them develop pieces of their project and suggest revisions. Over Autumn Quarter, students will attend a series of mandatory colloquia led by the preceptors to prepare them for the upcoming quarter when the bulk of the writing occurs.

During Winter Quarter, students will continue meeting with their graduate preceptor. In addition, students must enroll in one of the Thesis/Major Projects Workshops (or similar course approved by CRWR) 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 advisor 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 (MAFH) who are producing creative theses. Students will work closely with their faculty advisor 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/faculty advisor.

In consultation with their faculty advisor and graduate preceptor, students submit a near-final draft of their project by the end of week two of Spring Quarter. By the beginning of the fifth week, students submit the final version of their project to their preceptor, faculty advisor, and the Student Affairs Assistant.

Creative BA writers should register for a Thesis/Major Projects Workshop (or similar course approved by CRWR) in the Winter Quarter of their fourth year. Students receive course credit for the work on their project during this workshop and thus are not eligible to enroll in an ENGL 29900 course. This Thesis/Major Projects Workshop in CRWR (or similar course) counts as an English elective but not as one of the courses fulfilling the distribution requirements for the major.

Honors

Completion of a BA Project does not guarantee a recommendation for departmental honors. For honors candidacy, a student must have at least a 3.5 grade point average overall and a 3.6 GPA in the major (grades received for transfer credit courses are not included into this calculation).

To be eligible for honors, a student’s BA Project must be judged to be of the highest quality by the graduate student preceptor, faculty advisor, and Director of Undergraduate Studies. Honors recommendations are made
to the Master of the Humanities Collegiate Division by the department and it is the Master of the Humanities Collegiate Division who makes the final decision.

**SUMMARY OF REQUIREMENTS FOR THE MAJOR**

The Department of English requires a total of 13 courses: 11 courses taken within the Department of English and two language courses or their equivalent, as well as a Cluster 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 Student Affairs Assistant to review their English Requirements Worksheet.

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

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 or "Approaches to Theater" course
- One English course in fiction
- One English course in poetry
- One English course in drama
- One English course in literature written before 1650
- One English course in literature written between 1650 and 1830
- One English course in literature written between 1830 and 1940
- One English course in literary or critical theory
- One to seven English electives (may include ENGL 29900)
- Cluster Statement with five courses

BA Project (optional)

<table>
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<th>Total Units</th>
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<td>1300</td>
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* The Cluster Statement must be submitted by the end of the third week of Spring Quarter of a student's third year. This requirement is worth 000 units. See the section "Cluster Statement" above for details.

**Courses Outside the Department Taken for Program Credit**

A maximum of three courses outside the Department of English may count toward the total number of courses required by the major. Two of these may count toward the student's "cluster." The student, after discussion with the Student Affairs Assistant, may submit a petition for course approval to the Director of Undergraduate Studies before taking courses outside the 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 elective requirement 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 three courses. Transferred courses do not contribute to the student's University of Chicago grade point average for the purpose of computing an overall GPA, dean's list, or honors. NOTE: The Office of the Dean of Students in the College must approve the transfer of all courses taken at institutions other than those in which students are enrolled as part of a University sponsored study abroad program. For details, visit the Transfer Credit page.

**Reading Courses**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<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>
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**Enrollment in ENGL 29700 Reading Course or ENGL 29900 Independent BA Paper Preparation requires approval from the Director of Undergraduate Studies. They may be eligible to fulfill requirements for the major if they are taken for a quality grade (not P/F) and include a final paper assignment. No student may use more than two readings courses in the major. Critical BA writers who wish to register for ENGL 29900 Independent BA Paper Preparation must arrange for appropriate faculty supervision and obtain the permission of the Director of Undergraduate Studies. ENGL 29900 Independent BA Paper Preparation counts as an English elective but not as one of the courses fulfilling distribution requirements for the major.

Creative BA writers should register for a Thesis/Major Projects Workshop (or similar course approved by CRWR) in the Winter Quarter of their fourth year. Students receive course credit for the work on their project during this workshop and thus are not eligible to enroll in an ENGL 29900 course. This Thesis/Major Projects
Workshop in CRWR (or similar course) counts as an English elective but not as one of the courses fulfilling the distribution requirements for the major.

NOTE: Reading courses are special research opportunities that must be justified by the quality of the proposed plan of study; they also depend upon the availability of faculty supervision. No student can expect a reading course to be arranged automatically.

GRADING

Students majoring in English must receive quality grades (not P/F) in all 13 courses taken to meet the requirements of the program. Non-majors may take English courses for P/F grading with consent of instructor.

ADVISING

Students are encouraged to declare a major in English as early as possible, ideally before the end of their second year. Students who declare the major after their second year must notify the Student Affairs Assistant to ensure that departmental advising assignments are arranged. After declaring the major, students should arrange a meeting with the Student Affairs Assistant, who will help students fill out the English Requirements Worksheet. Students should also subscribe to the departmental email list for majors (ugrad-english@lists.uchicago.edu) to ensure that they do not miss important communications from the undergraduate office.

Third-year students will be assigned a departmental faculty advisor. Students should meet with their faculty advisor at least twice a year to discuss their academic interests, progress in the major, and long-term career goals. The Student Affairs Assistant and Director of Undergraduate Studies are also available to assist students. Students should meet with the Student Affairs Assistant early in their final quarter to be sure they have fulfilled all requirements.

THE LONDON PROGRAM

This program, offered in Autumn Quarter, provides students with an opportunity to study British literature and history in the cultural and political capital of England in the Autumn Quarter. In the ten-week program, students take four courses, three of which are each compressed into approximately three weeks and taught in succession by Chicago faculty. The fourth, project-oriented, course is conducted at a less intensive pace. The program includes a number of field trips (e.g., Cornwall, Bath, Canterbury, Cambridge). The London program is designed for third- and fourth-year students with a strong interest and some course work in British literature and history. Applications are available on the University of Chicago's Study Abroad home page (study-abroad.uchicago.edu) and typically are due in mid–Winter Quarter.

CREATIVE WRITING

Undergraduate students may also declare a major in Creative Writing. Students who are not majoring in English or Creative Writing may declare the minor in English and Creative Writing. Students interested in pursuing these options should contact the Program Coordinator for Creative Writing for further information. Please note that there is no minor solely in English. The minor in English and Creative Writing for non–English majors is the only minor available through the Department of English Language and Literature.

ENGLISH LANGUAGE & LITERATURE COURSES

ENGL 10400. Introduction to Poetry. 100 Units.

In her poem “Poetry,” Marianne Moore writes, “I, too, dislike it. / Reading it, however, with a perfect contempt for it, one discovers in it, after all, a place for the genuine.” This three-line poem is a condensed version of an earlier, thirty-line poem. Why did Moore compress it so much? Surely she must be joking about disliking poetry? This course will introduce you to a wide range of poetry and poetics, emphasizing how literature develops in concert with social, historical, and technological changes. We’ll begin by discussing irony and other poetic and rhetorical tools, such as diction, imagery, rhyme, meter, and enjambment. In the second unit, we’ll continue to develop strategies for analyzing poetry while we investigate the links between poetry and history (trauma, war, social activism). The third unit emphasizes representation and identity in U.S. poetry, with a focus on African American poetry, Latinx poetry, Asian American poetry, and Native American poetry. We’ll conclude by looking at some very recent experiments in new media and digital poetry. By the end of the quarter, you will have the vocabulary to “talk shop” about poetic technique and will have developed close reading and argumentation skills that you can apply across your intellectual work. You may also have the chance to try your hand at crafting lines ranging from iambic pentameter to haiku, as a way of learning how poems work from the inside out. (A, C, G)

Instructor(s): R. Galvin Terms Offered: Autumn
ENGL 10703. 20th-Century American Short Fiction. 100 Units.
This course presents America’s major writers of short fiction in the 20th century. We will begin with Willa
Cather’s "Paul’s Case" in 1905 and proceed to the masters of High Modernism, Hemingway, Fitzgerald, Faulkner,
Porter, Welty, Ellison, Nabokov; on through the next generation, O’Connor, Pynchon, Roth, Mukherjee, Cooper,
Carver; and end with more recent work by Danticat, Tan, and the microfictionists. Our initial effort with each text
will be close reading, from which we will move out to consider questions of ethnicity, gender, and psychology.
Writing is also an important concern of the course. There will be two papers and an individual tutorial with each
student. (B, G)
Instructor(s): W. Veeder Terms Offered: Autumn
Equivalent Course(s): AMER 10703

ENGL 10706. Introduction to Fiction. 100 Units.
This Gateway course introduces students to the study of narrative by examining fictional texts from different
time periods, genres and media. We will analyse elements of form and style (including narrative voice,
characterisation and plot) and consider some important questions to do with the ethics of storytelling: why tell
a story? Why listen? Can stories be ‘fake’? During the course we will read examples of works from the major
genres of fiction in English, and study some of the terms and concepts from narrative theory that will provide
the tools for analysing them. Texts are likely to include tales from the Arabian Nights, Coleridge’s ‘Rime of the
Ancient Mariner’, Mary Shelley’s Frankenstein, Emily Brontë’s Wuthering Heights, and texts by Edgar Allan Poe,
Henry James, Zora Neale Hurston and Zadie Smith. (A, B, F, G)
Instructor(s): J. McDonagh Terms Offered: Spring

ENGL 10800. Introduction to Film Analysis. 100 Units.
This course introduces basic concepts of film analysis, which are discussed through examples from different
national cinemas, genres, and directorial oeuvres. Along with questions of film technique and style, we consider
the notion of the cinema as an institution that comprises an industrial system of production, social and aesthetic
norms and codes, and particular modes of reception. Films discussed include works by Hitchcock, Porter,
Griffith, Eisenstein, Lang, Renoir, Sternberg, and Welles.
Instructor(s): Staff Terms Offered: Autumn, Spring, Winter
Note(s): Required of students majoring in Cinema and Media Studies
Equivalent Course(s): ARTH 20000, ARTV 20300, CMST 10100

ENGL 13000. Academic and Professional Writing (The Little Red Schoolhouse) 100 Units.
No description available.
Instructor(s): L. McEnerney, 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 15302. King Arthur in Legend and History. 100 Units.
We will consider the historical origins of the Arthurian Legend and some of the ways in which it has
subsequently been reshaped and used in Great Britain. We will concern ourselves first with how the legend was
reated in the Middle Ages, most importantly by Geoffrey of Monmouth in the twelfth century and Thomas
Malory in the fifteenth. Then we will turn to the extraordinary revival of interest in the legend that started with
the Victorians and which has continued almost unabated to the present. In our discussions we will consider
such matters as the various political uses that have been made of the legend as well as some of the reasons for its
enduring popularity. We will end with a viewing of the 1975 Film Monty Python and the Holy Grail. (B, E)
Instructor(s): C. Von Nolcken Terms Offered: Autumn
Equivalent Course(s): ENGL 35302

ENGL 15700. Ethics, Politics and Aesthetics in Medieval Literature. 100 Units.
This course will explore the experimental poetics of Chaucer, Gower, and Langland, with a focus on the relations
between aesthetic form and ethical and political forms. (C, E)
Instructor(s): M. Miller Terms Offered: Winter

ENGL 16500. Shakespeare I: Histories and Comedies. 100 Units.
This course is part of the College Course Cluster, The Renaissance. This course will explore a selection of seven
or eight plays representing Shakespeare’s youthful genres of Comedy and History. We will consider how each
play fits, or doesn't fit, within organizing dichotomies like playhouse versus print, popular versus elite, and
early versus late. We will also consider how terms that structure our encounter with Shakespeare both form and
deform his work, leaving us to ask, Can we do better? (D, E)
Instructor(s): E. MacKay Terms Offered: Autumn
Equivalent Course(s): FNDL 21403, TAPS 28405
ENGL 16560. Shakespeare and the Ancient Classical World. 100 Units.
This course is part of the College Course Cluster, The Renaissance. This course will look closely at the plays written by Shakespeare on the ancient classical world: _Titus Andronicus, Julius Caesar, Troilus and Cressida, Antony and Cleopatra, Timon of Athens_, and _Coriolanus_, with an emphasis on the second, third, and fourth titles in this list. Why did Shakespeare turn to the ancient classical world for dramatic material, and what did he find there that was not available to him in the Christian world he knew at first hand? What philosophical ideas, experiments in forms of governance, and understanding of the human condition did he discover? In what ways is Shakespeare a different writer and dramatist as a result of his imaginative journey to the world of ancient Greece and Rome? (D, E)
Instructor(s): D. Bevington Terms Offered: Autumn
Equivalent Course(s): ENGL 36560, FNDL 26560

ENGL 16600. Shakespeare II: Tragedies and Romances. 100 Units.
This course is part of the College Course Cluster, The Renaissance. This course will explore a selection of seven or eight plays representing Shakespeare's mature genres of Tragedy and Romance (the latter a posthumous designation). Like Shakespeare I, this course will examine Shakespeare's plays as well as the history and limitations of their conceptualization. We will give special attention to the biographical, formal, theatrical, historical, and cultural implications that ensue from the sequencing of Shakespeare's corpus, before trying out alternatives to the rise and fall paradigm. (D, E)
Instructor(s): E. MacKay Terms Offered: Winter
Note(s): ENGL 16500 recommended but not required.
Equivalent Course(s): FNDL 21404, TAPS 28406

ENGL 17525. Science and Fiction: From Milton to the Moon Landing. 100 Units.
This course is part of the College Course Cluster, The Renaissance. When and why do literary writers draw upon the experimental practices and observational habits of the sciences in order to construct their narratives? This course explores a “documentary impulse” in a wide variety of literary and cinematic genres, including the most fantastical. Readings/screenings are likely to include some of the following: Shakespeare, _The Winter's Tale_; Godwin, _The Man in the Moone_; Milton, excerpts from _Paradise Lost_; Fontenelle, _Conversations on the Plurality of Worlds_; Shelley, _Frankenstein_; Jules Verne, _Journey to the Center of the Earth_; Levi, _The Periodic Table_ and “Observed from a Distance”; Le Guin, _The Left Hand of Darkness_; Ascher, _Room 237_; Jemisin, _The Obelisk Gate_. (B, E)
Instructor(s): D. Simon Terms Offered: Spring

ENGL 17700. Seventeenth Century Literary Culture and the Woman Writer. 100 Units.
This course explores the literary culture of early modern England (and Europe, to a lesser degree) by way of writing by women. We will examine the cultural changes that enabled women to write and survey women’s writing across a diverse range of genres including poetry, prose, letters, and drama. (C, E, F)
Instructor(s): K. Fowler Terms Offered: Spring
Equivalent Course(s): GNSE 17710

ENGL 17850. Pickpockets, Slaves, and Housewives. 100 Units.
This course will address literature in the picaresque tradition, from the first picaresque novel—the anonymous _Lazarillo de Tormes_—through William Wordsworth’s poetry. Picaresque novels are known for their roguish heroes, off-color humor, and episodic structure. They also, however, tell the stories of some of the period’s most vulnerable people: the poor, women, children, and slaves. We will think about the picaresque both historically—as a response to early European capitalism—and formally—as a literary form attuned to the lives of precarious populations. Readings will include _Lazarillo de Tormes, Cervantes, Nashe, Defoe, Voltaire, Equiano, Wollstonecraft, Wordsworth_, and Marx. (B, F)
Instructor(s): S. Rowe Terms Offered: Spring

ENGL 17920. The Slaves’ Narratives. 100 Units.
As rare first-person accounts of an institution that claimed the lives of millions, slave narratives occupy an important, almost sacred position in the history of American letters. In part, this course will offer a literary history of this genre of writing. We will consider the relationship of the slave narrative to other available genres of life writing: spiritual autobiography, captivity narratives, gallows narratives, and so on. We will consider a host of political problems that the slave narrative raises, such as: What levels of autonomy or agency could black writers hope to achieve in relation to white editors, sponsors, and abolitionist organizations? What is the evidentiary value of these narratives? How do the generic conventions of the slave narrative conscript black subjects into just giving “the facts” to white “philosophers,” as Frederick Douglass would critique, instead of enabling black subjects to theorize slavery and freedom in their own names? At the same time, we will explore print media not typically considered under the rubric of the “slave narrative” to thicken our understanding of black life-making in the shadow of slavery: legal petitions, court testimony, letters, and early novels. (E, G, H)
Instructor(s): C. Taylor Terms Offered: Spring
Equivalent Course(s): ENGL 47920
ENGL 17960. The American Revolution: Culture and Politics. 100 Units.
This course invites you to immerse yourself in the cultural, intellectual, literary, legal, social, and political worlds of Revolutionary Americans. We explore the causes and consequences of the American Revolution; the meaning of the conflict to ordinary people and extraordinary politicians; the relation of liberty to slavery; the influence of evangelical religion as well as the Enlightenment; the creation of a new legal and political order; and the legacy of the Revolution for later generations—especially our own. (F)
Instructor(s): E. Slauter Terms Offered: Winter

ENGL 19500. Mary Wollstonecraft and Mary Shelley. 100 Units.
This course examines the writing—novels, political treatises, letters, travel essays—of two of Romanticism's most influential women writers. In the concerns that animated their thought, spanning political revolution, sexual freedom, critiques of patriotism, cosmolopolitanism, scientific ethics, monstrousity and apocalypse, Wollstonecraft and Shelley are at once exemplary of the “spirit of the age” and fringe figures marginalized from a society whose mores they transgressed. We will study their major works, attending to historical, intellectual, and cultural contexts, as well as matters of literary concern, such as their pioneering development of modes like gothic and science/speculative fiction, Wollstonecraft's stylistic theories, and Shelley's scenes of imaginative sympathy. Course texts will also include several films (Rowing With the Wind, Frankenstein) and selections of the writing of contemporaries: Edmund Burke, Ann Radcliffe, William Godwin, Percy Shelley, Lord Byron, Samuel Taylor Coleridge. (B, F)
Instructor(s): A. Chema Terms Offered: Spring

ENGL 20144. London Program: Institution & Revolution in Romantic Arts. 100 Units.
In the first part of the course, focusing on William Wordsworth and Samuel Taylor Coleridge’s monumental poetic work Lyrical Ballads (1798), we will consider the implications of revolutions abroad and of institutionalizations of art and culture at home for the rise of modern literary culture in Romantic-era Britain. Wordsworth famously envisioned a new role for the poet as that of a “man speaking to men” who could make “incidents and situations from common life” the proper matter of literature. As he did so, Wordsworth was confronting both the disappointed hope of the “blissful dawn” of the French Revolution and a cultural milieu reshaped by the emergence of institutions like the British Museum (1753), the Royal Academy of Art (1768), and the National Gallery (1824)—all of which continue to define British national culture. In the second part of the course, we will consider analogous developments of the present moment, including the institutionalization of new arts like fashion, to consider where (in what scenes, and in what forms of writing and media) we might look for Lyrical Ballads of our own time. (C, F)
Instructor(s): T. Campbell Terms Offered: Autumn
Prerequisite(s): Admission to the London Program (study abroad) required.

Blast (1914–15) sought to distinguish London as a new center of radical innovation in the literary and visual arts. Edited by Wyndham Lewis—the controversial painter, novelist, and polemicist—the magazine introduced Vorticism as a movement that sought to galvanize a cultural revolution. (“Curse with expletive of whirlwind the Britannic aesthete cream of the snobbish earth.”) This course will concentrate on the two issues of the magazine itself, attending to its literary and graphic experiments in the context of other modernist magazines. We will also engage related work by the artists and writers who contributed to the journal (Ezra Pound, Henri Gaudier-Brzeska, Jacob Epstein, Jessica Dismoor, Helen Saunders, El Lissitsky, Rebecca West, Ford Madox Ford, Dorothy Shakespeare); and we will situate Vorticism in relation to the modernist contexts against which it emerged (including Cubism, Imagism, Futurism, and the Bloomsbury Group). Moreover, we will examine the brief history of Blast against the backdrop of the Great War. In London we will take particular advantage of the collections at the Tate. (B, G)
Instructor(s): B. Brown Terms Offered: Autumn
Prerequisite(s): Admission to the London Program (study abroad) required.

ENGL 20146. London Program: Money, Migration & the Metropole. 100 Units.
By focusing on a set of novels—one from the late 19th century, and several from the early 21st century—this course will explore how movement within and between great cities, particularly but not exclusively, London, challenges our capacity to imagine social value, social change, and literary form. The novels we read will include, Henry James, The Princess Casamassima, Mohsin Hamid, How to Get Filthy Rich in Rising Asia, Colm Tóibín, The Master, John Lanchester, Capital, Caryl Phillips, The Atlantic Sound and Higher Ground, Rachel Cusk, Outline and Transit. (B, G, H)
Instructor(s): K. Warren Terms Offered: Autumn
Prerequisite(s): Admission to the London Program (study abroad) required.
ENGL 20147. London Program: Rambles and Revolutions. 100 Units.
To ramble can mean to walk without any definite route as well as a plant's ability to put out shoots over walls; in other words, it can mean an exploration that traverses new territories while transcending borders and limits. Combined with a common phrase from a Jane Austen novel, to take a turn about a room or lawn, rambling can also be linked to the circular movement of revolution, of the turns in thinking both on a small and large scale. The aim of this course is to aid you on your rambles and scholastic turns as you develop an independent research project based on an aspect of London's history, ecology, geography, institutions, society, or culture. Course readings and discussion will be focused on ecologies of place and of reading, and will help you contextualize your object of research. It will also include archival research and fieldwork or excursions to various sites in the city. (H)
Instructor(s): C. Heller Terms Offered: Autumn
Prerequisite(s): Admission to the London Program (study abroad) required.

ENGL 20228. William Blake: Poet, Painter, and Prophet. 100 Units.
William Blake is arguably the most unusual figure in the history of English poetry and visual art. Recognized now as an essential part of the canon of Romantic poetry, he was almost completely unknown in his own time. His paintings, poems, and illuminated books were objects of fascination for a small group of admirers, but it was not until the late 19th century that his work began to be collected by William Butler Yeats, and not until the 1960s that he was recognized as a major figure in the history of art and literature. Dismissed as insane in his own time, his prophetic and visionary works are now seen as anticipating some of the most radical strands of modern thought, including Freud, Marx, and Nietzsche. We will study Blake's work from a variety of perspectives, placing his poetry in relation to the prophetic ambitions of Milton and his visual images in the European iconographic tradition of Michelangelo and Durer. The course will emphasize close readings of his lyric poems and attempt to open up the mythic cosmology of his allegorical, epic, and prophetic books. (C, F, H)
Instructor(s): W.J.T. Mitchell Terms Offered: Spring
Equivalent Course(s): ARTH 20228

ENGL 20550. The Gothic Novel. 100 Units.
Gothic novels are obsessed with what gets left out of rational accounts of experience: fantastic or inexplicable events, feelings of terror, horror, and haunting, scenarios of vulnerability, violence, or pathological desire. In this course, we will ask: When or in what ways does the gothic provide an escape from everyday life? And, when and in what ways does it mirror crucial aspects of psychological, political, or social reality? We will explore these questions by focusing on classic gothic novels from the mid-eighteenth to the mid-nineteenth century (by Walpole, Radcliffe, Lewis, Shelley, and Bronte); we will likely conclude with a contemporary take on the genre. (B, F)
Instructor(s): H. Keenleyside Terms Offered: Autumn

ENGL 20575. The Beginnings of the British Novel. 100 Units.
In this course, we will investigate the origin and nature of the modern novel by reading a selection of eighteenth-century British fiction. Eighteenth-century novels were written during a period when novelists were still working out elemental questions about their art form: what is a fiction, as opposed to a truth or a lie? How can prose narrative describe human subjectivity and society? Are novels art or entertainment? Readings will include novels by Behn, Defoe, Swift, Richardson, Fielding, Sterne, and Austen, and criticism by Watt, Lukacs, and Bakhtin. (B, F)
Instructor(s): S. Rowe Terms Offered: Winter

ENGL 20650. Junior Seminar: Passions, Emotions, Moods. 100 Units.
Feelings are historical phenomena that lie at the formation of aesthetic and moral values. For centuries, Western philosophy and literature have sorted changing repertoires of feeling into genres defined by a variety of principles. Some feelings are noted to increase the subject's capacity for action; others as decreasing it. Some feelings trouble the autonomy of the self; others affirm and reinforce the will. Some feelings are powerful and intense (passions); others as ambient or objectless (moods). In this course we will think historically as well as conceptually about the role of literature in not just representing, but interpreting, enacting, and even creating passions, emotions, and moods. Reading broadly across five centuries and also across a diverse group of printed genres (essays, elegies, popular periodicals, novels), we will track changes in the theory and representation of one cluster of feelings, in particular, which has played an arguably central role in western capitalist society: envy, jealousy, and competitiveness. Readings include: Bacon, Montaigne, Donne, Shakespeare, Addison and Steele, Adam Smith, Austen, Nietzsche, Robbe-Grillet, and Highsmith. (B, G, H)
Instructor(s): S. Ngai Terms Offered: Spring
Prerequisite(s): Students must have taken a gateway course as well as at least two additional courses in the department.
Note(s): For third-year English majors only.
ENGL 2220. Illusions of Reality: 19th and 20th Century Literary Realism. 100 Units.
This course explores the literary style called realism. How should we understand the relationship between literary representation and the world that it represents? What kinds of aesthetic forms and effects produce an illusion of reality? We will wrestle with these questions through readings that span the nineteenth and twentieth century, including writers such as Jane Austen, Emily Brontë, William Wordsworth, Rebecca West and James Joyce. (B, G)
Instructor(s): A. Shubert Terms Offered: Winter

ENGL 21926. People, Places, Things: Victorian Novel Survey. 100 Units.
Quarter systems and the Victorian novel do not mix well, which is only to say that this course cannot aspire to a comprehensive accounting of the Victorian novel, or the myriad forms of the novel that emerged during Victoria's reign (1837–1901). What it does seek to do, however, is give you some little sense of the Victorian novel's formal and thematic range in a few of the uncharacteristically shorter novels of the period, and—in the bargain—give you a few critical tools and concepts to better figure out what these novels are and what they might be doing. Critical approaches to the Victorian novel are as varied as the novels themselves, perhaps, but I've tried to give you access to some of the more recent interventions that centrally query character and characterization (people), things and the circulation of things, and location and spatialization (places). Jane Eyre, Hard Times, Lady Audley's Secret, The Warden, Jude the Obscure, The Hound of the Baskervilles. (B, G)
Instructor(s): E. Hadley Terms Offered: Autumn

ENGL 22310. 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, 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 22303, SLAV 32303, ENGL 32303, GRMN 22314, GRMN 32314, CMLT 22303

ENGL 22904. Imagining the Modern City. 100 Units.
The rise of the modern city makes possible new modes of experience, new kinds of people, and new kinds of stories. To appreciate these novelties, we will start by looking at sociologist Georg Simmel's “The Metropolis and Mental Life.” Then we will explore how writers and filmmakers have tried to capture this experience of city life in different genres (the detective story, romantic comedy, modernist poetry, realism), and from different social perspectives. Texts and films may include Dr. Jekyll and Mr. Hyde; The Big Sleep; Do the Right Thing; Manhattan; “The Waste Land,” “Sonny's Blues,” Blade Runner, and Lost in Translation. (B, G)
Instructor(s): L. Rothfield Terms Offered: Winter

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 experimental theatre and modern philosophy, even when there are no direct lines of influence. This course will juxtapose these points of reference with Beckett's plays and those of his contemporaries (Ionesco, Genet, and others in French; Pinter in English). It will then explore more recent plays that suggest the influence of Beckett by Pinter, Caryl Churchill, and Sarah Kane in English; Albert Jarry and Michel Vinaver in French; as well as the relevance of theorists and philosophers include Barthes, Wittgenstein, and critics writing on specific plays. (D, G)
Instructor(s): L. Kruger Terms Offered: Winter
Prerequisite(s): PQ: one course in the HUM Core
Equivalent Course(s): CMLT 24408, TAPS 28438, ENGL 44408

ENGL 24412. Theater about Theater. 100 Units.
This course is a transhistorical study of changing ideas about representation, explored through the lens of early modern and twentieth-century plays that foreground theatrical form. Every play frames time and space and in the process singles out a portion of life for consideration. The plays we will consider this term call conspicuous attention to the frame itself, to the materials and capacities of theater. What happens when plays comment on their own activity? Why might they do so? Why has theatrical self-consciousness emerged more strongly in particular historical periods? What might such plays teach us about the nature of art, and about the nature of life? To what extent can we distinguish between art and life? We’ll explore these and other questions through plays by Marlowe, Kyd, Shakespeare, Maeterlinck, Pirandello, Brecht, Beckett, Genet, Peter Weiss, Handke, Levine, and Baker; and through theoretical work by Abel, Puchner, Hornby, Sofer, Fuchs, and others. (D, H)
Instructor(s): J. Muse Terms Offered: Spring
Equivalent Course(s): TAPS 28431, SIGN 26020
ENGL 24813. South African Fictions and Factions. 100 Units.
This course examines the intersection of narrative in print and film (fiction and documentary) in Southern Africa since mid-20th-century decolonization. We begin with Cry, the Beloved Country, a best seller written by South African Alan Paton while in the US, and the original film version by a Hungarian-born, British-based director (Zoltan Korda) and an American screenwriter (John Howard Lawson), which together show both the international impact of South African stories and the important elements missed by overseas audiences. We will continue with fictional and nonfictional narrative responses to apartheid and decolonization in film and in print, and examine the power and the limits of what critic Louise Bethlehem has called the “rhetoric of urgency” on local and international audiences. We will conclude with writing and film that grapples with the complexities of the post-apartheid world, whose challenges, from crime and corruption to AIDS and the particular problems faced by women and gender minorities, elude the heroic formulas of the anti-apartheid struggle era. (B)
Instructor(s): L. Kruger Terms Offered: Winter
Prerequisite(s): PQ: one course in the HUM Core
Equivalent Course(s): CMLT 24813, CMST 24813

ENGL 25406. Hawthorne and Melville. 100 Units.
In the two-year period between 1850 and 1852, Hawthorne and Melville produced five remarkable books: The Scarlet Letter, The House of the Seven Gables, The Blithedale Romance, Moby-Dick, and Pierre. During this same time they lived within six miles of each other in the Berkshires, a circumstance that initiated a strong literary friendship and that prompted a number of shared literary, aesthetic, and political preoccupations. This course will focus on four texts: Hawthorne’s Mosses from an Old Manse and The Scarlet Letter, and Melville’s “Hawthorne and His Mosses” and Moby-Dick. Monomania—in its psychological, sexual, aesthetic, religious, epistemological, and political manifestations—will focus much of our inquiry into these texts and into the body of critical discourse surrounding them. (B, G)
Instructor(s): J. Knight Terms Offered: Autumn
Equivalent Course(s): AMER 25406, FNWL 25406

ENGL 25423. Letters from America. 100 Units.
What new stories about American literature and political thought can we find in letters written between the seventeenth century and now? We’ll read the letters of Jonathan Edwards, Phillis Wheatley, and William Wells Brown, along with the epistolary poems, novels, and essays of Emily Dickinson, Marilynne Robinson, and James Baldwin. (F, G)
Instructor(s): A. Inchiosa Terms Offered: Autumn

ENGL 25425. American Nativism. 100 Units.
In 2016, Donald Trump was elected president of the United States after a campaign that some commentators identified as nativist. This course surveys American literary articulations of nativism from the 1850s to the present in prose and film. We will ask such questions as: What is nativism? How is American cultural identity constituted? What political possibilities does the idea of culture produce? What are the continuities and discontinuities in the story of American nativism across the past two centuries? What can the history of American nativism teach us about contemporary American identity? Planned texts for the course include work by Edgar Allan Poe, Frank Norris, Jack London, Willa Cather, and others. We will also study political speeches, writing, and commentary from the 2016 campaign and Trump’s presidency. (B, G)
Instructor(s): K. Kimura Terms Offered: Spring

ENGL 25426. Edgar Allan Poe: Aesthetics of the Future. 100 Units.
This course will be an intensive engagement with the wide-ranging and idiosyncratic corpus of Edgar Allan Poe. Through Poe’s fiction, poetry, theory, and miscellaneous writings, students will also gain an introduction to some of the crucial philosophical, political, and social questions that haunted him and that persist today. (B, G, H)
Instructor(s): J. Duesterberg Terms Offered: Autumn

ENGL 25502. American Women Writing at the Mid-Century. 100 Units.
The absent “s” in the title of this course suggests the ambivalence with which many, though certainly not all, women writers from the mid-20th century would treat the category of the “woman writer” when later applied to them. While the many women writers from this period enjoyed critical esteem and mass popularity (rarely at the same time, of course), their contributions to both American literature and women’s literature remain under-described in part because they fell between first and second wave feminism. This course will survey a range of writing from pulp novel to poetry. Some possible figures: Mary McCarthy, Patricia Highsmith, Gwendolyn Brooks, Jane Bowles, Elizabeth Bishop, Betty Smith, Jean Stafford, and Anne Sexton. (B)
Instructor(s): D. Nelson Terms Offered: Spring
ENGL 25509. Psychoanalytic Theory: Freud and Lacan. 100 Units.
For this course, we will read major texts by Freud and Lacan. Freud readings will include “Beyond the Pleasure Principle," “Note on a Mystic Writing Pad,” “The Uncanny,” “Jensen’s Gradiva,” the Dora case, and a selection of texts from other works. Lacan readings: “Seminar on the Purloined Letter,” Poe’s “The Purloined Letter,” “God and the Jouissance of the Woman: A love letter,” and parts of the Ecrits. We will also read excerpts from a variety of texts that use the writings of Freud and Lacan for theoretical purposes: Derrida, Sarah Kristeva, Irigaray, Zizek, and others.
Instructor(s): Françoise Meltzer Terms Offered: Winter
Equivalent Course(s): ENGL 35509,CMLT 25551

ENGL 25640. The Problem of Fictional Character. 100 Units.
Our encounters with representations of people are often preceded by a familiar disclaimer: “All names, characters, and incidents portrayed in this production are fictitious. No identification with actual persons (living or deceased), places, buildings, and products is intended or should be inferred.” But what kinds of people are literary characters? And what can we learn about a culture’s conception of personhood by analyzing how it imagines fictional subjects? In this course, we will combine a theoretical study of fictional character with a historical study of how conceptions of personhood have changed in the United States from the late 19th century to the present. Readings will include theoretical texts in psychology, affect studies, law, and literary theory as well as novels and films by Theodore Dreiser, Ralph Ellison, and Kathy Acker, among others. (B, H)
Instructor(s): J. Hurley Terms Offered: Winter

ENGL 25650. Dickinson’s Poetry. 100 Units.
This course will try to give some sense of the range and power of Emily Dickinson’s achievement as a poet. We will wrestle with the major issues that the poetry presents, along with its inherent difficulty: its religious content, its erotic content, its treatment of emotions and psychological states. We will reckon with questions of textual instability, but they will not be the focus of the course. A short paper and a longer paper will be required. (C, G)
Instructor(s): R. Strier Terms Offered: Winter
Equivalent Course(s): ENGL 38650,FNDL 25650

ENGL 25850. What Was Cultural Studies. 100 Units.
This course examines the origins and development of cultural studies in Britain, between 1956 and 1978. We will be reading texts by Stuart Hall, E. P. Thompson, Angela McRobbie, and Raymond Williams (among others), as well as engaging with art and journalism from the period. The problems that compelled these writers to develop new ways to study culture were political: they were responding to changes in the traditional working-class, the shifting role of the ‘mass media’ in modern democracies, and the ‘moral panic’ that many Britons felt when faced with new immigrants and rebellious youth in weird clothes. By the end of the course we may hope to gain both a deeper understanding not only of what cultural studies meant in Britain before Thatcher but also what it might be and become now, in America under Trump. Course intended as an introduction.
Instructor(s): David Guthertz Terms Offered: Spring
Prerequisite(s): No prior study of British history or cultural studies required.
Equivalent Course(s): HIST 21502,SCTH 20603

ENGL 25969. Music and Disability Studies. 100 Units.
This course studies the ways that attitudes toward disability are constructed within a cultural sphere. From the perspective of disability studies, bodies and minds have many kinds of differences, but what is considered “disability” is determined by culture, not given by nature. Music, as well as film, literature, visual art, theatre, and so on, participate in the complex process of constructing and modulating attitudes toward disability. In this course, we will examine the interaction of disability and music in several ways: composers and performers whose creative production is shaped by bodily difference and disability; opera and film characters who embody and so on, participate in the complex process of constructing and modulating attitudes toward disability. In this course, we will examine the interaction of disability and music in several ways: composers and performers whose creative production is shaped by bodily difference and disability; opera and film characters who embody and stage disability for our consumption; and more abstractly, music whose formal, sonic unfolding seems to engage abilities and bodies are constructed in art works, as well as be able to think, analyze, critique, write, and create with this understanding in mind. It is not necessary to read music notation for this course.
Instructor(s): Jennifer Iverson Terms Offered: Spring
Equivalent Course(s): MUSI 32318,ENGL 45969,TAPS 22318,TAPS 32318,MUSI 22318

ENGL 25980. Technorelations: Intimacy, Bodies, Machines. 100 Units.
Sociologist Sherry Turkle has recently claimed that “technology proposes itself as the architect of our intimacies.” In this course, we’ll test Turkle’s theory by examining the ways in which human relationships arise with and through machines. From eighteenth-century automata and the industrial revolution to robots and artificial intelligence, we’ll track the co-evolution of technology and social intimacies—our technorelations. (B, G, H)
Instructor(s): B. Hutchison Terms Offered: Spring
ENGL 25990. Always Already New - Printed Books & Electronic Texts. 100 Units.
In this course, students will learn about the fields of book history and new media in various ways—from visiting the University of Chicago Special Collections Research Center to geocaching across Chicago—in an attempt to understand why the book keeps changing shape. The course will guide students in creating their own self-directed final project. (H)
Instructor(s): M. Skinner Terms Offered: Winter

ENGL 25999. Secret Histories & Inside Jobs: Paranoia & Conspiracy in US. 100 Units.
American fascination with conspiracies – real and imagined – runs through the country’s history from eighteenth-century Illuminati paranoia to the latest intimations of Russian election hacking. Examining a range of fiction from around 1800 to the present, we will explore conspiracy narratives from Nathaniel Hawthorne to Thomas Pynchon. Why does the notion of one’s own manipulation in the hands of shadowy puppet-masters hold such enduring appeal and sway in the American imagination?
Instructor(s): Nell Pach (npach) Terms Offered: Spring

ENGL 26030. The Nuclear Age. 100 Units.
Seventy-five years ago a group of scientists launched the first sustained nuclear chain reaction, commonly known as CP-1, at the University of Chicago under Stagg Field. This course will be part of the commemoration and reflection taking place across the University this fall. Its goal will be to explore the ensuing Nuclear Age from different disciplinary perspectives by organizing a ring-lecture. Each week’s lecture, delivered by faculty from fields across the university (for instance, Physics, Biomedicine, Anthropology, and English), will be followed by a discussion section to synthesize and integrate not only the material from the weekly lectures, but the many events happening at the University this fall. CP-1 was not only a scientific achievement of the highest magnitude, but also a civilization-changing event that remains at the boundary of the thinkable.
Instructor(s): D. L. Nelson Terms Offered: Autumn
Prerequisite(s): Second, third, or fourth-year standing.
Equivalent Course(s): SIGN 26031, HIST 25424, BPRO 26030

ENGL 26220. Speaking Pictures: Ekphrasis in American Poetry. 100 Units.
This course tracks the relationship between visual and literary art in 20th-century American poetry, examining in particular the idea of ekphrasis—the production of a work of art in response to another work of art. We will look at poems in response to film, video games, TV, painting, and music. (C, G, H)
Instructor(s): C. Kempf Terms Offered: Spring

ENGL 26250. Richer and Poorer: Income Inequality. 100 Units.
Current political and recent academic debate has centered on income or wealth inequality. Data suggests a rapidly growing divergence between those earners at the bottom and those at the top. This course seeks to place that current concern in conversation with a range of moments in nineteenth and twentieth century history when literature and economics converged on questions of economic inequality. In keeping with recent political economic scholarship by Thomas Piketty, we will be adopting a long historic view and a somewhat wide geographic scale as we explore how economic inequality is represented, measured, assessed, and addressed. Readings will include some of the following literature: *Hard Times*, *Le Pere Goriot*, *The Jungle*, *The Time Machine*, *Native Son*, *Landscape for a Good Woman*, *White Tiger*; and some of the following economic and political texts: *Principles of Political Economy*, *The Acquisitive Society*, *The Theory of the Leisure Class*, *Capital* (Marx and Piketty), *The Price of Inequality*, and *Inequality Re-examined*. (B, G, H)
Instructor(s): E. Hadley Terms Offered: Winter
Equivalent Course(s): ENGL 36250

ENGL 26310. Narrating Appetite in the Nineteenth Century. 100 Units.
What aesthetic responses emerged alongside such conditions as “dyspepsia,” “anorexia,” and “addiction” toward the end of the nineteenth century? Narratives by Constance Fenimore Woolson, Thomas de Quincey, Edgar Allan Poe, Elizabeth Stoddard, Oscar Wilde, and Edith Wharton make up this course’s primary materials for answering this question. (B, G, H)
Instructor(s): M. Boulette Terms Offered: Autumn

ENGL 26614. T.S. Eliot. 100 Units.
With the major new edition of Eliot’s poems by Jim McCue and Christopher Ricks, the new volumes of Eliot’s letters, and two separate new editions of Eliot’s complete prose, we are in a position to rethink the meanings and force of Eliot’s life work. The course will be devoted to careful reading of his poems, essays, plays, and correspondence, with attention to his literary, cultural, and political contexts.
Instructor(s): Rosanna Warren Terms Offered: Spring
Equivalent Course(s): FNDL 26614, ENGL 34850, SCTH 36014
ENGL 26715. Movement in Modernist Poetry. 100 Units.
This course examines the relationship between mobility, spatial politics, and poetic form in modernism. From vers libre to Surrealist dérives, modernist literature draws strongly on the political, ethical, and imaginative significance of movement, fundamentally connecting mobility to notions of freedom, progress, and change. Moreover, the explosion of modernist art and literature in France and Britain in the late 19th and early 20th centuries took place in a social context of radical changes in forms of individual and collective movement. Technologies like the subway, the automobile, the plane, and the bicycle altered notions of space and time, while women exercised new forms of autonomy of movement and transgressed gendered notions of public space. In the same decades, two World Wars reshaped Europe's borders, passports were introduced, and waves of refugees fleeing religious persecution and war heightened xenophobic desires for closed borders and regulation—desires reaching their height in the trains, ghettos, and death camps of the Holocaust. In readings extending from the flâneur poems of Charles Baudelaire to the Pisan Cantos of Ezra Pound, we will investigate the spatial poetics—and politics—of writers like Stéphane Mallarmé, Hope Mirrlees, T. S. Eliot, and the Surrealists, and consider the connections between the poetic line and spatial movement, along with concepts like transport, crossing, passage, progress,
Instructor(s): R. Kyne Terms Offered: Winter

ENGL 26780. Anglophone Modernisms. 100 Units.
This course is designed as a survey of global fiction in the twentieth century. More specifically, it is a survey of Anglophone modernisms, or modern/modernist English literatures which are written in English even as they rely on non-English speaking contexts and figures. Through a primary, though certainly not unassailable, logic of historical development, the course engages the fictional-historical worlds of these modern novels and poems (Conrad, James, Yeats, Achebe, Naipaul, Gordimer, Ishiguro) in chronological order, and considers especially the literature's relationship to the historical contexts it reconstructs. Film intertexts are also part of the course: Francis Ford Coppola's Apocalypse Now (1976) and James Ivory's The Remains of the Day (1993). Major themes to be explored include, but are not limited to: media, travel, and cultural exchange; psychoanalysis; global, world war; the dissolution of empire, chiefly British and French; and new colonial frontiers of subaltern labor. (B)
Instructor(s): R. Kyne Terms Offered: Summer

ENGL 26790. Narrative Suspense in European/Russian Lit/Film. 100 Units.
This course examines the nature and creation of suspense in literature and film as an introduction to narrative theory. We will question how and why stories are created, as well as what motivates us to continue reading, watching, and listening to stories. We will explore how particular genres (such as detective stories and thrillers) and the mediums of literature and film influence our understanding of suspense and narrative more broadly. Close readings of primary sources will be supplemented with critical and theoretical readings. Literary readings will include work by John Buchan, Arthur Conan Doyle, Feodor Dostoevsky, Graham Greene, Bohumil Hrabal, and J.M. Coetzee. We will also explore Alfred Hitchcock's take on 39 Steps and the Czech New Wave manifesto film Pearls of the Deep. With theoretical readings by Roland Barthes, Viktor Shklovsky, Erich Auerbach, Paul Ricoeur, and others.
Instructor(s): Esther Peters Terms Offered: Spring
Equivalent Course(s): HUMA 26901, CMST 35102, REES 33137, CMLT 22100, ENGL 46901, CMST 25102, REES 23137

ENGL 26940. Race & Ethnicity in American Comics. 100 Units.
This course examines the representation and discourse of race and ethnicity in an array of American comics, including early newspaper strips, underground and alternative comics, and autobiographical graphic narratives. Along with works that emphasize an intersectional approach to race, we will discuss the history of racist caricature and recent controversies such as the depiction of Mohammed in Danish and French cartoons. We will also study how the mechanics of the visual-textual medium engender unique modes of representing race in literature. Some of the cartoonists we will observe include Art Spiegelman, Marjane Satrapi, Marjorie Liu, and Los Bros Hernandez. (B)
Instructor(s): O. Chavez Terms Offered: Spring
ENGL 27010. The Matter of Black Lives: Hurston and Wright. 100 Units.
Despite being best known as adversaries—with Richard Wright notoriously accusing Zora Neale Hurston's writing of being "cloaked in facile sensuality" and Hurston scorning Wright for his "tone deaf" and "grim" stories of "race hatred"—these two writers shared more commonalities than their feud suggests. This course will approach Hurston and Wright not as antagonists but as coworkers experimenting with how to represent something like collective black experience through different literary genres (both turning to autobiography, folklore, novels, short stories, op-eds, literary criticism, screenplays) and in response to social science methodologies (Wright's faith in sociology vs. Hurston's career as an anthropologist). In reframing their relationship to one another, this course will also trace a story of the development of African American literature in the early 20th century as refracted through Hurston's and Wright's varying commitments to representing black life as both a unifying and restrictive categorization. (B, G)
Instructor(s): A. Brown Terms Offered: Spring
Equivalent Course(s): ENGL 47310

ENGL 27250. Wealth, Democracy and the American Novel. 100 Units.
Numerous commentators have remarked on similarities between late 19th-century Gilded Age America and turn-of-the-21st-century neoliberal America. By focusing on several American novels, beginning with the late 19th- and early 20th-century decades, we will explore the way that US novelists sought to understand the political, social, and imaginative challenges presented by the concentration of great wealth in fewer and fewer hands. The novels we take up will include Henry Adams, Democracy; Mark Twain and Charles Dudley Warner, The Gilded Age; Henry James, The American; William Dean Howells, The Rise of Silas Lapham; Edith Wharton, The Custom of the Country; W. E. B. Du Bois, Dark Princess; F. Scott Fitzgerald, The Great Gatsby; and Ralph Ellison, Invisible Man. (B, G)
Instructor(s): K. Warren Terms Offered: Winter

ENGL 27450. The Black Voice: 1880-Present. 100 Units.
Can race be heard? What makes a “black voice”? This course will examine how the black voice develops and is structured as something audible in American culture. From Justin Timberlake to Iggy Azalea, contemporary controversies over cultural appropriation have made us question the ethics of white artists capitalizing upon a proprietary “black” voice. But what does it mean to call a voice black, or say Obama “sounds white”? In this course, students will wade through several key historical moments including the post-Reconstruction rise of local color, dialect debates during the Harlem Renaissance, hipsters in the 1950s, and sonic absurdities in the contemporary. The aim of the course is to learn how sound collaborates with or at-times belies knowledge and assumptions on race derived from a language of sight and skin color. Students will read, watch, and discuss material from a variety of genres and mediums including poetry, sketch comedy, cartoons, stand-up, essays, sociology, and the novel. Key figures include Mark Twain, Paul Dunbar, Charles Chesnutt, Joel Chandler Harris, Langston Hughes, Zora Neale Hurston, Norman Mailer, Gwendolyn Brooks, Paul Beatty, Steve Harvey, Dave Chappelle, and Aaron McGruder. Key criticism and theory includes John Edgar Wideman, Franz Fanon, Houston A. Baker, Geneva Smitherman, Kenneth Warren, and Jennifer Lynn Stoever. (B, H)
Instructor(s): L. Jackson Terms Offered: Winter

ENGL 28570. Lyric and Modern Criticism. 100 Units.
Historicist scholars have recently argued that lyric as we know it was invented by twentieth-century criticism. They suggest that the familiar approach of interpreting poems by relation to a “speaker” makes it difficult to appreciate poetry’s historical variety. This class tests this claim by comparing major twentieth-century critical approaches: how is lyric defined? what is its significance among other poetic and non-poetic genres? how should it be read and interpreted? Beginning with a small number of influential nineteenth-century readings, we will consider twentieth-century examples from Russian Formalism, Practical Criticism, New Criticism, phenomenology, Structuralism and Post-Structuralism, Deconstruction, New Historicism, gender and sexuality criticism, Marxist ideology critique, and Historical Poetics. (C, H)
Instructor(s): M. Hansen Terms Offered: Winter

ENGL 28617. Global Intimacies. 100 Units.
This course investigates the intimate dimensions of contemporary transnational experience. We will focus on representations of familial bonds and on transformations of love relations under conditions of geographical displacement and migration, and we will consider whether migration and other forms of transnational experience might entail rethinking the contours of terms like “family” and “intimacy.” Among other topics, we will discuss the concept of “trafficking” in light of the rise of public awareness and human rights activism on the issues of international sex trafficking and the trade in human organs; consider the prevalence of heterosexual romance narratives in recent cosmopolitan fictions; and examine forms of transnational affiliation and desire that question the form of the heterosexual family, such as international adoption. We’ll also examine narratives of intergenerational and transnational haunting, and the presence of family ghosts that are produced by the experience of displacement or that survive the journey from home to elsewhere. We will read widely in the field of contemporary global Anglophone fiction and we will draw on theoretical and secondary materials on transnationalism and diaspora, queer theory and gender studies, and memory studies. (B)
Instructor(s): S. Thakkar Terms Offered: Spring
ENGL 28708. Network Television: The Aesthetics of Totality. 100 Units.
How can we represent the structure of society in the wake of globalization, when the scale of our interconnectedness so vastly exceeds human perception? This course considers some answers to that question posed by recent televisual and theoretical texts: *The X-Files, Law & Order, The Wire, House of Cards,* and writings by Raymond Williams, Fredric Jameson, and Bruno Latour. (H)
Instructor(s): S. Maye Terms Offered: Autumn

ENGL 28720. Practicing Theory. 100 Units.
This experimental, writing-intensive course provides students with both an introduction to key texts in critical literary theory and a workshop environment in which to practice this theory with select works of contemporary literature. Students in the course will form small teams organized by a chosen novel, which will be their common object to think through the theory we read as a class. We will then alternate “reading” weeks, which will be organized by schools of critical thought, with “writing” weeks, in which students apply these schools of thought to their chosen novel and teams meet to workshop each other’s essays. In this way, students are asked to try on a range of different theoretical idioms and approaches, with an emphasis on writing as a way of metabolizing them. Given the time constraints of the quarter, the course will prioritize theoretical texts from a feminist and queer tradition, informed by Marxism and psychoanalysis. (H)
Instructor(s): M. Dango Terms Offered: Winter

ENGL 28730. The Literature of Masculinity-in-Crisis. 100 Units.
This course will survey the literary history of male crisis in America. In addition to examining the ongoing problem of defining masculinity itself, we will address narratives of male crisis that involve situations like revolution, mutiny, segregation, alienation, and trauma, and historical events like Reconstruction, the Vietnam War, the AIDS Crisis, etc. (B, H)
Instructor(s): P. Lido Terms Offered: Autumn

ENGL 28745. Death Writing. 100 Units.
The course introduces students to the major forms of mourning and memorialization across media, including, but not limited to, the epitaph, obituary, memoir, photograph, documentary, and monument. Will explore the numerous representational strategies employed by a wide range of writers, artists, and filmmakers to mourn and memorialize the dead including William Wordsworth, W.E.B. Du Bois, Joan Didion, Maggie Nelson, Mark Morrisroe, and Stan Brakhage. We will read this archive alongside works by literary and media theorists who have been drawn to death writing as a paradigmatic site to think through questions of voice, figuration, absence, and difference. As this archive suggests, death is also an interdisciplinary object of study. We will therefore spend the latter part of the course reading works by feminist, queer, postcolonial and critical race theorists and artists who have grappled with the necrologies and necrologics of contemporary political and social systems. These thinkers alert us to death’s genres, whether this is understood at the level of the event or apprehended through its gendered, sexualized and racialized modalities. (G, H)
Instructor(s): V. Cam Terms Offered: Spring

ENGL 29250. The Long 1980s. 100 Units.
This course pursues a cultural history of America in the 1980s, exploring key debates and transformations of this historical moment while assessing its relative contemporaneity with our own. Students will become conversant with signal periodizing terms (e.g., postmodernism, neoliberalism, posthumanism) while reconstructing a range of contexts in fiction and popular culture, such as Wall Street finance, hip-hop, Valley Girls, AIDS, and the personal computer. (H)
Instructor(s): R. Bayne Terms Offered: Winter

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): J. Lastra 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, CMLT 22400, CMLT 32400, CMST 48500, ENGL 48700, MAPH 36000, ARTV 20002, CMST 28500
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): Y. Tsivian 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, CMLT 22500, CMLT 32500, CMST 48600, ENGL 48900, MAPH 33700, ARTV 20003, CMST 28600

ENGL 29500. The Contemporary Novel. 100 Units.
This course is a survey of fiction in English from 2001 to the present. We will approach this fiction through three different lenses: history, form, and media. Historically, how does literature respond to and register emerging social anxieties around issues including cultural diversity, terrorism, and climate change? Formally, how have novels developed new strategies of representation in the way characters are developed, plots are narrated, and sentences are written? And in terms of media, how do novels remain *novel* when digital and social media increasingly take up some of the traditional functions and platforms of the novelistic enterprise? We will explore these questions through works by authors including Zadie Smith, Tom McCarthy, Tao Lin, Marie Calloway, David Mitchell, Colson Whitehead, Barbara Browning, Nell Zink, and Chris Ware. Our primary goals are two: to develop close reading skills that can pick out emerging patterns in novel form; and to develop knowledge about our contemporary social and cultural landscape in order to relate these patterns to history and other media. (B)
Instructor(s): M. Dango Terms Offered: Autumn

ENGL 29700. Reading Course. 100 Units.
An instructor within ENGL agrees to supervise the course and then determines the kind and amount of work to be done. These reading courses must include a final paper assignment to meet requirements for the ENGL major, and students must receive a quality grade. Students may not petition to receive credit for more than two ENGL 29700 courses. Students may register for this course using the College Reading and Research Form, available in the College Advising offices. This form must be signed by the instructor and the Director of Undergraduate Studies and then submitted to the Office of the Registrar.
Terms Offered: Autumn, Spring, Winter
Prerequisite(s): Consent of instructor and Director of Undergraduate Studies

ENGL 29900. Independent BA Paper Preparation. 100 Units.
Senior students completing a Critical BA Project may register for this course using the College Reading and Research Form, available in the College Advising offices. This form must be signed by the faculty BA advisor and the Director of Undergraduate Studies and then submitted to the Office of the Registrar. This course may not be counted toward the distribution requirements for the major, but it may be counted as a departmental elective.
Terms Offered: Autumn, Spring, Winter
Prerequisite(s): Consent of instructor and Director of Undergraduate Studies
### Environmental Science

Department Website: [http://geosci.uchicago.edu](http://geosci.uchicago.edu)

**PROGRAM OF STUDY**

The Department of the Geophysical Sciences offers a BS degree in Environmental Science. The program is intended for students whose interests fall at the intersection of biology, chemistry, and earth sciences, and is designed to prepare them to enter a variety of interdisciplinary fields in the environmental sciences, including interface of environmental science and public policy. Students are given the opportunity to study such topics as biogeochemical cycles, environmental chemistry, microbiology, ecology, the chemistry and dynamics of the ocean and atmosphere, climate change, and environmentally relevant aspects of economics and policy. Students are encouraged to participate in the Semester in Environmental Science at the Marine Biological Laboratory, and undergraduate research is also strongly encouraged.

### PROGRAM REQUIREMENTS FOR THE BS IN ENVIRONMENTAL SCIENCE

The requirements for the BS degree in Environmental Science involve completion of:

- six required courses that fulfill general education requirements for the physical sciences, biological sciences, and mathematics
- seven required science or mathematics courses
- eleven elective courses pertinent to the major from the electives lists below, which must include
  - four courses designated ENSC or GEOS
  - one course in Statistics, and two more in any of Mathematics, Statistics, or Computing
  - one to three courses in Social Science/Public Policy

Candidates for the BS in Environmental Science complete a year of chemistry, a year of mathematics (including Calculus I-II), and a year of biology (ENSC 24400 Ecology and Conservation, GEOS 27300 Biological Evolution, and BIOS 20198 Biodiversity), as well as PHYS 13100 Mechanics or the equivalent. (Note that some advanced chemistry courses require further physics as a prerequisite.)

Students are encouraged to begin discipline-specific courses as early as possible. Required disciplinary courses include ENSC 13300 The Atmosphere, ENSC 23800 Global Biogeochemical Cycles, and ENSC 23900 Environmental Chemistry. (Note that ENSC 23800 Global Biogeochemical Cycles is typically offered every other year.) Of ENSC/GEOS science electives, one can be a field course, and one may be ENSC 29700 Reading and Research in Environmental Science. Students participating in the Semester in Environmental Science receive credit for four courses in environmental science, two of which can be used to substitute for ENSC 24400 Ecology and Conservation and ENSC 23900 Environmental Chemistry.

The major is designed to be flexible enough to accommodate students whose primary interests cover various aspects of environmental science. Sample course schedules below give examples of course plans appropriate to students focusing on climatology, conservation, and biogeochemistry. Students with a focus on policy questions may take up to three courses in social science/public policy. These courses are available through undergraduate programs in Economics, Public Policy Studies, and Environmental Studies, or through the Harris School of Public Policy ([http://harris.uchicago.edu](http://harris.uchicago.edu)).

Because analysis of data and mathematical modeling are fundamental to environmental science, the major requires six courses in quantitative methods: a year of mathematics, one course in statistics, and two additional courses in mathematics, statistics, or computing.

Note that while students taking calculus through the more introductory MATH 13000s sequence are encouraged to complete the third quarter of calculus, MATH 13300 Elementary Functions and Calculus III, in the higher tracks Calculus III (e.g., MATH 15300 Calculus III) is not specifically required or recommended, as the first two courses offer a sufficiently comprehensive calculus training for students to move on to other courses. Depending on the choice of electives, students may credit as many as nine Mathematics/Statistics/Computing courses toward the major.

### Summary of Requirements for the BS in Environmental Science

**GENERAL EDUCATION**

One of the following sequences:

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Credits (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 *</td>
</tr>
<tr>
<td>CHEM 12100-12200</td>
<td>Honors General Chemistry I-II</td>
</tr>
</tbody>
</table>

One of the following sequences:

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Credits (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>
</tbody>
</table>

*Note: Credit for MATH 15300 Calculus III is not specifically required or recommended.*
MATH 16100-16200  Honors Calculus I-II
Both of the following: ** 200
BIOS 20198  Biodiversity
GEOS 27300  Biological Evolution §

Total Units  600

MAJOR
ENSC 13300  The Atmosphere  100
ENSC 23800  Global Biogeochemical Cycles  100
ENSC 23900  Environmental Chemistry  100
ENSC 24400  Ecology and Conservation  100
CHEM 11300  Comprehensive General Chemistry III *  100
or CHEM 12300  Honors General Chemistry III

One of the following:  100
PHYS 12100  General Physics I * ‡
PHYS 13100  Mechanics
PHYS 14100  Honors Mechanics

One of the following:  100
MATH 20000  Mathematical Methods for Physical Sciences I
MATH 20250  Abstract Linear Algebra
PHYS 22000  Introduction to Mathematical Methods in Physics
BIOS 20152  Introduction to Quantitative Modeling in Biology (Advanced)
MATH 13300  Elementary Functions and Calculus III  *
MATH 15300  Calculus III
MATH 16300  Honors Calculus III

Eleven electives as follows:  1100
Four courses designated ENSC or GEOS from List E-1: Physical and Biological Sciences
One course from List E-2: Social Sciences
Three courses from List E-3: Computational Sciences, of which one must be under the heading of Statistics
Three more courses from any of the elective lists, but only up to two of these may be from List E-2: Social Sciences

Total Units  1800

* Credit may be granted by examination.
** Only students majoring in Environmental Science or Geophysical Sciences may use this pairing toward the general education requirement in the Biological Sciences. Environmental Science and Geophysical Sciences majors can take these courses without the BIOS prerequisites (BIOS 20150-20151/20152) unless they pursue a double major in Biological Sciences. They are expected to show competency in mathematical modeling of biological phenomena covered in BIOS 20151/20152.
§ Biological Evolution has several cross-listings; Environmental Science majors must register for the course under the GEOS 27300 listing.
‡ PHYS 13100 or PHYS 14100 are the preferred courses. PHYS 12100 is allowable on a case-by-case basis but may not provide adequate preparation to allow for enrollment in higher level PHYS courses. Additionally, PHYS 12100 has a prerequisite of a year of Chemistry. Special petition to the department counselor is required for PHYS 12100 approval.

LISTS OF ELECTIVE COURSES
List E-1: Physical and Biological Sciences

Environmental Science
ENSC 21100  Energy: Science, Technology, and Human Usage  100
ENSC 23805  Stable Isotope Biogeochemistry  100
ENSC 24000  Geobiology  100
ENSC 24500  Environmental Microbiology  100
ENSC 25200  Global Warming: Understanding the Forecast  100
ENSC 29700  Reading and Research in Environmental Science  100
Semester in Environmental Science/MBL

The following courses are the College designations for the Semester in Environmental Science that is taught at the Marine Biological Laboratory (MBL) in Woods Hole, Massachusetts. One quarter at MBL counts for four courses: ENSC 23820, ENSC 24100, ENSC 29800, and an elective of ENSC 24200, ENSC 24300, or ENSC 28100. Admission to the Semester in Environmental Science program is by application, which must be received by the MBL generally in March of the year preceding the start of the semester. Admissions decisions will generally be sent in April. Note that these courses start at the beginning of September, typically four weeks prior to the start of the College’s Autumn Quarter and are completed by the end of Autumn Quarter. More information on the course content and the application process, and deadlines can be found at https://college.uchicago.edu/academics/semester-environmental-science-ses.

Students participating in the Semester in Environmental Science receive credit for four courses in environmental science, two of which can be used to substitute for ENSC 24400 Ecology and Conservation and ENSC 23900 Environmental Chemistry.

ENSC 23820 Biogeochemical Analysis in Terrestrial and Aquatic Ecosystems – Marine Biological Laboratory 100
ENSC 24100 Ecology – Marine Biological Laboratory 100
ENSC 29800 Independent Undergraduate Research in Environmental Sciences – Marine Biological Laboratory 100
ENSC 24200 Methods in Microbial Ecology – Marine Biological Laboratory 100
ENSC 24300 Roles of Animals in Ecosystems – Marine Biological Laboratory 100
ENSC 28100 Quantitative Environmental Analyses – Marine Biological Laboratory 100

Field Courses in Environmental Science

The department sponsors field trips that range in length from one day to several weeks. Shorter field trips typically form part of lecture-based courses and are offered each year. (The trips are open to all students and faculty if space permits.) Longer trips are designed as undergraduate field courses, and one such course may be used as an elective science course for the major. Destinations of field courses have recently included Baja California and the Bahamas.

ENSC 29002 Field Course in Modern and Ancient Environments 100
ENSC 29005 Field Course in Environmental Science 100

Geophysical Sciences

GEOS 21000 Mineralogy 100
GEOS 21400 Thermodynamics and Phase Change 100
GEOS 22060 What Makes a Planet Habitable? 100
GEOS 22200 Geochronology 100
GEOS 23205 Introductory Glaciology 100
GEOS 24220 Climate Foundations 100
GEOS 24230 Geophysical Fluid Dynamics: Foundations 100
GEOS 24240 Geophysical Fluid Dynamics: Rotation and Stratification 100
GEOS 24250 Geophysical Fluid Dynamics: Understanding the Motions of the Atmosphere and Oceans 100
GEOS 26100 Phylogenetics and the Fossil Record 100
GEOS 26300 Invertebrate Paleobiology and Evolution 100

Chemistry

CHEM 20100-20200 Inorganic Chemistry I-II 200
CHEM 22000-22100-22200 Organic Chemistry I-II-III 300
CHEM 23000-23100-23200 Honors Organic Chemistry I-II-III 300
CHEM 23300 Organic Chemistry of Proteins * 100
CHEM 26100-26200-26300 Quantum Mechanics; Thermodynamics; Chemical Kinetics and Dynamics ** 300

Biology and Ecology***

BIOS 20200 Introduction to Biochemistry 100
BIOS 22244 Introduction to Invertebrate Biology 100
BIOS 23232 Ecology and Evolution in the Southwest 100
BIOS 23252 Field Ecology 100
BIOS 23254 Mammalian Ecology 100
BIOS 23258 Molecular Evolution I: Fundamentals and Principles 100
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 23266</td>
<td>Evolutionary Adaptation</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>
</tr>
<tr>
<td>PHYS 12200</td>
<td>General Physics II and General Physics III ‡</td>
<td>200</td>
</tr>
<tr>
<td>PHYS 13200-13300</td>
<td>Electricity and Magnetism; Waves, Optics, and Heat</td>
<td>200</td>
</tr>
<tr>
<td>PHYS 14200-14300</td>
<td>Honors Electricity and Magnetism; Honors Waves, Optics, and Heat</td>
<td>200</td>
</tr>
<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>

* Enrollment in CHEM 23300 requires a grade of C or higher in CHEM 22200 or 23200

** Prerequisites include MATH 20100 and PHYS 13300

*** ENSC majors can take these courses without the BIOS prerequisites (20150-20151) unless they pursue a double major in biology. Students are expected to show competency in the mathematical modeling of biological phenomena covered in BIOS 20151.

‡ PHYS 13200-13300 or PHYS 14200-14300 are the preferred sequences. PHYS 12200-12300 is allowable on a case-by-case basis but may not provide adequate preparation to allow for enrollment in higher level PHYS courses. Special petition to the department counselor is required for PHYS 12100-12200-12300 approval.

List E-2: Social Sciences

Microeconomics Foundations

Students may take one of the following:

<table>
<thead>
<tr>
<th>Code</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 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>PBPL 20000</td>
<td>Economics for Public Policy</td>
<td>100</td>
</tr>
<tr>
<td>PPHA 23200</td>
<td>Principles of Microeconomics and Public Policy I *</td>
<td>100</td>
</tr>
<tr>
<td>PPHA 32400</td>
<td>Principles of Microeconomics and Public Policy II *</td>
<td>100</td>
</tr>
</tbody>
</table>

Other Social Science Electives

(Note that many courses below require microeconomics as a prerequisite)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>ENST 24102</td>
<td>Environmental Politics</td>
<td>100</td>
</tr>
<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>
<td>100</td>
</tr>
<tr>
<td>PBPL 26530</td>
<td>Environment, Agriculture, and Food: Economic and Policy Analysis</td>
<td>100</td>
</tr>
<tr>
<td>PBPL 26531</td>
<td>Environment, Agriculture, and Food: Advanced Economic and Policy Analysis</td>
<td>100</td>
</tr>
<tr>
<td>PBPL 27750</td>
<td>Practicum in Environment, Agriculture, and Food Policy I</td>
<td>100</td>
</tr>
<tr>
<td>PBPL 27751</td>
<td>Practicum in Environment, Agriculture, and Food Policy II</td>
<td>100</td>
</tr>
<tr>
<td>PPHA 36921</td>
<td>Energy Economics and Policy</td>
<td>100</td>
</tr>
<tr>
<td>PPHA 36930</td>
<td>Environmental Economics</td>
<td>100</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>
</tbody>
</table>

* Must be taken in sequence

** Acceptable only if a microeconomics course is also taken
### List E-3: Computational Sciences

#### Mathematics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 15300</td>
<td>Calculus III</td>
<td></td>
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<tr>
<td>or MATH 16300</td>
<td>Honors Calculus III</td>
<td></td>
</tr>
<tr>
<td>MATH 15910</td>
<td>Introduction to Proofs in Analysis</td>
<td></td>
</tr>
<tr>
<td>or STAT 24300</td>
<td>Numerical Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>MATH 20000-20100</td>
<td>Mathematical Methods for Physical Sciences I-II *</td>
<td></td>
</tr>
<tr>
<td>MATH 21100</td>
<td>Basic Numerical Analysis</td>
<td></td>
</tr>
<tr>
<td>MATH 20250</td>
<td>Abstract Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>BIOS 20152</td>
<td>Introduction to Quantitative Modeling in Biology (Advanced)</td>
<td></td>
</tr>
<tr>
<td>BIOS 26210-26211</td>
<td>Mathematical Methods for Biological Sciences I-II</td>
<td></td>
</tr>
</tbody>
</table>

#### Physics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 22000</td>
<td>Introduction to Mathematical Methods in Physics **</td>
</tr>
<tr>
<td>PHYS 22100</td>
<td>Mathematical Methods in Physics ***</td>
</tr>
</tbody>
</table>

#### Statistics

Students may take any course in statistics at the 22000 level or higher, but recommended courses are shown below. Some courses require one of the first three as a prerequisite.

Students may take one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPHA 31200 &amp; PPHA 31300</td>
<td>Mathematical Statistics for Public Policy I and Mathematical Statistics for Public Policy II ‡</td>
</tr>
<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 24400-24500</td>
<td>Statistical Theory and Methods I-II §</td>
</tr>
<tr>
<td>STAT 22400</td>
<td>Applied Regression Analysis</td>
</tr>
<tr>
<td>STAT 22600</td>
<td>Analysis of Categorical Data</td>
</tr>
<tr>
<td>STAT 26100</td>
<td>Time Dependent Data</td>
</tr>
<tr>
<td>PPHA 34600</td>
<td>Program Evaluation</td>
</tr>
</tbody>
</table>

The 30000 (and above) level courses listed below are a joint offering of the Department of Statistics and the Department of Public Health Studies, and may be suitable for Environmental Science majors.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 31900</td>
<td>Introduction to Causal Inference</td>
</tr>
<tr>
<td>STAT 35800</td>
<td>Statistical Applications</td>
</tr>
<tr>
<td>STAT 36900</td>
<td>Applied Longitudinal Data Analysis</td>
</tr>
</tbody>
</table>

#### Computing

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>GEOS 25400</td>
<td>Introduction to Numerical Techniques for the Geophysical Sciences</td>
</tr>
<tr>
<td>CMSC 12100-12200-12300</td>
<td>Computer Science with Applications I-II-III</td>
</tr>
<tr>
<td>CMSC 23710</td>
<td>Scientific Visualization</td>
</tr>
<tr>
<td>CMSC 28510</td>
<td>Introduction to Scientific Computing</td>
</tr>
</tbody>
</table>

* Recommended prerequisite is MATH 19620 or MATH 15300 or MATH 16300
** Would generally substitute for MATH 20000-20100
*** Recommended in addition to MATH 20000-20100 for advanced students—covers partial differential equations
† Must be taken as a sequence
‡‡ Higher programming component than STAT 22000
§§ Recommended for advanced students. Must be taken as a sequence to be credited. STAT 24400-24500 have no prerequisite but it is possible to take both STAT 23400 and STAT 24400-24500.

AP credit for STAT 22000 does not count toward the major requirements. Students with AP credit for STAT 22000 should plan to take at least three other courses from List E-3: Computational Sciences, one of which must be under the heading of Statistics.

**Grading**

Students majoring in Environmental Science must receive quality grades in all courses taken to meet requirements in the major.
HONORS

The BS degree with honors is awarded to students who meet the following requirements: (1) a GPA of 3.25 or higher in the major and of 3.0 or higher overall; (2) completion of a paper based on original research, supervised and approved by a faculty member in geophysical sciences; (3) an oral presentation of the thesis research. All theses will be examined by the supervisor and a second reader from the faculty. Manuscript drafts will generally be due in the sixth week of the quarter in which the student will graduate (fifth week in Summer Quarter), and final manuscripts and oral presentations in the eighth week (seventh week in Summer Quarter).

Students are strongly encouraged to reach out to potential faculty supervisors no later than their third year, since theses generally arise out of research projects already begun with faculty members. When a thesis topic is determined, students should notify the undergraduate adviser of their intent to complete a thesis and confirm their eligibility. ENSC 29700 Reading and Research in Environmental Science can be devoted to the preparation of the required paper; however, students using this course to meet a requirement in the major must take it for a quality grade.

Students who wish to submit a single paper to meet the honors requirement in Environmental Science and the BA paper requirement in another major should discuss their proposals with the undergraduate advisers from both programs no later than the end of third year. Certain requirements must be met. A consent form, to be signed by the undergraduate advisers, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

SAMPLE BS PROGRAMS

Each student will design an individual plan of course work, choosing from a wide range of selections that take advantage of rich offerings from a variety of subdisciplines. The sample programs that appear below are merely for the purpose of illustration; many other variations would be possible. NOTE: Courses that meet general education requirements and are required for the major are not listed.

Environmental Geochemistry

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENSC 23805</td>
<td>Stable Isotope Biogeochemistry</td>
<td>100</td>
</tr>
<tr>
<td>ENSC 23820</td>
<td>Biogeochemical Analysis in Terrestrial and Aquatic Ecosystems – Marine</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Biological Laboratory</td>
<td></td>
</tr>
<tr>
<td>ENSC 28100</td>
<td>Quantitative Environmental Analyses – Marine Biological Laboratory</td>
<td>100</td>
</tr>
<tr>
<td>ENSC 29800</td>
<td>Independent Undergraduate Research in Environmental Sciences – Marine</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Biological Laboratory</td>
<td></td>
</tr>
<tr>
<td>BIOS 20200</td>
<td>Introduction to Biochemistry</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>CHEM 22000-22100</td>
<td>Organic Chemistry I-II</td>
<td>200</td>
</tr>
<tr>
<td>PBPL 20000</td>
<td>Economics for Public Policy</td>
<td>100</td>
</tr>
<tr>
<td>STAT 22000</td>
<td>Statistical Methods and Applications</td>
<td>100</td>
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</table>

Environmental Microbiology

<table>
<thead>
<tr>
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<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ENSC 23820</td>
<td>Biogeochemical Analysis in Terrestrial and Aquatic Ecosystems – Marine</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Biological Laboratory</td>
<td></td>
</tr>
<tr>
<td>ENSC 24000</td>
<td>Geobiology</td>
<td>100</td>
</tr>
<tr>
<td>ENSC 24100</td>
<td>Ecology – Marine Biological Laboratory</td>
<td>100</td>
</tr>
<tr>
<td>ENSC 24200</td>
<td>Methods in Microbial Ecology – Marine Biological Laboratory</td>
<td>100</td>
</tr>
<tr>
<td>ENSC 24500</td>
<td>Environmental Microbiology</td>
<td>100</td>
</tr>
<tr>
<td>ENSC 29800</td>
<td>Independent Undergraduate Research in Environmental Sciences – Marine</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Biological Laboratory</td>
<td></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 25206</td>
<td>Fundamentals of Bacterial Physiology</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>PBPL 20000</td>
<td>Economics for Public Policy</td>
<td>100</td>
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<tr>
<td>STAT 22000</td>
<td>Statistical Methods and Applications</td>
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Environmental Science and Public Policy

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENSC 21100</td>
<td>Energy: Science, Technology, and Human Usage</td>
<td>100</td>
</tr>
<tr>
<td>ENSC 23805</td>
<td>Stable Isotope Biogeochemistry</td>
<td>100</td>
</tr>
<tr>
<td>ENSC 25200</td>
<td>Global Warming: Understanding the Forecast</td>
<td>100</td>
</tr>
<tr>
<td>ENSC 29002</td>
<td>Field Course in Modern and Ancient Environments</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 23406</td>
<td>Biogeography</td>
<td>100</td>
</tr>
<tr>
<td>PBPL 21800</td>
<td>Economics and Environmental Policy</td>
<td>100</td>
</tr>
</tbody>
</table>
Environmental Science Courses

**ENSC 13300. The Atmosphere. 100 Units.**
This course introduces the physics, chemistry, and phenomenology of the Earth's atmosphere, with an emphasis on the fundamental science that underlies atmospheric behavior and climate. Topics include (1) atmospheric composition, evolution, and structure; (2) solar and terrestrial radiation in the atmospheric energy balance; (3) the role of water in determining atmospheric structure; and (4) wind systems, including the global circulation, and weather systems.
Instructor(s): D. Abbot Terms Offered: Spring
Prerequisite(s): MATH 13100-MATH 13200
Equivalent Course(s): GEOS 13300, ENST 13300

**ENSC 13400. Global Warming: Understanding the Forecast. 100 Units.**
This course presents the science behind the forecast of global warming to enable the student to evaluate the likelihood and potential severity of anthropogenic climate change in the coming centuries. It includes an overview of the physics of the greenhouse effect, including comparisons with Venus and Mars; an overview of the carbon cycle in its role as a global thermostat; predictions and reliability of climate model forecasts of the greenhouse world. (L) This course is part of the College Course Cluster program, Climate Change, Culture, and Society.
Instructor(s): D. Archer, D. MacAyeal Terms Offered: Autumn, Spring
Prerequisite(s): Some knowledge of chemistry or physics helpful.
Equivalent Course(s): ENST 12300, GEOS 13400, PHSC 13400

**ENSC 21100. Energy: Science, Technology, and Human Usage. 100 Units.**
This course covers the technologies by which humans appropriate energy for industrial and societal use, from steam turbines to internal combustion engines to photovoltaics. We also discuss the physics and economics of the resulting human energy system: fuel sources and relationship to energy flows in the Earth system; and modeling and simulation of energy production and use. Our goal is to provide a technical foundation for students interested in careers in the energy industry or in energy policy. Field trips required to major energy converters (e.g., coal-fired and nuclear power plants, oil refinery, biogas digester) and users (e.g., steel, fertilizer production).
Instructor(s): E. Moyer Terms Offered: Spring
Prerequisite(s): Knowledge of physics or consent of instructor
Equivalent Course(s): GEOS 24705, ENST 24705, GEOS 34705

**ENSC 23800. Global Biogeochemical Cycles. 100 Units.**
This survey course covers the geochemistry of the surface of the Earth, focusing on biological and geological processes that shape the distributions of chemical species in the atmosphere, oceans, and terrestrial habitats. Budgets and cycles of carbon, nitrogen, oxygen, phosphorous, and sulfur are discussed, as well as chemical fundamentals of metabolism, weathering, acid-base and dissolution equilibria, and isotopic fractionation. The course examines the central role that life plays in maintaining the chemical disequilibria that characterize Earth's surface environments. The course also explores biogeochemical cycles change (or resist change) over time, as well as the relationships between geochemistry, biological (including human) activity, and Earth's climate.
Instructor(s): J. Waldbauer Terms Offered: Winter
Prerequisite(s): CHEM 11100-11200 or consent of instructor
Equivalent Course(s): GEOS 33800, GEOS 23800

**ENSC 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. Not offered 2017-2018
Prerequisite(s): CHEM 11100-11200-11300 or equivalent; 13100-13200-13300 or consent of instructor
Equivalent Course(s): GEOS 33805, GEOS 23805
ENSC 23820. Biogeochemical Analysis in Terrestrial and Aquatic Ecosystems – Marine Biological Laboratory. 100 Units.
This course examines the interface of biological processes with chemical processes in ecological systems. Course content emphasizes aquatic chemistry and the role of microbes in the cycling of nitrogen, carbon, and other elements. Effects of global changes on chemical cycling are emphasized.
Instructor(s): Marine Biological Laboratory Staff. Terms Offered: Autumn. L.
Prerequisite(s): Consent only. Admission by application to the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA; concurrent registration in BIOS 27710 and BIOS 27712 along with one of BIOS 27713, BIOS 27714 or BIOS 27715.
Equivalent Course(s): BIOS 27711

ENSC 23900. Environmental Chemistry. 100 Units.
The focus of this course is the fundamental science underlying issues of local and regional scale pollution. In particular, the lifetimes of important pollutants in the air, water, and soils are examined by considering the roles played by photochemistry, surface chemistry, biological processes, and dispersal into the surrounding environment. Specific topics include urban air quality, water quality, long-lived organic toxins, heavy metals, and indoor air pollution. Control measures are also considered. This course is part of the College Course Cluster program, Climate Change, Culture, and Society.
Instructor(s): D. Archer Terms Offered: Autumn.
Prerequisite(s): CHEM 11101-11201 or equivalent, and prior calculus course
Equivalent Course(s): ENST 23900, GEOS 33900, GEOS 23900

ENSC 24000. Geobiology. 100 Units.
Geobiology seeks to elucidate the interactions between life and its environments that have shaped the coevolution of the Earth and the biosphere. The course will explore the ways in which biological processes affect the environment and how the evolutionary trajectories of organisms have in turn been influenced by environmental change. In order to reconstruct the history of these processes, we will examine the imprints they leave on both the rock record and on the genomic makeup of living organisms. The metabolism and evolution of microorganisms, and the biogeochemistry they drive, will be a major emphasis.
Instructor(s): M. Coleman, J. Waldbauer Terms Offered: Spring. Not offered 2017-2018
Prerequisite(s): GEOS 13100-13200-13300 or college-level cell & molecular biology
Equivalent Course(s): GEOS 36600, GEOS 26600

ENSC 24100. Ecology – Marine Biological Laboratory. 100 Units.
This course examines the structure and functioning of terrestrial and aquatic ecosystems including the application of basic principles of community and ecosystem ecology. The course also examines contemporary environmental problems such as the impacts of global and local environmental change on community composition and food webs within forest, grassland, marsh and nearshore coastal ecosystems on Cape Cod. This course examines the structure and functioning of terrestrial and aquatic ecosystems including the application of basic principles of community and ecosystem ecology. The course also examines contemporary environmental problems such as the impacts of global and local environmental change on community composition and food webs within forest, grassland, marsh and nearshore coastal ecosystems on Cape Cod.
Instructor(s): Marine Biological Laboratory Staff Terms Offered: Autumn. L.
Prerequisite(s): Consent only. Admission by application to the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA; concurrent registration in BIOS 27710 and BIOS 27712 along with one of BIOS 27713, BIOS 27714 or BIOS 27715.
Equivalent Course(s): BIOS 27710

ENSC 24200. Methods in Microbial Ecology – Marine Biological Laboratory. 100 Units.
This course explores the biology of microbes found in the environment, including relationships with the physical, chemical, and biotic elements of their environment. Emphasis is placed on understanding the science underlying the various methodologies used in the study of these organisms and systems. In the laboratory, students will work with the latest techniques to measure microbial biomass, activity, extracellular enzymes, and biogeochemical processes. Students are also introduced to molecular methods for assessing microbial genomic diversity.
Instructor(s): Marine Biological Laboratory Staff Terms Offered: Autumn. L.
Prerequisite(s): Consent only. Admission by application to the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA; concurrent registration in BIOS 27710, BIOS 27711 and BIOS 27712.
Equivalent Course(s): BIOS 27714
ENSC 24300. Roles of Animals in Ecosystems – Marine Biological Laboratory. 100 Units.
This course addresses the question, How do animals, including man, affect the structure and function of ecosystems. The course takes an interdisciplinary approach focused on the interactions of animal diversity, migration patterns, population dynamics, and behavior with biogeochemical cycles, productivity, and transport of materials across ecosystems. This course is an elective option within the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA.
Instructor(s): Marine Biological Laboratory Staff Terms Offered: Autumn
Prerequisite(s): Consent only. Admission by application to the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA; concurrent registration in BIOS 27710, BIOS 27711, and BIOS 27712.
Equivalent Course(s): BIOS 27715

ENSC 24400. Ecology and Conservation. 100 Units.
This course focuses on the contribution of ecological theory to the understanding of current issues in conservation biology. We emphasize quantitative methods and their use for applied problems in ecology (e.g., risk of extinction, impact of harvesting, role of species interaction, analysis of global change). Course material is drawn mostly from current primary literature; lab and field components complement concepts taught through lecture. Overnight field trip required.
Instructor(s): C. Pfister, E. Larsen Terms Offered: Autumn. L.
Prerequisite(s): BIOS 20150, BIOS 20151 or BIOS 20152
Note(s): BIOS 20196 is identical to the previously offered BIOS 23251. Students who have taken BIOS 23251 should not enroll in BIOS 20196.
Equivalent Course(s): BIOS 20196

ENSC 24500. Environmental Microbiology. 100 Units.
The objective of this course is to understand how microorganisms alter the geochemistry of their environment. The course will cover fundamental principles of microbial growth, metabolism, genetics, diversity, and ecology, as well as methods used to study microbial communities and activities. It will emphasize microbial roles in elemental cycling, bioremediation, climate, and ecosystem health in a variety of environments including aquatic, soil, sediment, and engineered systems.
Instructor(s): M. Coleman Terms Offered: Autumn
Prerequisite(s): CHEM 11100-11200 and BIOS 20186 or BIOS 20197 or BIOS 20198
Equivalent Course(s): GEOS 26650

ENSC 25200. 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 and do some elementary climate modeling exercises in Python (no previous coding experience required). (L)
Instructor(s): D. Archer Terms Offered: Spring
Prerequisite(s): Consent of instructor required.
Note(s): Some knowledge of chemistry or physics helpful.
Equivalent Course(s): GEOS 23400

ENSC 28100. Quantitative Environmental Analyses – Marine Biological Laboratory. 100 Units.
This course emphasizes the application of quantitative methods to answering ecological questions. Students apply mathematical modeling approaches to simulating biological and chemical phenomena in terrestrial and marine ecosystems.
Instructor(s): Marine Biological Laboratory Staff Terms Offered: Autumn, L.
Prerequisite(s): Consent Only. Admission by application to the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA; concurrent registration in BIOS 27710, BIOS 27711 and BIOS 27712.
Equivalent Course(s): BIOS 27713

ENSC 29002. Field Course in Modern and Ancient Environments. 100 Units.
This course uses weekly seminars during Winter Quarter to prepare for a one-week field trip over spring break, where students acquire experience with sedimentary rocks and the modern processes responsible for them. Destinations vary; past trips have examined tropical carbonate systems of Jamaica and the Bahamas and subtropical coastal Gulf of California. We usually consider biological, as well as physical, processes of sediment production, dispersal, accumulation, and post-depositional modification.
Instructor(s): S. Kidwell, Staff 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 29002
ENSC 29005. Field Course in Environmental Science. 100 Units.
No description available.
Terms Offered: Not offered 2017-2018
Prerequisite(s): Consent of instructor
Note(s): Interested students should contact the departmental counselor.
Equivalent Course(s): GEOS 29005

ENSC 29700. Reading and Research in Environmental Science. 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.

ENSC 29800. Independent Undergraduate Research in Environmental Sciences – Marine Biological Laboratory. 100 Units.
This course is the culmination of the Semester in Environmental Science at the Marine Biological Laboratory. An independent research project, on a topic in aquatic or terrestrial ecosystem ecology, is required. Students will participate in a seminar for scientific communication as well as submit a final paper on their project.
Instructor(s): Marine Biological Laboratory Staff Terms Offered: Autumn. L.
Prerequisite(s): Consent only. Admission by application to the Semester in Environmental Science program at the Marine Biological Laboratory in Woods Hole, MA; concurrent registration in BIOS 27710 and BIOS 27711 along with one of BIOS 27713, BIOS 27714 or BIOS 27715.
Equivalent Course(s): BIOS 27712
As of academic year 2017–18 the Environmental Studies major will be known as Environmental and Urban Studies. This new title reflects significant enhancements to the major that include the introduction of a new thematic track focused on human interaction with place, space, and the built environment in urban regions.

The new Urban Environment Track will complement the two existing tracks devoted to study of the interactions of humans and the environment. It is designed to give students a deeper theoretical understanding of cities and practical strength in addressing urban and environmental challenges. It brings a spatial and place-based perspective to these questions, using built form and environmental context as key, conceptual lenses to investigate the social, economic, and political dimensions of urbanism.

Within this new track, students will have the opportunity to study cities from multiple disciplinary perspectives and engage with the historical and theoretical processes of city making, covering issues such as: urban planning for sustainable cities; big data and its potential for improving urban quality of life; the environmental costs and benefits of urbanization; the growing problem of social segregation in urban neighborhoods; the resilience of urban neighborhoods; and the fiscal complexities of urban infrastructure and maintenance.

Program of Study

The program encourages interdisciplinary approaches to the complex entanglements and intersections of urbanism, environments, and humans by incorporating models and methods from the humanities and social and natural sciences. Students can choose to focus on one of following three tracks:

- **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.

- **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.

- **Urban Environment Track**: As described in the previous section.

Students in other fields of study may also complete a minor in Environmental and Urban Studies with an emphasis on one of these tracks. Requirements for the minor follow the description of the major.

Note: 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 and Urban Studies, Sabina Shaikh (773.834.4405, sabina@uchicago.edu), to devise their program of study.

Program Requirements

Students in the Class of 2020 and beyond will follow new requirements for the Environmental and Urban Studies major, described below. Students in the Classes of 2018 and 2019 will continue under the earlier Environmental Studies requirements, though they are encouraged to explore the new courses and programming. These students may request to switch to the updated Environmental and Urban Studies requirements if they align with the student's interests and fit within the student's graduation plan.

Students in the major must complete thirteen courses:

**Environmental and Urban Studies Core Sequence**

Students are required to take the two-course core sequence in Environmental and Urban Studies (ENST 21201 Human Impact on the Environment—ENST 21301 Making the Natural World: Foundations of Human Ecology). These courses provide an overview of contemporary environmental issues and the theoretical and empirical approaches used to understand and address them.

**Thematic Tracks in Environmental and Urban Studies**

Students complete a total of six courses: four courses within the track they have selected as their area of emphasis and two complementary courses from one of the remaining tracks. Lists of approved courses can be found on the department's website.

- **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.

- **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.

- **Urban Environment Track**: This concentration emphasizes theoretical and practical perspectives on human interaction with the urban, physical environment. The track encourages a spatial and place-based urban perspective, meaning that built form and environmental context provide the conceptual core through which the social, economic, and political understanding of urbanism is pursued. The track approaches nature and dynamics of cities by capitalizing on the growth of interest in urban planning, urban sustainability, and urban design.

**Quantitative Analysis Requirement**

One course must be taken to demonstrate competence in quantitative analysis. Students may choose to take either STAT 22000 or an equivalent.

**Environmental Sciences and Geographical Studies Course Work**

Students must take a total of three approved courses in environmental sciences and geographical studies, as broken down below. Lists of approved courses can be found on the department's website.

- Students in the **Environmental, Economics, and Policy Track** and the **Socio-natural Systems and Frameworks Track** must take two environmental sciences courses and one geographical studies course.

- Students in the **Urban Environment track** must take two geographical studies courses and one environmental science course.

**BA Thesis**

Students are expected to develop significant independent research projects in close consultation with their preceptor and faculty adviser. In consultation with Environmental and Urban 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 and Urban 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. Students wishing to build additional time for research or writing into their schedules may speak with their thesis adviser about potentially taking ENST 29900 BA Thesis (Reading and Research).

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. Completion of the Chicago Studies Certificate Program will satisfy this requirement. See below for details.

**SUMMARY OF REQUIREMENTS FOR THE MAJOR**

- ENST 21201 Human Impact on the Environment 100
- ENST 21301 Making the Natural World: Foundations of Human Ecology 100
- Four courses in the thematic track of emphasis 400
- Two courses in the supporting thematic track 200
- STAT 22000 Statistical Methods and Applications (or equivalent) * 100
- Three courses in environmental sciences or geographical studies + 300
- Internship/field studies experience
ENST 29801  BA Colloquium I  100
Total Units  1300

§  Students may use a maximum of 200 units of supervised individual reading and research credit (ENST 29700, 29701, 29702, or equivalent) toward their primary track requirements in the major.

* Credit may be granted via examination.

+ Must come from approved lists, found on the department's website.

ADVISIGN

Application for admission to the Environmental and Urban Studies program should be made to the program preceptor, who explains requirements and arranges a preliminary program of study. Admission to the major or minor is complete when a program of study has been approved by the program director. This program of study, which the student formulates in consultation with both the program preceptor and the program director, should be in place by a student's third year.

Environmental and Urban Studies majors and minors must submit the Intent to Graduate form no later than the second week of the quarter in which they intend to graduate. The form is available online and must be submitted electronically. See environmentalstudies.uchicago.edu/content/program-forms for more information.

Students will need to formalize their declaration of the major on my.uchicago.edu and provide regular documentation of any program approvals from the department to their College adviser for the requisite processing.

GRADING

Students who are majoring or minoring in Environmental and Urban Studies must receive quality grades in courses taken to meet the requirements of the program.

HONORS

Eligibility for honors requires an overall GPA of 3.0 or higher, a GPA of 3.5 or higher in the courses taken to meet the requirements of the program, and a BA thesis that is judged to be superior by the faculty and preceptor readers.

MINOR PROGRAM IN ENVIRONMENTAL AND URBAN STUDIES

Students who are not Environmental and Urban Studies majors may complete a minor in Environmental and Urban Studies. Such a minor requires that six courses be taken according to the following guidelines:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>Four courses in one of the three thematic tracks*</td>
<td>400</td>
<td></td>
</tr>
</tbody>
</table>

Total Units  600

* Must be chosen in consultation with the program director.

Students who elect the minor program in Environmental and Urban Studies should meet with the program director before the end of Spring Quarter of their third year to declare their intention to complete the minor and select appropriate courses. The approval of the program director for the minor program should be submitted to a student's College adviser by the deadline above on a form obtained from the adviser.

Courses in the minor (1) may not be double counted with the student’s major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and at least half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

EXPERIENTIAL LEARNING OPPORTUNITIES

The Environmental and Urban Studies major offers experiential learning opportunities through the Chicago Studies Quarters and the new Chicago Studies Certificate Program. Students in all tracks, and in particular the Urban Environment track, are encouraged to enroll in these programs, which offer immersion in the academic, experiential, interdisciplinary study of Chicago and its region. For more information about these programs, please see the listing in this catalog or visit chicagostudies.uchicago.edu.

Chicago Studies Quarter

Each spring, a small cohort of students studies the culture, politics, and history of the city through a curriculum of three interrelated courses with a common theme through the Chicago Studies Quarter. Admission to the program is competitive. Courses are taught by Chicago specialists from a variety of disciplines and join classroom instruction with weekly excursions and cocurricular activities.
All courses in the Chicago Studies Quarter will have an Environmental and Urban Studies course number. They are also listed in all three tracks of the major and can therefore be taken to satisfy requirements either within or outside the student’s primary track.

Chicago Studies Quarter: Calumet

Since 2012, the Calumet Quarter has offered a one-quarter, intensive, experience-based program focused on human land use in the Calumet Region just south and east of the city. As of 2017–18, it will merge with the Chicago Studies Quarter and be officially known as the Chicago Studies Quarter: Calumet. It features integrated courses, projects, field trips, guest lectures, and presentations, and integrates perspectives from the sciences, humanities, and social sciences in the study of local environments and communities.

Chicago Studies Quarter: Calumet is offered every other year. Courses taken as part of this program can be used to satisfy requirements in all three tracks of the major.

Chicago Studies Certificate

New in 2017–18, the Chicago Studies Certificate is designed for students who wish to integrate their academic inquiry with positive impact in Chicago through sustained community engagement, urban scholarship, and creative expression. The certificate is overseen by the University Community Service Center in collaboration with the Environmental and Urban Studies program, which supervises the program’s academic requirements.

Completion of the Chicago Studies Certificate will satisfy the internship/field study requirement for the Environmental and Urban Studies major.

ENVIRONMENTAL STUDIES COURSES

ENST 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.

Terms Offered: Not offered 2017-18
Note(s): As of Fall 2015 this course will no longer be offered.
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) This course is part of the College Course Cluster program, Climate Change, Culture, and Society.

Instructor(s): D. Archer, D. MacAyeal Terms Offered: Autumn,Spring
Prerequisite(s): Some knowledge of chemistry or physics helpful.
Equivalent Course(s): GEOS 13400,ENSC 13400,PHSC 13400

ENST 12402. Life through a Genomic Lens. 100 Units.
The implications of the double helical structure of DNA triggered a revolution in cell biology. More recently, the technology to sequence vast stretches of DNA has offered new vistas in fields ranging from human origins to the study of biodiversity. This course considers a set of these issues, including the impact of a DNA perspective on the legal system, on medicine, and on conservation biology.

Instructor(s): A. Turkewitz, M. Nobrega Terms Offered: Winter
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.
Equivalent Course(s): BIOS 11125

ENST 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 13132. Ecology in the Anthropocene. 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 feedback on to humans. Discussion required.
Instructor(s): T. Price Terms Offered: Autumn
Prerequisite(s): Bios 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.
Equivalent Course(s): BIOS 13132

ENST 13300. The Atmosphere. 100 Units.
This course introduces the physics, chemistry, and phenomenology of the Earth’s atmosphere, with an emphasis on the fundamental science that underlies atmospheric behavior and climate. Topics include (1) atmospheric composition, evolution, and structure; (2) solar and terrestrial radiation in the atmospheric energy balance; (3) the role of water in determining atmospheric structure; and (4) wind systems, including the global circulation, and weather systems.
Instructor(s): D. Abbot Terms Offered: Spring
Prerequisite(s): MATH 13100-MATH 13200
Equivalent Course(s): GEOS 13300,ENSC 13300

ENST 20500. Introduction to Population. 100 Units.
This course provides an introduction to the field of demography, which examines the growth and characteristics of human populations. It also provides an overview of our knowledge of three fundamental population processes: fertility, mortality, and migration. We cover marriage, cohabitation, marital disruption, aging, and population and environment. In each case we examine historical trends. We also discuss causes and consequences of recent trends in population growth, and the current demographic situation in developing and developed countries.
Instructor(s): L. Waite Terms Offered: Spring
Prerequisite(s): 1st and 2nd year undergraduates only
Note(s): Only offered at the undergraduate level in 2017-18
Equivalent Course(s): GNSE 20120,SOCI 20122

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): Staff 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): Staff 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: TBD
Equivalent Course(s): ANTH 35500, ANTH 22000

ENST 22009. Philosophies of Environmentalism and Sustainability. 100 Units.
Many of the toughest ethical and political challenges confronting the world today are related to environmental issues: for example, climate change, loss of biodiversity, the unsustainable use of natural resources, pollution, and other threats to the well-being of both present and future generations. Using both classic and contemporary works, this course will highlight some of the fundamental and unavoidable philosophical questions presented by such environmental issues. Can a plausible philosophical account of justice for future generations be developed? What counts as the ethical treatment of non-human animals? What do the terms "nature" and "wilderness" mean, and can natural environments as such have moral and/or legal standing? What fundamental ethical and political perspectives inform such positions as ecofeminism, the "Land Ethic," political ecology, ecojustice, and deep ecology? And does the environmental crisis confronting the world today demand new forms of ethical and political philosophizing and practice? Are we in the Anthropocene? Is "adaptation" the best strategy at this historical juncture? Field trips, guest speakers, and special projects will help us philosophize about the fate of the earth by connecting the local and the global. (A) (B)
Instructor(s): B. Schultz Terms Offered: Autumn
Note(s): Course is open to Undergraduates and MAPH students.
Equivalent Course(s): HMRT 22201, MAPH 32209, GNSE 22204, PLSC 22202, PHIL 22209

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 ascendancy 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 2017–18

ENST 22708. Planetary Britain, 1600–1900. 100 Units.
What were the causes behind Britain's Industrial Revolution? In the vast scholarship on this problem, one particularly heated debate has focused on the imperial origins of industrialization. How much did colonial resources and markets contribute to economic growth and technological innovation in the metropole? To what extent can we trace anthropogenic climate change and other planetary crises back to the environmental transformation wrought by the British Empire? Topics include ecological imperialism, metabolic rift, the sugar revolution, the slave trade, naval construction and forestry, the East India Company, free trade and agriculture, energy use and climate change.
Instructor(s): F. Albritton Jonsson Terms Offered: Winter
Equivalent Course(s): HIST 32708, HIPS 22708, CHSS 32708, HIST 22708

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): Three quarters of a Biological Sciences Fundamentals sequence and prior introductory course in ecology or consent of instructor.
Equivalent Course(s): BIOS 23289

ENST 23500. Political Sociology. 100 Units.
This course provides analytical perspectives on citizen preference theory, public choice, group theory, bureaucrats and state-centered theory, coalition theory, elite theories, and political culture. Theses competing analytical perspectives are assessed in considering middle-range theories and empirical studies on central themes of political sociology. Local, national, and cross-national analyses are explored. The course covers readings for the Sociology PhD. Prelim exam in political sociology.
Instructor(s): T. Clark Terms Offered: Spring
Prerequisite(s): Completion of the general education requirement in social sciences
Equivalent Course(s): PBPL 23600, SOCI 30106, SOCI 20106

ENST 23900. Environmental Chemistry. 100 Units.
The focus of this course is the fundamental science underlying issues of local and regional scale pollution. In particular, the lifetimes of important pollutants in the air, water, and soils are examined by considering the roles played by photochemistry, surface chemistry, biological processes, and dispersal into the surrounding environment. Specific topics include urban air quality, water quality, long-lived organic toxins, heavy metals, and indoor air pollution. Control measures are also considered. This course is part of the College Course Cluster program, Climate Change, Culture, and Society.
Instructor(s): D. Archer Terms Offered: Autumn
Prerequisite(s): CHEM 11101-11201 or equivalent, and prior calculus course
Equivalent Course(s): GEOS 33900, ENSC 23900, GEOS 23900

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.
Environmental policy is the product of political, historical, economic, and cultural factors that lead to certain outcomes (and not others). This course will examine each of these factors and their importance in shaping the environmental policies that exist in the United States, with consideration of both public lands and pollution control policies, as well as the theoretical underpinnings of environmental activism and policymaking.
Instructor(s): R. Lodato Terms Offered: Autumn
Equivalent Course(s): LLSO 24901, PBPL 24701

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, ENSC 21100

ENST 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 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, BIOS 02810, SOSC 26900
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): Three quarters of a Biological Sciences Fundamentals sequence and a course in either ecology, evolution, or earth history; or consent of instructor
Equivalent Course(s): EVOL 45500, GEOG 25500, GEOG 35500, BIOS 23406

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 26002. Urban Design Studio. 100 Units.
Based on prior course work in either neighborhood or pedestrian-scale urbanism, students in this course will have the chance to formulate a proposal for intervention to address an issue previously uncovered. The proposal could be in the form of a written policy, two-dimensional plan, or three-dimensional design, depending on student interest. Example topics include policy proposals to address issues of gentrification and displacement, proposals to increase the spatial equity and accessibility of public space, three-dimensional visioning of future infill on vacant land, or development of a new kind of urban code to encourage pedestrian life.
Instructor(s): E. Talen Terms Offered: Spring
Equivalent Course(s): GEOG 24200, PBPL 26002, SOSC SOSC

ENST 26003. Chicago by Design. 100 Units.
This course examines the theory and practice of urban design at the scale of block, street, and building—the pedestrian realm. Topics include walkability; the design of streets; architectural style and its effect on pedestrian experience; safety and security in relation to accessibility and social connection; concepts of urban fabric, repair, and placemaking; the regulation of urban form; and the social implications of civic spaces. Students will analyze normative principles and the debates that surround them through readings and discussion as well as firsthand interaction with the urbanism of Chicago.
Instructor(s): E. Talen Terms Offered: Autumn
Equivalent Course(s): GEOG 24300, PBPL 26003, SOSC 26003

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 26420. Sustainable Food Enterprise Lab. 100 Units.
This practicum explores efforts to promote environmental and social sustainability in the food system through market initiatives. Student teams will work on consulting projects for Chicago based client organizations, focusing on the connection between business success and social/environmental impact. Students will address a problem or an innovation challenge for the client and develop actionable, research-based recommendations. Student teams will refine the problem, identify appropriate analytical tools to address it, design data collection methods, collect and analyze data, develop data-driven recommendations and present to the client's management. Students will be mentored in their work with clients in order to develop their personal and interpersonal skills for working on environmental and social change. Project-based experiential learning will be complemented by readings and discussions that will support the students' work and invite them to reflect deeply and critically on sustainable food enterprises.
Instructor(s): T. Yifat Terms Offered: Winter. Not offered 2017-18

ENST 26433. Practicum in Environmental Management. 100 Units.
Students in this course will explore and evaluate aspects of environmental sustainability on campus, through scholarly research, interviews, surveys and data collection and analysis. Students will apply concepts and tools from environmental studies, public policy and economics to evaluate and make recommendations for enhancing the environmental performance of campus athletics operations and events. The research will be conducted in collaboration with the Office of Sustainability and Department of Physical Education and Athletics.
Instructor(s): S. Sabina Terms Offered: Autumn
Prerequisite(s): Prerequisite: PBPL 200 or ECON 198 or equivalent

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: Autumn
Prerequisite(s): ECON 20100
Equivalent Course(s): ECON 26500

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: Not offered 2017-18
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): Staff Terms Offered: Not Offered 2017-18
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. The Calumet Quarter will not be offered in Spring Quarter 2017. It will be offered next in Spring Quarter 2018.

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): Staff Terms Offered: Spring
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: Spring. Not offered 2017-18
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: Spring
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: Spring. Not offered 2017-18
Prerequisite(s): M. Mass Terms Offered: Spring
Note(s): This course will include off-site field trips and community service/teaching commitment.

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: Spring
Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.

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 2017-18
Note(s): This course will include off-site field trips and community service/teaching commitment.

ENST 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.

ENST 27750. Practicum in Environment, Agriculture, and Food Policy I. 100 Units.
No description available.
Instructor(s): S. Shaikh Terms Offered: Autumn. Not offered 2017-18
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.
No description available.
Instructor(s): S. Shaikh Terms Offered: Winter. Not offered 2017-18
Prerequisite(s): Open only to Public Policy majors and Environmental Studies majors and minors
Equivalent Course(s): PBPL 27751

The global energy and climate challenge is one of the most important and urgent problems society faces. Progress requires identifying approaches to ensure people have access to the inexpensive and reliable energy critical for human development, without causing disruptive climate change or unduly compromising health and the environment. The course pairs technical and economic analysis to develop an understanding of policy challenges in this area. Lecture topics will include the past, present, and future of energy supply and demand, global climate change, air pollution and its health consequences, selected energy technologies such as solar photovoltaics, nuclear power, unconventional oil and gas, and an analysis of theoretical and practical policy solutions in developed and emerging economies.
Instructor(s): M. Greenstone, J. Deutch Terms Offered: Autumn
Prerequisite(s): PQ: Third- or fourth-year standing in the College.
Equivalent Course(s): ECON 26730, PBPL 29200, BPRO 29200
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, both those now in use and those under development, and the policy questions associated with each, as well as with more overarching aspects of energy policy that may affect several, perhaps many, technologies.
Instructor(s): S. Berry, G. Tolley Terms Offered: Autumn
Prerequisite(s): PQ: Third- or fourth-year standing. For ECON majors who want ECON credit for this course (ECON 26800): PQ is ECON 20100.
Equivalent Course(s): CHSS 37502,ECON 26800,PBPL 29000,PPHA 39201,PSMS 39000,BPRO 29000

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,Spring,Winter
Prerequisite(s): Consent of faculty supervisor and program director
Note(s): Students are required to submit the College Reading and Research Course Form. This course may be counted as one of the electives required for the major.

ENST 29701. Readings and Research: Working Group in Environment, Agriculture, and Food (EAF) 100 Units.
This course consists of participation in the Environment, Agriculture, and Food Group in a role assigned by the instructor.
Instructor(s): S. Shaikh Terms Offered: Winter
Prerequisite(s): Registration by instructor consent only
Note(s): Please email Sabina Shaikh at sabina@uchicago.edu.
Equivalent Course(s): PBPL 29701

ENST 29720. Reading and Research: Calumet. 100 Units.
The Program on the Global Environment will be hosting many interesting guest speakers during the Calumet Quarter, and this readings course will be dedicated primarily to the discussion of relevant articles written by the speakers. This will acquaint students with literature on a variety of topics ranging from food security to wetlands ecology to conservation theory. Students will be expected to discuss the articles, drawing on knowledge gained in the three core Calumet courses. Students will also attend the guest presentations and write short responses to the lectures.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.

ENST 29801. BA Colloquium I. 100 Units.
This colloquium is designed to aid students in their thesis research. Students are exposed to different conceptual frameworks and research strategies. The class meets weekly.
Instructor(s): 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

Department Website: http://fundamentals.uchicago.edu

ABOUT FUNDAMENTALS

The Fundamentals program enables students to concentrate on fundamental questions by reading classic texts that articulate and speak to these questions. It seeks to foster precise and thoughtful pursuit of basic questions by means of (1) rigorous training in the interpretation of important texts, supported by (2) extensive training in at least one foreign language, and by (3) the acquisition of the knowledge, approaches, and skills of conventional disciplines: historical, religious, literary, scientific, political, and philosophical.

Rationale

A richly informed question or concern formulated by each student guides the reading of texts. Classic texts are also informed by such questions; for example, Socrates asks: What is virtue? What is the good? What is justice? Aristotle and Cicero explore the relation of civic friendship to society. Freud asks: What is happiness? Can humans be happy? Milton investigates how poetic vocation may be related to political responsibility. Students who are engaged by these questions and others like them, and who find them both basic and urgent, may wish to continue to explore them more thoroughly and deeply within the structure of the program which provides the wherewithal to address them on a high level.

That wherewithal is to be found in the fundamental or classic texts (historical, religious, literary, scientific, political, and philosophical) in which the great writers articulate and examine questions in different and competing ways. These books illuminate the persisting questions and speak to contemporary concerns because they are both the originators and exacting critics of our current opinions. These texts serve as colleagues who challenge us to think that something else might actually be the case than what we already think. The most important questions may, at bottom, be the most contested, and those most susceptible to, and most requiring, sustained, probing engagement.

This program emphasizes the firsthand experience and knowledge of major texts, read and reread and reread again. Because they are difficult and complex, only a small number of such works can be studied. Yet the program proposes that intensively studying a profound work and incorporating it into one’s thought and imagination prepares one for reading any important book or reflecting on any important issue. Read rapidly, such books are merely assimilated into preexisting experience and opinions; read intensively, they can transform and deepen experience and thought.

Studying fundamental texts is, by itself, not enough. Even to understand the texts themselves, supporting studies and training are necessary: a solid foundation in at least one foreign language and in disciplines and subject matters pertinent to the main questions of students are essential parts of the major. Students benefit from knowledge of the historical contexts out of which certain problems emerged or in which authors wrote; knowledge of specific subject matters and methods; knowledge of the language in which a text was originally written, as well as an understanding of the shape a given language imparts to a given author; fundamental skills of analysis, gathering evidence, reasoning, and criticism; different approaches and perspectives of conventional disciplines. All these are integral parts of the educational task.

Individual Program Design

Genuine questions cannot be assigned to a student; they must arise from within. For this reason, a set curriculum is not imposed upon students. Each student’s course of study must answer to his or her interests and concerns, and must begin from a distinctive concern. One student may be exercised about questions of science and religion; another about freedom and determinism; another about friendship and conversation; another by prudence, romance, and marriage; a fifth about distributive justice. Through close work with a suitably chosen faculty adviser, a student determines texts, text and author courses, and supporting courses as appropriate to address the student’s Fundamentals question. Beginning with a student’s questions and interests does not, however, imply an absence of standards or rigor; this program is most demanding.

Activities of Graduates

The Fundamentals program serves the purposes of liberal education, regarded as an end in itself, and offers no specific pre-professional training; yet Fundamentals graduates have successfully prepared for careers in the professions and in scholarship. Some are now pursuing work in law, medicine, journalism, ministry, government service, business, veterinary medicine, and secondary school teaching. Others have gone on to graduate schools in numerous fields, including classics, English, comparative literature, Slavic, history, philosophy, social thought, theology, religious studies, clinical psychology, political science, development economics, mathematics, film studies, and education.

Faculty

The faculty of the Fundamentals program comprises humanists and social scientists, representing interests and competencies in both the East and the West and scholarship in matters ancient and modern. This diversity and pluralism exists within a common agreement about the primacy of fundamental questions and the centrality of important books and reading them well. The intention is for the students to see and work with a variety of
scholars presenting their approaches to and understanding of books that they love, that they know well, and that are central to their ongoing concerns.

**Application to the Program**

Students should apply in Spring Quarter of their first year to enter the program in their second year; the goals and requirements of the program are best met if students spend three years in the major. Students are interviewed and counseled in order to discover whether or not their interests and intellectual commitments would be best served by this program. Admissions are decided on the basis of the application statement, interviews, and previous academic performance.

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**PROGRAM REQUIREMENTS**

The Fundamentals program comprises (a) **13 courses**, (b) the **Junior Paper**, and (c) the **Senior Exam**, for a total of 1500 units.

**A. Course Work**

1. **Gateway Course (1 course) (Autumn or Winter):** This course is specifically designed for the incoming cohort of Fundamentals students and is a mandatory part of the program. It is devoted to the close reading of one or two texts, chosen because they raise challenging questions and present important and competing answers. Through this course, students will study a variety of ways in which a text can respond to their concerns and can compel consideration of its own questions.

2. **Text/Author Courses (7 courses).** The Text/Author courses are 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 texts that will become the basis of his or her Senior Exam (see below). This list should contain works in the area of the student’s primary interest that 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. Text/Author courses are generally cross-listed as FNDL courses in Class Search ([https://coursesearch.uchicago.edu](https://coursesearch.uchicago.edu)); if a relevant course is not cross-listed, the student should contact the coordinator to see if it can be counted towards the major. In years when the Gateway Course is offered in Autumn, entering students are required to take at least one Text/Author course in Winter; in years when the Gateway Course is offered in Winter, entering students are expected to take at least one Text/Author course in Autumn.

3. **Supporting Courses (4 courses).** These are courses that complement the student’s program, providing historical context, theoretical and methodological training, or other complements. They do not have to be listed as FNDL to satisfy this requirement, but they must be explicitly identified as supporting courses in consultation with the student’s adviser.

4. **Foreign Language (1 course).** Students in the program are expected to achieve a level of proficiency in a foreign language sufficient to enable them to study in the original language (other than English) one of the texts on their examination list. Such training ordinarily requires two years of formal language instruction or its equivalent. The third quarter of the second year of the language is counted toward the major. In addition, students are required to take a course where they study a text in that language; the instructor of the course may be asked to provide an evaluation of the student’s linguistic proficiency on the basis of this work. Students and instructors should work closely together in determining how the student will demonstrate competency in the language. As the achievement of proficiency may differ vis-à-vis length of study from language to language, it may prove harder for students of some languages to read a text in its entirety even after completing two years of instruction. Any students who believe that their language is so difficult that doing so is unrealistic may petition to have the requirement met by reading a clearly marked-out portion of the text—perhaps a chapter or two, or series of smaller sections. To be considered, the petition must set out a clear plan and must be signed by the instructor of the text in question.

**B. The Junior Paper**

In the Winter or Spring Quarter of their junior year, students write an extended essay called the Junior Paper. This project provides the opportunity for students to originate and formulate a serious inquiry into an important issue arising out of their work and to pursue the inquiry extensively and in depth in a paper of about twenty to twenty-five pages (roughly 8,000 to 10,000 words). At every stage in the preparation of the paper, students work closely with their Fundamentals faculty adviser. Students register in the independent study course FNDL 29901 in the quarter in which they write the paper; they are also expected to participate in the Junior Paper Colloquium that takes place in the Winter Quarter. Acceptance of a successful Junior Paper is a prerequisite for admission to the senior year of the program.

**C. The Senior Exam**

At the end of Week Six in the Spring Quarter of their senior year, students are examined on six texts they have studied in the context of their Text/Author courses and approved independent study courses. Preparation for this examination allows students to review and integrate their full course of study. During a three-day period, students write two substantial essays on questions designed for them by the associated faculty. The examination has a pedagogical intention, more than a qualifying one; its purpose is to allow students to demonstrate how
they have related and integrated their questions, texts, and disciplinary studies. To take the exam, students register in FNDL 29902 in the Spring Quarter (or, with the consent of the chair, in the Autumn or Winter Quarters if there are scheduling issues).

Summary of Requirements

The Gateway Course 100
Seven Text/Author Courses 700
Four Supporting Courses 400
Third quarter of second-year foreign language * 100
FNDL 29901 Independent Study: Junior Paper 100
FNDL 29902 Independent Study: Senior Examination 100
Total Units 1500

* or credit for the equivalent, determined by petition

Grading, Advising, and Honors

**Grading.** The Junior Paper and Senior Exam (FNDL 29901 and FNDL 29902) are graded Pass/Fail; all other courses within the major must be taken for quality grades. Independent study courses must include a term paper, and students should be prepared to request statements of reference or evaluation from faculty with whom they have worked in this capacity.

**Advising.** Each student has a faculty adviser who is assigned to the student on the basis of their mutual interests and areas of expertise. The adviser closely monitors the student’s choice of texts, courses, and language studies, allowing for the gradual development of a fitting and coherent program. The faculty adviser may also oversee the student’s Junior Paper and is responsible for approving the final list of texts for the Senior Exam. In addition, the program coordinator is available for advice and consultation on all aspects of the program.

**Honors.** Honors are awarded by the Fundamentals faculty to students who have performed with distinction in the program. An overall GPA of 3.5 is necessary to be considered for honors, and special attention is paid to both the Junior Paper and the Senior Exam.

Academic Year 2017–18 Courses

**Gateway Course (required for all incoming Fundamentals majors)**

FNDL 21001. Poe: Tales of the Grotesque and Arabesque. 100 Units.

Though Poe wasn’t the first famous writer of short stories, his tales of horror, mystery, and ratiocination made the short prose form a modern medium, inspiring artists ranging from Baudelaire and Manet to Arthur Conan Doyle and the inventors of science fiction. Their unreliable narrators, copious displays of learning, and contrary effects of shock and verisimilitude have shaped modern fiction. At the same time, the “book” wherein Poe collected his tales over his lifetime grew in fits and bounds, absorbing both his theoretical speculations and his poems as extended means of “telling tales.” Their chief concerns, subjectivity and reason in their compatibility and conflict, are still—or should be—our own. We approach Poe’s short works in as close to the order of composition as we can achieve, and we read them carefully.

Instructor(s): Andrei Pop Terms Offered: Autumn

**Independent Study (for registering for the Junior Paper and Senior Examination)**

FNDL 29901. Independent Study: Junior Paper. 100 Units.

Students who are on campus will be required to attend a series of colloquium meetings in Winter Quarter, but should enroll in the quarter that they will write the Junior Paper. Students are required to submit the College Reading and Research Course Form. Must be taken for P/F grading.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Open only to Fundamentals students with consent of faculty supervisor and program chair.

FNDL 29902. Independent Study: Senior Examination. 100 Units.

Students should expect to register for this independent study in the Spring of their final year, the quarter in which they will take their Senior Exam. Exceptions to this can only be made with the consent of the program chair. Students are required to submit the College Reading and Research Course Form. Must be taken for P/F grading.

Terms Offered: Spring

Prerequisite(s): Open only to Fundamentals students with consent of faculty supervisor and program chair.
AUTUMN QUARTER

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): This course meets the general education requirement in the arts.
Equivalent Course(s): AMER 17410, ARTH 17410

FNDL 20700. Aquinas on God, Being, and Human Nature. 100 Units.
This course considers sections from Saint Thomas Aquinas's Summa Theologica. Among the topics considered are God's existence; the relationship between God and Being; and human nature.
Instructor(s): S. Meredith Terms Offered: Autumn
Equivalent Course(s): CLCV 23712, RLST 23605

FNDL 21001. Poe: Tales of the Grotesque and Arabesque. 100 Units.
Though Poe wasn't the first famous writer of short stories, his tales of horror, mystery, and ratiocination made the short prose form a modern medium, inspiring artists ranging from Baudelaire and Manet to Arthur Conan Doyle and the inventors of science fiction. Their unreliable narrators, copious displays of learning, and contrary effects of shock and verisimilitude have shaped modern fiction. At the same time, the "book" wherein Poe collected his tales over his lifetime grew in fits and bounds, absorbing both his theoretical speculations and his poems as extended means of "telling tales." Their chief concerns, subjectivity and reason in their compatibility and conflict, are still—or should be—our own. We approach Poe's short works in as close to the order of composition as we can achieve, and we read them carefully.
Instructor(s): Andrei Pop Terms Offered: Autumn

FNDL 21005. 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.
Instructor(s): E. Asmis Terms Offered: Autumn
Prerequisite(s): GREK 20300 or equivalent
Equivalent Course(s): BIBL 31200, GREK 31200, GREK 21200

FNDL 21403. Shakespeare I: Histories and Comedies. 100 Units.
This course is part of the College Course Cluster, The Renaissance. This course will explore a selection of seven or eight plays representing Shakespeare's youthful genres of Comedy and History. We will consider how each play fits, or doesn't fit, within organizing dichotomies like playhouse versus print, popular versus elite, and early versus late. We will also consider how terms that structure our encounter with Shakespeare both form and deform his work, leaving us to ask, Can we do better? (D, E)
Instructor(s): E. MacKay Terms Offered: Autumn
Equivalent Course(s): TAPS 28405, ENGL 16500

FNDL 21411. The Art of Michelangelo. 100 Units.
The focus of this course will be Michelangelo's sculpture, painting and architecture while making use of his writings and his extensive body of drawings to understand his artistic personality, creative processes, theories of art, and his intellectual and spiritual biography, including his changing attitudes towards Neoplatonism, Christianity and politics. Our structure will be chronological starting with his juvenilia of the 1490s in Florence at the court of Lorenzo the Magnificent through his death in Rome in 1564 as an old man who was simultaneously the deity of art and a lonely, troubled, repentant Christian. Beyond close examination of the works themselves, among the themes that will receive attention for the ways they bear upon his art are Michelangelo's fraught relationship to the built environment, 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): C. Cohen Terms Offered: Autumn
Note(s): This course meets the general education requirement in the arts.
Equivalent Course(s): ARTH 17612
FNDL 21700. *Le Roman de la rose*. 100 Units.
The mid-thirteenth-century *Roman de la Rose* was arguably the single most influential vernacular text of the (French) Middle Ages. A sprawling, encyclopedic summa composed by two separate authors writing some forty years apart, whether taken as a source of inspiration or an object of condemnation, the *Roman de la Rose* became an obligatory point of reference for generations of authors. Over the course of the quarter, we will read the conjoined text, each student focusing their reading through a critical optic of their choice (e.g., gender studies, animal studies, ethics and philosophy, reception studies, manuscript studies, etc.). Students will select and read ancillary texts to enrich their understanding of the *Rose*, and will collaborate with one another to chart a rich and diverse set of interpretive paths through this complex work.

Instructor(s): D. Delogu  
Terms Offered: Autumn  
Prerequisite(s): FREN 20500 and at least one other literature course taught in French.  
Note(s): Taught in English, with readings in French.
Equivalent Course(s): FREN 31700, GNSE 27300, FREN 21700

FNDL 22400. *Greek Comedy: Aristophanes*. 100 Units.
We will read in Greek Menander’s *Dyskolos*, with an eye to understanding “New Comedy” and its robust afterlife in Renaissance Europe and modern sitcoms. We will also devote some time to reading and assessing fragments from Menander’s contemporaries. Coursework will include translation as well as secondary readings.

E. Austin.  
Terms Offered: Autumn

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

Prerequisite(s): GREK 20300 or equivalent

Equivalent Course(s): GREK 32400, HIST 20403, HIST 30403, GREK 22400

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.

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

Equivalent Course(s): PLSC 33910, PLSC 23910

FNDL 25406. *Hawthorne and Melville*. 100 Units.
In the two-year period between 1850 and 1852, Hawthorne and Melville produced five remarkable books: *The Scarlet Letter*, *The House of the Seven Gables*, *The Blithedale Romance*, *Moby-Dick*, and *Pierre*. During this same time they lived within six miles of each other in the Berkshires, a circumstance that initiated a strong literary friendship and that prompted a number of shared literary, aesthetic, and political preoccupations. This course will focus on four texts: Hawthorne’s *Mosses from an Old Manse* and *The Scarlet Letter*, and Melville’s “Hawthorne and His Mosses” and *Moby-Dick*. Monomania—in its psychological, sexual, aesthetic, religious, epistemological, and political manifestations—will focus much of our inquiry into these texts and into the body of critical discourse surrounding them.

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

Equivalent Course(s): AMER 25406, ENGL 25406

FNDL 26560. *Shakespeare and the Ancient Classical World*. 100 Units.
This course is part of the College Course Cluster, *The Renaissance*. This course will look closely at the plays written by Shakespeare on the ancient classical world: *Titus Andronicus*, *Julius Caesar*, *Troilus and Cressida*, *Antony and Cleopatra*, *Timon of Athens*, and *Coriolanus*, with an emphasis on the second, third, fourth, and fifth titles in this list. Why did Shakespeare turn to the ancient classical world for dramatic material, and what did he find there that was not available to him in the Christian world he knew at first hand? What philosophical ideas, experiments in forms of governance, and understanding of the human condition did he discover? In what ways is Shakespeare a different writer and dramatist as a result of his imaginative journey to the world of ancient Greece and Rome?

Instructor(s): D. Bevington  
Terms Offered: Autumn

Equivalent Course(s): ENGL 36560, ENGL 16560

FNDL 27620. *La Boétie et le Discours de la servitude volontaire*. 100 Units.
This course will study one of the founding texts of modern political theory.

Instructor(s): P. Desan  
Terms Offered: Autumn

Prerequisite(s): FREN 20500 and one literature course taught in French. Open to advanced undergraduates.

Note(s): Taught in French.

Equivalent Course(s): FREN 37620
WINTER QUARTER

FNDL 20109. Sartre’s Being and Nothingness. 100 Units.
We propose here a cursive reading of Sartre’s masterpiece of 1943, explaining the whole project of Sartre's phenomenological ontology. For that we will focus on his polemical relation to German Idealism (mostly Hegel) and to German Phenomenology (Husserl, Heidegger) in order to clarify the meaning of notions that Sartre inherits from these two traditions, like in-itself, for-itself, intentionality, existence, selfhood, pre-reflexive consciousness, negativity, nothingness, etc. (B)
Instructor(s): R. Moati Terms Offered: Winter
Prerequisite(s): Prior knowledge on Descartes, Spinoza, German Idealism, Phenomenology (Husserl, Heidegger) and knowledge in French are highly recommended to attend this course.
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): PHIL 30109,PHIL 20109

FNDL 20120. Wittgenstein’s Philosophical Investigations. 100 Units.
A close reading of Philosophical Investigations. Topics include: meaning, explanation, understanding, inference, sensation, imagination, intentionality, and the nature of philosophy. Supplementary readings will be drawn from other later writings. (B) (III)
Instructor(s): J. Bridges Terms Offered: Winter
Prerequisite(s): At least one Philosophy course.
Note(s): Undergrads enroll in sections 01 through 04. Graduates enroll in section 05.
Equivalent Course(s): PHIL 31200,PHIL 20120

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 Dele, and Fray Luis de León’s Poesia.
Instructor(s): A. Maggi Terms Offered: Winter
Note(s): Taught in English.
Equivalent Course(s): ITAL 33900,CMLT 26701,CMLT 36701,ITAL 23900

FNDL 21205. The Tale of Genji. 100 Units.
This course intends to read the Tale of Genji in fulsome detail, to linger on the language as best we can in English translation—though with some particular study of the original—and to delve into such topics as status, gender, duty, love, loyalty, exile, impermanence, and the stakes of narrative. All readings will be in English.
Instructor(s): Malyne Sternstein Terms Offered: Winter
Prerequisite(s): None
Note(s): Course limit: 10 students; preference granted to third and fourth years and Fundamentals students.

FNDL 21404. Shakespeare II: Tragedies and Romances. 100 Units.
This course is part of the College Course Cluster, The Renaissance. This course will explore a selection of seven or eight plays representing Shakespeare’s mature genres of Tragedy and Romance (the latter a posthumous designation). Like Shakespeare I, this course will examine Shakespeare’s plays as well as the history and limitations of their conceptualization. We will give special attention to the biographical, formal, theatrical, historical, and cultural implications that ensue from the sequencing of Shakespeare’s corpus, before trying out alternatives to the rise and fall paradigm. (D, E)
Instructor(s): E. MacKay Terms Offered: Winter
Note(s): ENGL 16500 recommended but not required.
Equivalent Course(s): TAPS 28406,ENGL 16600

FNDL 21820. Italo Calvino: The Dark Side. 100 Units.
An intense reading of Italo Calvino’s later works: We will contemplate the orbital debris of Cosmicomics and t zero, and we will follow the labyrinthine threads of The Castle of Crossed Destinies and Invisible Cities. After stumbling upon the suspended multiple beginnings of If on a winter’s night a traveler, we will probe the possibilities of literature with the essays collected in Una pietra sopra. Finally, we will encounter Mr. Palomar, who will provide us with a set of instructions on how to neutralize the self and “learn how to be dead.” The approach will be both philosophical and historical, focusing on Calvino’s ambiguous fascination with science, his critique of the aporias of reason and the “dementia” of the intellectual, and his engagement with the nuclear threat of total annihilation.
Instructor(s): M.A. Mariani Terms Offered: Winter
Note(s): Taught in Italian.
Equivalent Course(s): ITAL 31820,ITAL 21820
FNDL 22309. Zhuangzi: Literature, Philosophy, or Something Else. 100 Units.
The early Chinese book attributed to Master Zhuang seems to be a patchwork of fables, polemical discussions, arguments, examples, riddles, and lyrical utterances. Although it has been central to the development of both religious Daoism and Buddhism, the book is alien to both traditions. This course offers a careful reading of the work with some of its early commentaries.
Instructor(s): Haun Saussy Terms Offered: Spring
Prerequisite(s): Classical Chinese.
Equivalent Course(s): CMLT 21815

FNDL 24002. Kieslowski: The Decalogue. 100 Units.
In this course, we study the monumental series “The Decalogue” by one of the most influential filmmakers from Poland, Krzysztof Kieślowski. Without mechanically relating the films to the Ten Commandments, Kieślowski explores the relevance of the biblical moral rules to the state of modern man forced to make ethical choices.
Each part of the series contests the absolutism of moral axioms through narrative twists and reversals in a wide, universalized sphere. An analysis of the films will be accompanied by readings from Kieślowski’s own writings and interviews, including criticism by Zizek, Insdorf, and others.
Instructor(s): B. Shallcross Terms Offered: Autumn
Note(s): Each half-hour long film will be viewed separately. All materials in English.
Equivalent Course(s): POLI 35302,POLI 25302

FNDL 25650. Dickinson’s Poetry. 100 Units.
This course will try to give some sense of the range and power of Emily Dickinson’s achievement as a poet. We will wrestle with the major issues that the poetry presents, along with its inherent difficulty: its religious content, its erotic content, its treatment of emotions and psychological states. We will reckon with questions of textual instability, but they will not be the focus of the course. A short paper and a longer paper will be required. (C, G)
Instructor(s): R. Strier Terms Offered: Winter
Equivalent Course(s): ENGL 38650,ENGL 25650

FNDL 27701. Baudelaire. 100 Units.
An in-depth study of Baudelaire’s works. We will read (in English translation) Les Fleurs du mal, Les Petits poèmes en proie, and selections from his art criticism, in order to develop a perspective on this great poet who was both classical and romantic, both a traditional and a revolutionary artist who helped create modernism.
Instructor(s): R. Warren Terms Offered: Winter
Note(s): Taught in English. Students taking the course for French credit will do readings in French and participate in a weekly French discussion section.
Equivalent Course(s): FREN 27701

FNDL 28210. Psychoanalysis and Philosophy. 100 Units.
This course shall read the works of Sigmund Freud. We shall examine his views on the unconscious, on human sexuality, on repetition, transference, and neurotic suffering. We shall also consider what therapy and “cure” consist in, and how his technique might work. We shall consider certain ties to ancient Greek conceptions of human happiness—and ask the question: what is it about human being that makes living a fulfilling life problematic? Readings from Freud’s case studies as well as his essays on theory and technique.
Instructor(s): J. Lear Terms Offered: Winter
Prerequisite(s): Course for Graduate Students and Upper Level Undergraduates. Student must have completed at least one 30000 level Philosophy course.
Note(s): Undergrads enroll in sections 01, 02, 03, and 04. Graduates enroll in section 05.
Equivalent Course(s): PHIL 38209,SCTH 37501,HIPS 28101,PHIL 28210

FNDL 29300. 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): PLSC 32100,SCTH 31710,LLSO 21710,PLSC 20800
**FNDL 21006. Joseph Conrad's The Secret Agent: A Simple Tale. 100 Units.**

Course centers on Joseph Conrad's *The Secret Agent: A Simple Tale*. Contemporary critics often consider this novel the archetypal fictional work about terrorism, as it is based on the bomb attack that occurred in Greenwich in 1888. *The Secret Agent* demonstrates, however, much more than its prophetic significance rediscovered after 9/11. Therefore, the course seeks how the novel’s relevance stems in equal measure from Conrad’s interest in a wider political process and his distrust of state power; in particular, the course explores how these forces determine the individual caught in a confining situation. We read *The Secret Agent* as a political novel, that struggle for solutions defies chaos as well as an imposition of a single ideology or one authorial point of view. Its ambiguities and political antinomies allow for interdisciplinary readings that also present an opportunity to critically overview the established approaches to main Conradian themes. In analyzing the formation of the narrative’s ideology we discuss Conrad’s historical pessimism that demonstrates with sustained irony how capitalism breeds social injustice that, in turn, breeds anarchism. The class also focuses on how the novel exposes duplicity in staging surveillance, terrorism, as well as adjacent forms of violence or sacrifice. Critical texts include several older but still influential readings (Jameson, Eagleton) and the most recent.

Instructor(s): Bożena Shallcross
Terms Offered: Spring

Note(s): English majors: this course fulfills the Fiction (B) distribution requirement.
Equivalent Course(s): REES 31006, ENGL 21006, ENGL 31006, REES 21006

**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 22517. Greek Historians: Thucydides. 100 Units.**

In this course we will read book 1 of Thucydides, his description of the run-up to the Peloponnesian War, in Greek. We will pay attention to Thucydides’ style and approach to historiography, sinking our teeth into this difficult but endlessly fascinating text.

Instructor(s): H. Dik.
Terms Offered: Autumn, Spring
Prerequisite(s): At least two years of Greek.
Equivalent Course(s): GREK 32515, GREK 22515

**FNDL 25300. 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 pedophiliac plot as such by concerning itself above all with the novel’s language: language as failure, as mania, and as conjuration.

Instructor(s): M. Sternstein
Terms Offered: Autumn
Equivalent Course(s): ENGL 28916, RUSS 23900

**FNDL 25802. Philosophical Petrarchism. 100 Units.**

This course is a close reading of Petrarch’s Latin corpus. Readings include the *Coronation Oration*, *The Secret*, and selections from *Remedies for Fortune Fair and Foul*, *On Illustrious Men*, *On Religious Leisure*, and *The Life of Solitude*. Special attention is devoted to Petrarch’s letter collections (*Letters on Familiar Matters*, *Letters of Old Age*, *Book without a Name*, etc.) and his invectives. The aim of the course is to familiarize the student with the new and complete Petrarch that emerged in 2004 on the occasion of the 700th anniversary of his birth. Discussion will focus on Petrarch’s self-consciousness as the “father of humanism,” his relationship to Dante, autobiographism, dialogical inquiry, anti-scholasticism, patriotism, and Petrarch’s “civic” reception in the Quattrocento as well as on a comparative evaluation of the nineteenth-century Petrarchs of Alfred Mézières, Georg Voigt, and Francesco De Sanctis.

Instructor(s): R. Rubini
Terms Offered: Spring
Note(s): Taught in Italian.
Equivalent Course(s): ITAL 36002, ITAL 26002

**FNDL 26100. Les Misérables. 100 Units.**

In this course we read *Les Misérables* and discuss the work’s message, structure, and aesthetic vision. We will be particularly attentive to Victor Hugo’s role as an observer of nineteenth-century French society as well as an actor in the political life of his times.

Instructor(s): R. Morrissey
Terms Offered: Spring
Prerequisite(s): FREN 20500
Note(s): All classes and texts in French; presentations preferred in French, but English will be acceptable depending on the concentration. Written work in French or English.
Equivalent Course(s): FREN 36103, FREN 26103
FNDL 27502. Kant’s Critique of Judgment. 100 Units.
With his Critique of the Power of Judgment (1791), Immanuel Kant completed his famous project of offering a “critique” of all our cognitive faculties and their claims to provide us with knowledge that is independent of sense experience. At the same time, he made revolutionary contributions to the philosophical understanding of natural and artistic beauty, and of the structures through which we understand the natural world. We will examine the Critique of Judgment with attention to each of these aspects: its contribution to philosophical aesthetics, to the philosophy of nature, and to Kant’s system of “critical philosophy”. Topics will include: the nature of pleasure and the special pleasure we take in beauty; the “disinterestedness” of aesthetic appreciation; the distinction between the beautiful and the sublime; the structure of teleological understanding and its proper place in our comprehension of the natural world; the distinction between “determining” and “reflecting” judgment; the special role of judgment in relating our understanding of ourselves as inhabitants of the realm of sensible nature to our rational concept of ourselves as agents belonging to a realm of practical freedom. (A) (B) (V)
Instructor(s): M. Boyle Terms Offered: Spring
Note(s): Undergrads enroll in sections 01 and 02. Graduates enroll in section 03.
Equivalent Course(s): PHIL 27502, PHIL 37502

POSSIBLE SUPPORTING COURSES
Supporting Courses are intended to provide further methodological training, historical context, and conceptual frameworks to enrich the student’s engagement with the texts, topics, and ideas relevant to his or her project; the selection of such courses will therefore vary considerably from person to person. The list below is a selection of what Fundamentals students might consider as their Supporting Courses, but it is by no means an exhaustive or prescriptive list. Students are encouraged to make a habit of reading the catalogs of other relevant departments and to comb through Class Search (https://coursesearch.uchicago.edu) to locate courses that speak to their interests. The program coordinator and the student’s advisers are also valuable resources to consult when planning out the academic year.

ANTH 20001 Empire and Nation: Varieties of National Experience 100
ANTH 20002 Discovering Anthropology: Culture, Technology, Mediation 100
ANTH 21015 Media, Culture, and Society 100
ANTH 21107 Anthropological Theory 100
ANTH 22715 Weber, Bakhtin, Benjamin 100
ANTH 22915 The Crowd 100
ARTH 10100 Introduction to Art 100
ARTH 17610 Modernism 100
CLCV 25808 Roman Law 100
CMST 10100 Introduction to Film Analysis 100
CMST 14460 Cinema and Magic 100
CMST 14509 The Uncanny in Cinema 100
CMST 25503 Issues in Contemporary Horror 100
CMST 27220 Classical Film Theory 100
EALC 10602 Topics in EALC: Past, Present, & Future of the Novel 100
EALC 23902 Self-Cultivation and the Way in Traditional China 100
EALC 24310 Nature in Korean Literature and Visual Culture 100
EALC 24950 Fictions of Selfhood in Modern Japanese Literature 100
EALC 26515 Literature of the Fantastic and Operatic Adaptation 100
EALC 28400 Modern Chinese Literature: Communities, Media & Selves 100
EALC 28411 Thought Reform and Social Control in the PRC 100
ENGL 10400 Introduction to Poetry 100
ENGL 10600 Introduction to Drama 100
ENGL 10706 Introduction to Fiction 100
ENGL 15301 From the Annals of Wales to Monty Python and the Holy Grail: King Arthur in Legend and History 100
ENGL 20550 The Gothic Novel 100
ENGL 21926 People, Places, Things: Victorian Novel Survey 100
ENGL 26310 Narrating Appetite in the Nineteenth Century 100
ENGL 27010 The Matter of Black Lives: Hurston and Wright 100
ENGL 27250 Wealth, Democracy and the American Novel 100
FREN 21820 Blinding Enlightenment 100
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>FREN 21903</td>
<td>Introduction à la littérature française III: Littérature du 19e</td>
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<tr>
<td>FREN 23217</td>
<td>La réalité et ses contraires du moyen âge au XVIIe siècle</td>
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<td>GNSE 10310</td>
<td>Theories of Gender and Sexuality</td>
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<td>GRMN 24916</td>
<td>Becoming Nothing</td>
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<td>GRMN 25516</td>
<td>Dwelling: Literature and Architecture</td>
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<td>GRMN 26816</td>
<td>Authority and Enjoyment</td>
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<td>HIST 22407</td>
<td>Medieval England</td>
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<td>HIST 22900</td>
<td>The Italian Renaissance</td>
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<td>HIST 24212</td>
<td>Japan in the Age of the Samurai</td>
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<td>HIST 25309</td>
<td>History of Perception</td>
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<td>HIST 25415</td>
<td>History of Information</td>
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<td>HIST 29516</td>
<td>History of Skepticism</td>
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<td>ITAL 23410</td>
<td>Reading and Practice of the Short Story</td>
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<td>ITAL 24217</td>
<td>Italy from Napoleon (1796) to the First Republic (1946)</td>
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<td>ITAL 28702</td>
<td>Italian Comic Theater</td>
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<td>NEHC 20037</td>
<td>Introduction to Islamic and Jewish Law</td>
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<td>PHIL 20116</td>
<td>American Pragmatism</td>
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<td>PHIL 21580</td>
<td>Libertarianism</td>
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<td>PHIL 21600</td>
<td>Introduction to Political Philosophy</td>
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<td>PHIL 22000</td>
<td>Introduction to the Philosophy of Science</td>
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<td>PHIL 23000</td>
<td>Introduction to Metaphysics and Epistemology</td>
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<td>PHIL 25000</td>
<td>History of Philosophy I: Ancient Philosophy</td>
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<td>PHIL 26000</td>
<td>History of Philosophy II: Medieval and Early Modern Philosophy</td>
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<td>PLSC 21802</td>
<td>Global Justice and the Politics of Empire</td>
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<td>PLSC 21812</td>
<td>Global Ethics</td>
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<td>PLSC 22402</td>
<td>Florentine Political Thought</td>
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<td>PLSC 22510</td>
<td>Law and Society</td>
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<td>PLSC 22700</td>
<td>Happiness</td>
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<td>PLSC 23010</td>
<td>Liberalism and Empire</td>
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<td>PLSC 23313</td>
<td>Democracy and Equality</td>
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<td>PLSC 24302</td>
<td>Philosophy, Rhetoric, and Politics</td>
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<td>PLSC 24502</td>
<td>Feminists Read “the Greeks”</td>
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<td>PLSC 25610</td>
<td>Authority, Obligation, and Dissent</td>
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<td>PLSC 28102</td>
<td>Political Theory in Dark Times</td>
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<td>PLSC 28620</td>
<td>The Intelligible Self</td>
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<td>PLSC 28701</td>
<td>Introduction to Political Theory</td>
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<td>PLSC 28800</td>
<td>Introduction to Constitutional Law</td>
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<td>PSYC 21950</td>
<td>Language, Culture, and Thought</td>
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<td>PSYC 23000</td>
<td>Cultural Psychology: Philosophical and Theoretical Foundations</td>
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<td>PSYC 23860</td>
<td>Beyond Good and Evil: The Psychology of Morality</td>
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<td>PSYC 24055</td>
<td>The Psychological Foundations of Wisdom</td>
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<td>PSYC 25901</td>
<td>Psychology for Citizens</td>
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<td>REES 22008</td>
<td>The Fact of the Prague Spring: 1949-1989</td>
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<td>REES 25600</td>
<td>Realism in Russia</td>
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<td>REES 25602</td>
<td>Russian Short Fiction: Experiments in Form</td>
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<td>REES 29010</td>
<td>Strangers to Ourselves: Émigré Lit from Russia and SE Europe</td>
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<td>REES 29018</td>
<td>Imaginary Worlds: The Fantastic and Magic Realism in Russia and Southeastern Europe</td>
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<td>RLST 21801</td>
<td>Religion and Society in the Middle Ages</td>
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<td>RLST 23400</td>
<td>Introduction to Christian Theology</td>
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<td>RLST 23900</td>
<td>Buddhist Thought in India and Tibet</td>
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<td>RLST 23904</td>
<td>Ethical and Theological Issues in Hinduism</td>
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<td>RLST 26150</td>
<td>Introduction to Buddhism</td>
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<td>SALC 20901</td>
<td>Indian Philosophy I: Origins and Orientations</td>
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<td>SALC 20902</td>
<td>Indian Philosophy II: The Classical Traditions</td>
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<td>SOCI 20002</td>
<td>Social Structure and Change</td>
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<td>SOCI 20005</td>
<td>Sociological Theory</td>
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<td>SOCI 20242</td>
<td>States, Markets, and Bodies</td>
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<td>Introducción al análisis literario</td>
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<td>SPAN 21703</td>
<td>Introducción a las literaturas hispánicas: textos españoles clásicos</td>
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<td>SPAN 21803</td>
<td>Introducción a las literaturas hispánicas: textos españoles contemporáneos</td>
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<td>Introducción a las literaturas hispánicas: textos hispanoamericanos desde la colonia a la independencia</td>
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<td>Contemporary Catalan Literature</td>
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<td>SPAN 22003</td>
<td>Introducción a las literaturas hispánicas: del Modernismo al presente</td>
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<tr>
<td>SPAN 26620</td>
<td>Imagining the Self</td>
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Gender and Sexuality Studies

Department Website: http://gendersexuality.uchicago.edu

Program of Study

Gender and Sexuality Studies at the University of Chicago encompasses diverse disciplines, modes of inquiry, and objects of knowledge. Gender and Sexuality Studies allows undergraduates the opportunity to shape a disciplinary or interdisciplinary plan of study focused on gender and sexuality. 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 one theory course, GNSE 10310 Theories of Gender and Sexuality or an approved substitute; a group of ten electives chosen in consultation with the Director of Undergraduate Studies and the Student Affairs Administrator; a BA Essay seminar for fourth-year students; and a BA paper written under the supervision of an appropriate faculty member.

Path A: The course GNSE 10310 Theories of Gender and Sexuality or an approved substitute 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: The course GNSE 10310 Theories of Gender and Sexuality or an approved substitute and ten elective courses, five or six of which should be primary courses and four or five of which should be supporting 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.

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

Beginning with the graduating class of 2017

General Education
Gender and Sexuality Studies

GNSE 15002-15003 Gender and Sexuality in World Civilizations I-II 200
Total Units 200

MAJOR
GNSE 10310 Theories of Gender and Sexuality * 100
Ten courses distributed according to the requirements of either Path A or Path B 1000
GNSE 29800 BA Seminar 100
GNSE 29900 BA Essay 100
Total Units 1300

Summary of Requirements for Path A: Gender and Sexuality Studies Interdisciplinary Major
MAJOR
GNSE 10310 Theories of Gender and Sexuality * 100
Ten courses distributed according to the chronological, geographical, and disciplinary categories of Path A 1000
GNSE 29800 BA Seminar 100
GNSE 29900 BA Essay 100
Total Units 1300

Summary of Requirements for Path B: Gender and Sexuality Studies Disciplinary Major
MAJOR
GNSE 10310 Theories of Gender and Sexuality * 100
Ten courses distributed in one of the following ways: 1000
- Five or six primary courses
- Four or five supporting courses
GNSE 29800 BA Seminar 100
GNSE 29900 BA Essay 100
Total Units 1300

* or an approved substitute

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:

GNSE 10310 Theories of Gender and Sexuality * 100
Five additional courses in Gender and Sexuality Studies 500
Total Units 600

* or an approved substitute

It is recommended, but not required, that students who minor in Gender and Sexuality Studies take GNSE 15002-15003 Gender and Sexuality in World Civilizations I-II to fulfill their general education requirement. Students who elect the minor program in Gender and Sexuality Studies must meet with the Director of Undergraduate Studies before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students choose courses in consultation with the Director of Undergraduate Studies. The chair’s
approval for the minor program should be submitted to a student’s College adviser by the deadline above on a form obtained from the adviser.

Courses in the minor (1) may not be double counted with the student’s major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and at least four of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Nonmajors are encouraged to use the lists of faculty and course offerings as resources for the purpose of designing programs within disciplines, as an aid for the allocation of electives, or for the pursuit of a BA project. For further work in Gender and Sexuality Studies, students are encouraged to investigate other courses taught by resource faculty. For more information about Gender and Sexuality Studies, visit the Center for the Study of Gender and Sexuality website at gendersexuality.uchicago.edu or contact the student affairs administrator at 702.2365.

GENDER AND SEXUALITY STUDIES COURSES

GNSE 10310. Theories of Gender and Sexuality. 100 Units.
This is a seminar-style introductory course for undergraduates. Its aim is triple: to engage scenes and concepts central to the interdisciplinary study of gender and sexuality; to provide familiarity with key theoretical anchors for that study; and to provide skills for deriving the theoretical bases of any kind of method. Students will produce descriptive, argumentative, and experimental engagements with theory and its scenes as the quarter progresses. Prior course experience in gender/sexuality studies (by way of the general education civilization studies courses or other course work) is strongly advised. (H)
Instructor(s): L. Berlant, K. Schilt Terms Offered: Autumn
Equivalent Course(s): ENGL 10310

GNSE 11002. Medieval Masculinity. 100 Units.
This course will introduce students to concepts of masculinity in the Middle Ages, especially in the period between approximately 1000 and 1500 CE. Special attention will be paid to medieval notions of honor and to the roles that knighthood, chivalry, and monasticism played in promoting (often contradictory) masculine ideals. The course has two main goals. First, to assess and discuss recent scholarly debates and arguments about medieval masculinity. Second, to read closely a variety of medieval sources—including Arthurian literature, chronicles of the Crusades, biographical texts, and monastic histories—in order to develop new perspectives on masculinity during the Middle Ages.
Instructor(s): J. Lyon Terms Offered: Winter

GNSE 15002-15003. Gender and Sexuality in World Civilizations I-II.
This two-quarter sequence aims to expand students’ exposure to an array of texts—theoretical, historical, religious, literary, visual—that address the fundamental place of gender and sexuality in the social, political, and cultural creations of different civilizations. This sequence meets the general education requirement in civilization studies.

GNSE 15002. Gender and Sexuality in World Civilizations I. 100 Units.
The first quarter offers a theoretical framing unit that introduces concepts in feminist, gender, and queer theory, as well as two thematic clusters, “Kinship” and “Creativity and Cultural Knowledge.” The “Kinship” cluster includes readings on such topics as marriage, sex and anti-sex, love and anti-love, and reproduction. The “Creativity and Cultural Knowledge” cluster addresses the themes of authorship and authority, fighting and constructing the canon, and the debates over the influence of “difference” on cultural forms.
Instructor(s): Staff Terms Offered: Autumn
Note(s): This sequence meets the general education requirement in civilization studies.

GNSE 15003. Gender and Sexuality in World Civilizations II. 100 Units.
Three thematic clusters make up the second quarter. “Politics” focuses on texts related to activism/movement politics and women’s rights as human rights and the question of universalism. “Religion” contextualizes gender and sexuality through examinations of a variety of religious laws and teachings, religious practices, and religious communities. “Economics” looks at slavery, domestic service, prostitution as labor, consumption, and the gendering of labor in contemporary capitalism.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): GNSE 15002
Note(s): This sequence meets the general education requirement in civilization studies.
GNSE 21001. Cultural Psychology: Philosophical and Theoretical Foundations. 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): Graduate students. Plus limited number of advanced undergrads (3rd and 4th year only) by consent. Caveat: This will be a low tech Socratic experience., computers closed , iphones off.
Note(s): CHDV Distribution: B, C; 2*, 3*
Equivalent Course(s): AMER 33000, ANTH 24320, ANTH 35110, CHDV 31000, GNSE 31000, PSYC 23000, PSYC 33000, CHDV 21000

GNSE 21400. Advanced Theories of Gender and Sexuality. 100 Units.
Zerilli: This course examines contemporary theories of sexuality, culture, and society. We then situate these theories in global and historical perspectives. Topics and issues are explored through theoretical, ethnographic, and popular film and video texts. Simon: Our itinerary in this course will be interdisciplinary, ranging from political theory to science studies. Topics for discussion will likely include: the gendering of reason and passion in the history of philosophy; the power, persistence, and flexibility of norms; the relationship between eros and other forms of desire; the division of labor and other economic tributaries to gendered experience; openings for and challenges to the political aspirations of sexual (and other) minorities; and the pressures exerted by technology on erotic life. Students will engage key concepts in the field, and will be encouraged to experiment with new ones.
Prerequisite(s): Undergraduates with permission of instructor

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): CHDV Distribution: A
Equivalent Course(s): HIPS 22401, CHDV 21500

GNSE 22904. Theories of Sexual Violence in American Culture. 100 Units.
This course is on how legal discourse, feminist theories, and community activism have understood and politicized sexual assault in America, with a special focus on college campuses of the past generation. It attends both to the definition of rape and to movements that have sought to address rape. Along the way, we will talk about the relation between sex, privacy, and the public in contemporary America, using sexual assault as a primary lens to theorize our sexual culture.
Instructor(s): M. Dango Terms Offered: Winter

GNSE 22905. Gendering Privacy. 100 Units.
Interest in privacy has surged in recent decades in light of the emergence of Big Data, the rise of increasingly sophisticated methods of surveillance, and the ubiquity of networked social media in everyday life. Yet privacy remains a notoriously slippery concept to pin down—across disciplines, privacy has been conceptualized variously as a legal right, a psychological state of being, a set of preferences, and a boundary-making process. In this course, we take a sociological approach to privacy, starting with the notion that privacy is at once a decidedly "micro" individual phenomenon and at the same time a product of "macro" social-structural forces. Thus, while privacy preferences can vary from person to person, the capacity to achieve privacy is shaped by social position (e.g., race, class, gender, etc.). In this course, we focus specifically on how women and men experience possibilities for privacy and how these experiences are shaped by their racial and class location. We will draw on a range of theoretical perspectives, including feminist theory, critical legal theory, and critical race theory to examine privacy through the lens of social inequality. Empirically, we will investigate how the twin systems of welfare and criminal justice present challenges to privacy for men and women living in poverty. The main questions guiding our inquiry include: Who gets to have privacy (and who doesn't), why, and at what costs?
Instructor(s): C. Hughes Terms Offered: Winter
GNSE 23100. Foucault and The History of Sexuality. 100 Units.
This course centers on a close reading of the first volume of Michel Foucault's *The History of Sexuality*, with some attention to his writings on the history of ancient conceptualizations of sex. How should a history of sexuality take into account scientific theories, social relations of power, and different experiences of the self? We discuss the contrasting descriptions and conceptions of sexual behavior before and after the emergence of a science of sexuality. Other writers influenced by and critical of Foucault are also discussed.
Instructor(s): A. Davidson Terms Offered: Autumn
Prerequisite(s): One prior philosophy course is strongly recommended.
Note(s): Students should register via discussion section.
Equivalent Course(s): CMLT 25001,FNDL 22001,HIPS 24300,KNOW 27002,PHIL 24800

GNSE 23103. Women Possessed: Religion, Gender & Sexuality in Early America. 100 Units.
This course will examine American religion, gender, and sexuality from the 17th to the 19th century using the conceptual framework of possession. The course will begin in 17th-century America with the possessed bodies of young women, occupied and claimed by the devil, whose symptoms were often described in overtly sexual terms. We will attend to Quaker writings on the kinds of authority women could claim over the pulpit and their homes. We will read 19th-century erotic fiction of Protestant girls kidnapped by Catholics and Mormons and discuss the roots of the pervasive fears of these two religions as they relate to historical conceptions of femininity, marriage, sexuality, and family. We will read violent, sensational tales of the dangers of seduction and a woman’s subsequent descent into disease, degradation, or prostitution, and examine how concepts of the seducer and the seduced shift according to gender and this shift’s connection with religious ideals of self-possession and self-control in antebellum America. We will read spiritual autobiographies of American slaves and consider the way religion is woven into these narratives. We will end with spirit possession of another kind: the Spiritualist movement, which grew from the desire to communicate with those lost in the Civil War and within which young women often acted as mediums and were able to speak for the dead — sometimes men — publicly in ways they would not have been allowed to in their own voices.
Instructor(s): A. Davis, K. Krywokulski Terms Offered: Spring

GNSE 23104. Gender, Sexuality, and Islamic Traditions. 100 Units.
This course will explore the discourses surrounding gender and sexuality in the Islamic tradition, from the early Islamic period to the present day. The course will focus on two particular themes: (1) Islamic traditions of thought on issues of gender and sexuality, and (2) The transformations that have altered the space in which these discourses take place today in the Western academy. In each class, we will focus our readings and responses through discussion questions. In this interdisciplinary course, the instructors will compare and contrast their perspectives of classical Islamic studies, text criticism, and legal theory with feminist studies, postcolonial and critical theory, and the anthropology of religion.
Instructor(s): T. Gutmann, M. Sheibani Terms Offered: Spring

GNSE 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,GNSE 33603,ARTH 23603

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. After studying some key historical
texts in the Western tradition (Wollstonecraft, Rousseau, J. S. Mill), we examine four types of contemporary
philosophical feminism: Liberal Feminism (Susan Moller Okin, Martha Nussbaum), Radical Feminism (Catharine
MacKinnon, Andrea Dworkin), Difference Feminism (Carol Gilligan, Annette Baier, Nel Noddings), and
Postmodern “Queer” Gender Theory (Judith Butler, Michael Warner). 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.
Instructor(s): M. Nussbaum Terms Offered: Spring
Prerequisite(s): Undergraduates may enroll only with the permission of the instructor.
Equivalent Course(s): HMRT 31900, LAWS 47701, PLSC 51900, RETH 41000, PHIL 21901, PHIL 31900

GNSE 29700. Readings in Gender Studies. 100 Units.
This is a general reading and research course for independent study not related to the BA thesis or BA research.
Terms Offered: Autumn, Spring, Winter
Prerequisite(s): Consent of instructor and director of undergraduate studies
Note(s): Students are required to submit the College Reading and Research Course Form. May be taken for P/F
grading with consent of instructor. With prior approval, students who are majoring in Gender Studies may use
this course to satisfy program requirements.

GNSE 29800-29900. BA Seminar; BA Essay.
GNSE 29800 and 29900 form a two-quarter sequence for seniors who are writing a BA essay.

GNSE 29800. BA Seminar. 100 Units.
This seminar provides students with the theoretical and methodological grounding in gender and sexuality
studies needed to formulate a topic and conduct the independent research and writing of their BA essay.
Instructor(s): Jennifer Wild Terms Offered: Autumn
Prerequisite(s): Consent of instructor and program chairman
Note(s): May be taken for P/F grading with consent of instructor.

GNSE 29900. BA Essay. 100 Units.
The purpose of this course is to assist students in the preparation of drafts of their BA essay. An approved
GNSE course may be substituted.
Terms Offered: Summer, Autumn, Winter, Spring
Prerequisite(s): Consent of instructor and program chairman
Note(s): Students are required to submit the College Reading and Research Course Form signed by the
faculty BA essay reader.
Geographical Studies

Department Website: http://geography.uchicago.edu

Program of Study

The discipline of geography contributes to an understanding of society by exploring the Earth's environment and its interactions with human life, by inquiring into cultures and societies from the perspective of area study, and by investigating problems of spatial organization. The BA program in geographical 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 Title</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</td>
<td>800</td>
</tr>
<tr>
<td>GEOG 29800</td>
<td>Senior Seminar</td>
<td>100</td>
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<tr>
<td></td>
<td>BA thesis</td>
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<td></td>
<td>Total Units</td>
<td>1100</td>
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</tbody>
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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 20500. Introduction to Spatial Data Science. 100 Units.
Spatial data science consists of a collection of concepts and methods drawn from both statistics and computer science that deal with accessing, manipulating, visualizing, exploring and reasoning about geographical data. The course introduces the types of spatial data relevant in social science inquiry and reviews a range of methods to explore these data. Topics covered include formal spatial data structures, geovisualization and visual analytics, spatial autocorrelation, cluster detection regionalization and spatial data mining. An important aspect of the course is to learn and apply open source software tools for the analysis of spatial data, such as R and GeoDa.
Instructor(s): L. Anselin Terms Offered: Autumn
Prerequisite(s): A multivariate statistics course; familiarity with GIS is helpful, but not necessary
Equivalent Course(s): SOCI 30253, MACS 54000, SOCI 20253

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 American experience as a way of developing urban policy both in this country and elsewhere.
Instructor(s): F. Stuart Terms Offered: Spring
Equivalent Course(s): CRES 20104, GEOG 32700, SOCI 30104, SOCS 25100, SOCI 20104

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 23700. Placing Chicago: Geographical Perspectives on a Global City. 100 Units.
The course examines the geographical dimensions of Chicago as a global city at several spatial scales, including its international role in the world system of cities, its structure as a metropolitan urban region, as a central city, and as a mosaic of neighborhoods. The course will focus on primary and secondary readings, field trips, class discussion, and a final research project exploring the concept of place in the Chicago context. Weekly topics will include economic organization, city-suburb dynamics, environmental conditions, land use morphology, spatial mobility, social uses of space, and long-term planning and sustainability. The central theme concerns the spatial conditions that drive the formation of place identity and landscape evolution, and how these shape the way Chicagoans adapt to the geographical reality of urban life.
Instructor(s): M. Conzen Terms Offered: Spring. This course offered in even years.
Prerequisite(s): Open to Chicago Studies Program students.

GEOG 24000. Chicago Neighborhoods. 100 Units.
This course is an applied learning experience in which students explore the many dimensions of Chicago neighborhoods, with a particular focus on the built environment and how it impacts—and is impacted by—the social and economic life of the city. Students will observe, interpret, and represent neighborhoods through a series of exercises designed to deepen knowledge about the significance and meaning of neighborhood form. Readings and fieldwork will engage students in neighborhood analysis and observation techniques that explore contemporary issues about public life, diversity, and social equity.
Instructor(s): E. Talen Terms Offered: Autumn
Equivalent Course(s): GEOG 34000, SOCS 36000, PBPL 24000, SOCS 26000
GEOG 24200. Urban Design Studio. 100 Units.
Based on prior course work in either neighborhood or pedestrian-scale urbanism, students in this course will have the chance to formulate a proposal for intervention to address an issue previously uncovered. The proposal could be in the form of a written policy, two-dimensional plan, or three-dimensional design, depending on student interest. Example topics include policy proposals to address issues of gentrification and displacement, proposals to increase the spatial equity and accessibility of public space, three-dimensional visioning of future infill on vacant land, or development of a new kind of urban code to encourage pedestrian life.
Instructor(s): E. Talen Terms Offered: Spring
Equivalent Course(s): PBPL 26002, ENST 26002, SOSC SOSC

GEOG 24300. Chicago by Design. 100 Units.
This course examines the theory and practice of urban design at the scale of block, street, and building—the pedestrian realm. Topics include walkability; the design of streets; architectural style and its effect on pedestrian experience; safety and security in relation to accessibility and social connection; concepts of urban fabric, repair, and placemaking; the regulation of urban form; and the social implications of civic spaces. Students will analyze normative principles and the debates that surround them through readings and discussion as well as firsthand interaction with the urbanism of Chicago.
Instructor(s): E. Talen Terms Offered: Autumn
Equivalent Course(s): PBPL 26003, ENST 26003, SOSC 26003

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): Three quarters of a Biological Sciences Fundamentals sequence and a course in either ecology, evolution, or earth history; or consent of instructor
Equivalent Course(s): ENST 25500, EVOL 45500, GEOG 35500, BIOS 23406

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 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, GÉOG 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.
A program of supervised reading of a selected topic in geographic literature in French. Students will meet periodically with the instructor to discuss the readings, and submit a final paper critically reviewing the conceptual orientation and substantive content of the readings.
Instructor(s): M. Mikesell Terms Offered: Autumn, Spring, Winter
Prerequisite(s): Reading knowledge of French and consent of instructor required.
Note(s): Students are required to submit the College Reading and Research Course Form. 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.
A program of supervised reading of a special topic in geography. Students will meet periodically with the instructor to discuss the readings, and submit a final paper critically reviewing the conceptual orientation and substantive content of the readings.
Instructor(s): M. Mikesell, M. Conzen, L. Ancelin, E. Talen. Terms Offered: Autumn, Spring, Winter
Prerequisite(s): Consent of instructor.
Note(s): Consent of instructor. Students are required to submit the College Reading and Research Course Form. Available for either quality grades or for P/F grading.

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.
GEOPHYSICAL SCIENCES

Department Website: http://geosci.uchicago.edu

PROGRAM OF STUDY

The Department of the Geophysical Sciences (GEOS) offers unique programs of study in the earth, atmospheric, and planetary sciences. Topics include the physics, chemistry, and dynamics of the atmosphere, oceans, and ice sheets; past and present climate change; the origin and history of the Earth, moon, and meteorites; properties of the deep interior of the Earth and the dynamics of crustal movements; and the evolution and geography of life and the Earth’s surface environments through geologic time. These multidisciplinary topics require an integrated approach founded on mathematics, physics, chemistry, and biology.

Both the BA and BS programs prepare students for careers that draw upon the earth, atmospheric, and planetary sciences. However, the BS degree provides a more focused and intensive program of study for students who intend to pursue graduate work in these disciplines. The BA degree also offers thorough study in the geophysical sciences, but it provides a wide opportunity for elective freedom to pursue interdisciplinary interests, such as environmental policy, law, medicine, business, and precollege education.

PROGRAM REQUIREMENTS FOR THE BA IN GEOPHYSICAL SCIENCES

The requirements for the BA degree in Geophysical Sciences involve completion of:

- six required courses that fulfill general education requirements for the physical sciences, biological sciences, and mathematics
- eight required science or mathematics courses
- seven elective courses pertinent to the major from the electives lists below, which must include:
  - one course in Computational Sciences (List 2)
  - four 20000-level courses designated GEOS in List 1
  - two more 20000-level science courses from any of Lists 1–2

Candidates for the BA in Geophysical Sciences complete a year of chemistry, a year of physics, a year of mathematics (including Calculus I-II), and a year of biology (GEOS 27300 Biological Evolution and BIOS 20198 Biodiversity).

The requirement for the third quarter of mathematics may be satisfied by either completing the calculus sequence (recommended for students taking the more introductory MATH 13000s sequence but not specifically required or recommended for the higher tracks such as MATH 15000s, as the first two quarters offer a sufficiently comprehensive calculus training for students to move on to other courses) or taking one of the designated mathematical methods courses instead. In addition, students must complete one elective course from Computational Sciences (List 2).

Students are encouraged to begin discipline-specific courses as early as possible. Required disciplinary courses include GEOS 13100 Physical Geology, GEOS 13200 Earth History, and GEOS 13300 The Atmosphere. With prior consent of the departmental counselor, students with the appropriate background may substitute a 20000-level course, which may be taken during or after the third year.

A minimum of six additional 20000-level science courses are required. At least four must be GEOS courses from List 1. Up to two may be chosen from other science courses in List 1. Up to two may be chosen from Computational Sciences (List 2). One may be a field course.

Summary of Requirements for the BA in Geophysical Sciences

GENERAL EDUCATION

One of the following sequences: 200

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 10100</td>
<td>Introductory General Chemistry I</td>
</tr>
<tr>
<td>&amp; CHEM 10200</td>
<td>and Introductory General Chemistry II</td>
</tr>
<tr>
<td>CHEM 11100-11200</td>
<td>Comprehensive General Chemistry I-II *</td>
</tr>
<tr>
<td>CHEM 12100-12200</td>
<td>Honors General Chemistry I-II</td>
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One of the following sequences: 200

<table>
<thead>
<tr>
<th>Sequence</th>
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<tbody>
<tr>
<td>MATH 13100-13200</td>
<td>Elementary Functions and Calculus I-II *</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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Both of the following: 200

<table>
<thead>
<tr>
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<tr>
<td>BIOS 20198</td>
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<td>Course Code</td>
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<td>--------------------------------------</td>
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<tr>
<td>GEOS 27300</td>
<td>Biological Evolution</td>
</tr>
</tbody>
</table>

Total Units: 600

MAJOR

GEOS 13100 & GEOS 13200 & GEOS 13300: Physical Geology and Earth History and The Atmosphere 300

CHEM 11300: Comprehensive General Chemistry III 100

or CHEM 12300: Honors General Chemistry III

One of the following sequences: 300

PHYS 12100-12200-12300: General Physics I-II-III §

PHYS 13100-13200-13300: Mechanics; Electricity and Magnetism; Waves, Optics, and Heat

PHYS 14100-14200-14300: Honors Mechanics; Honors Electricity and Magnetism; Honors Waves, Optics, and Heat

One of the following: 100

MATH 20000: Mathematical Methods for Physical Sciences I

MATH 20250: Abstract Linear Algebra

PHYS 22000: Introduction to Mathematical Methods in Physics

MATH 13300: Elementary Functions and Calculus III *

MATH 15300: Calculus III

MATH 16300: Honors Calculus III

One Computational Sciences course (List 2) 100

Six electives as follows: † 600

- Four courses designated GEOS from List 1: Physical and Biological Sciences
- Two additional courses from List 1: Physical and Biological Sciences and/or from List 2: Computational Sciences

Total Units: 1500

* Credit may be granted by examination.

** Only Environmental Science and Geophysical Sciences majors may use this pairing to satisfy the general education requirement in the biological sciences. Geophysical Sciences majors can take these courses without the Biological Sciences prerequisites (BIOS 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.

† Only one of these electives may be a field course (GEOS 29001, GEOS 29002, GEOS 29005) and only one of these electives may be GEOS 29700 Reading and Research in the Geophysical Sciences.

§ PHYS 13100-13200-13300 or PHYS 14100-14200-14300 are the preferred courses. PHYS 12100-12200-12300 is allowable on a case-by-case basis but may not provide adequate preparation to allow for enrollment in higher level PHYS courses. Additionally, PHYS 12100 has a prerequisite of a year of chemistry. Special petition to the department counselor is required for PHYS 12100-12200-12300 approval.

% Biological Evolution has several cross-listings. Geophysical Sciences majors must register for it under the GEOS 27300 listing.

PROGRAM REQUIREMENTS FOR THE BS IN GEOPHYSICAL SCIENCES

The requirements for the BS degree in Geophysical Sciences involve completion of:

- six required courses that fulfill general education requirements for the physical sciences, biological sciences, and mathematics
- eight required science or mathematics courses
- ten required courses from the electives lists below, which must include:
  - two courses in Computational Sciences (List 2)
  - four 20000-level courses designated GEOS in List 1
  - four more 20000-level science courses from any of Lists 1–2: up to three non-GEOS courses from List 1, up to two from List 2
Candidates for the BS in Geophysical Sciences complete a year of chemistry, a year of physics, a year of mathematics (including Calculus I-II), and a year of biology (GEOS 27300 Biological Evolution, and BIOS 20198 Biodiversity).

The requirement for the third quarter of mathematics may be satisfied by either completing the calculus sequence (recommended for students taking the more introductory MATH 13000s sequence but not specifically required or recommended for the higher tracks such as MATH 15000s, as the first two quarters offer a sufficiently comprehensive calculus training for students to move on to other courses) or taking one of the designated mathematical methods courses instead. In addition, students must complete two elective courses from Computational Sciences (List 2). The requirements are structured to allow and encourage students to complete sequences that extend through the study of differential equations.

Students are encouraged to begin discipline-specific courses as early as possible. Required disciplinary courses include GEOS 13100 Physical Geology, GEOS 13200 Earth History, and GEOS 13300 The Atmosphere, which is the introductory sequence. With prior consent of the departmental counselor, students with the appropriate background may substitute a 20000-level course, which may be taken during or after the third year.

A minimum of eight additional 20000-level science courses are required. At least four must be GEOS courses from List 1. Up to three may be chosen from other science courses in List 1. Up to two may be chosen from Computational Sciences (List 2). One may be a field course. One may be GEOS 29700 Reading and Research in the Geophysical Sciences.

Summary of Requirements for the BS in Geophysical Sciences

GENERAL EDUCATION

One of the following sequences:

CHEM 10100 & CHEM 10200 Introductory General Chemistry I and Introductory General Chemistry II

CHEM 11100-11200 Comprehensive General Chemistry I-II

CHEM 12100-12200 Honors General Chemistry I-II

One of the following sequences:

MATH 13100-13200 Elementary Functions and Calculus I-II

MATH 15100-15200 Calculus I-II

MATH 16100-16200 Honors Calculus I-II

Both of the following:

BIOS 20198 Biodiversity

GEOS 27300 Biological Evolution

Total Units 600

MAJOR

GEOS 13100 & GEOS 13200 & GEOS 13300 Physical Geology and Earth History and The Atmosphere

CHEM 11300 Comprehensive General Chemistry III

or CHEM 12300 Honors General Chemistry III

One of the following sequences:

PHYS 12100-12200-12300 General Physics I-II-III

PHYS 13100-13200-13300 Mechanics; Electricity and Magnetism; Waves, Optics, and Heat

PHYS 14100-14200-14300 Honors Mechanics; Honors Electricity and Magnetism; Honors Waves, Optics, and Heat

One of the following:

MATH 20000 Mathematical Methods for Physical Sciences I

MATH 20250 Abstract Linear Algebra

PHYS 22000 Introduction to Mathematical Methods in Physics

BIOS 20152 Introduction to Quantitative Modeling in Biology (Advanced)

MATH 13300 Elementary Functions and Calculus III

MATH 15300 Calculus III

MATH 16300 Honors Calculus III

Two Computational Sciences courses from List 2

Eight electives as follows:
Four courses designated GEOS from List 1: Physical and Biological Sciences

Four additional courses from List 1: Physical and Biological Sciences and/or List 2: Computational Sciences, but only up to three courses may be non-GEOS courses from List 1 and only up to two courses may be from List 2.

Total Units 1800

* Credit may be granted by examination.

** Only Environmental Science and Geophysical Sciences majors may use this pairing to satisfy the general education requirement in the biological sciences. Geophysical Sciences majors can take these courses without the Biological Sciences prerequisites (BIOS 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.

† Only one of these electives may be a field course (GEOS 29001, GEOS 29002, GEOS 29005) and only one of these electives may be GEOS 29700 Reading and Research in the Geophysical Sciences.

§ PHYS 13100-13200-13300 or PHYS 14100-14200-14300 are the preferred courses. PHYS 12100-12200-12300 is allowable on a case-by-case basis but may not provide adequate preparation to allow for enrollment in higher level PHYS courses. Additionally, PHYS 12100 has a prerequisite of a year of chemistry. Special petition to the department counselor is required for PHYS 12100-12200-12300 approval.

% Biological Evolution has several cross-listings. Geophysical Science majors must register for it under the GEOS 27300 listing.

LISTS OF ELECTIVE COURSES 1–2
LIST 1: PHYSICAL AND BIOLOGICAL SCIENCES

**Geophysical Sciences**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOS 20500</td>
<td>Topics in the Geophysical Sciences</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 21000</td>
<td>Mineralogy</td>
<td>100</td>
</tr>
<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>
</tr>
<tr>
<td>GEOS 22050</td>
<td>Formation of Planetary Systems in our Galaxy: From Planetesimals to Planets</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 22060</td>
<td>What Makes a Planet Habitable?</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 22200</td>
<td>Geochronology</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 23205</td>
<td>Introductory Glaciology</td>
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</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 24220</td>
<td>Climate Foundations</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 24230</td>
<td>Geophysical Fluid Dynamics: Foundations</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 24240</td>
<td>Geophysical Fluid Dynamics: Rotation and Stratification</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 24250</td>
<td>Geophysical Fluid Dynamics: Understanding the Motions of the Atmosphere and Oceans</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>
<td>100</td>
</tr>
<tr>
<td>GEOS 26100</td>
<td>Phylogenetics and the Fossil Record</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 26300</td>
<td>Invertebrate Paleobiology and Evolution</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 26600</td>
<td>Geobiology</td>
<td>100</td>
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<tr>
<td>GEOS 26650</td>
<td>Environmental Microbiology</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 26905</td>
<td>Topics in Conservation Paleobiology</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 28000</td>
<td>Introduction to Structural Geology</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 28100</td>
<td>Global Tectonics</td>
<td>100</td>
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<tr>
<td>GEOS 28300</td>
<td>Principles of Stratigraphy</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 28600</td>
<td>Earth and Planetary Surface Processes</td>
<td>100</td>
</tr>
</tbody>
</table>
GEOS 29700  Reading and Research in the Geophysical Sciences 100

*** Petition to department counselor required to count GEOS 20500 toward degree requirements.

Field Courses in Geophysical Sciences

The department sponsors field trips that range in length from one day to several weeks. Shorter field trips typically form part of lecture-based courses and are offered each year. (The trips are open to all students and faculty if space permits.) Longer trips are designed as undergraduate field courses, and one such course may be used as an elective science course for the major. Destinations of field courses have recently included Baja California, Death Valley, Nevada, Salton Trough, Newfoundland, and the Bahamas.

GEOS 29001  Field Course in Geology 100
GEOS 29002  Field Course in Modern and Ancient Environments 100
GEOS 29005  Field Course in Environmental Science 100

Astronomy and Astrophysics

ASTR 24100  The Physics of Stars 100

Biological Sciences*

BIOS 20188  Fundamentals of Physiology 100
BIOS 20189  Fundamentals of Developmental Biology 100
BIOS 20196  Ecology and Conservation 100
BIOS 20200  Introduction to Biochemistry 100
BIOS 21208  Fundamentals of Molecular Biology 100
BIOS 22243  Biomechanics of Organisms 100
BIOS 22244  Introduction to Invertebrate Biology 100
BIOS 22250  Chordates: Evolution and Comparative Anatomy 100
BIOS 22262  Mammalian Evolutionary Biology 100
BIOS 22266  Evolutionary Adaptation 100
BIOS 22289  Marine Ecology 100
BIOS 22304  Reconstructing the Tree of Life: An Introduction to Phylogenetics 100
BIOS 23406  Biogeography 100
BIOS 25206  Fundamentals of Bacterial Physiology 100

Semester in Environmental Science/MBL

The following courses are the College designations for the Semester in Environmental Science that is taught at the Marine Biological Laboratory (MBL) in Woods Hole, Massachusetts. Registration in ENSC 23820 Biogeochemical Analysis in Terrestrial and Aquatic Ecosystems – Marine Biological Laboratory, ENSC 24100 Ecology – Marine Biological Laboratory, and ENSC 29800 Independent Undergraduate Research in Environmental Sciences – Marine Biological Laboratory, plus one of ENSC 24200 Methods in Microbial Ecology – Marine Biological Laboratory, ENSC 24300 Roles of Animals in Ecosystems – Marine Biological Laboratory, or ENSC 28100 Quantitative Environmental Analyses – Marine Biological Laboratory is required. Admission to the Semester in Environmental Science program is by application, which must be received by the MBL generally in March of the year preceding the start of the semester. Admissions decisions will generally be sent in April. Note that these courses start at the beginning of September, typically four weeks prior to the start of the College’s Autumn Quarter, and are completed by the end of Autumn Quarter. More information on the course content, the application process, and deadlines can be found at college.uchicago.edu/academics/semester-environmental-science-ses. Students participating in the Semester in Environmental Science receive credit for four courses in environmental science.

ENSC 23820  Biogeochemical Analysis in Terrestrial and Aquatic Ecosystems – Marine Biological Laboratory 100
ENSC 24100  Ecology – Marine Biological Laboratory 100
ENSC 24200  Methods in Microbial Ecology – Marine Biological Laboratory 100
ENSC 24300  Roles of Animals in Ecosystems – Marine Biological Laboratory 100
ENSC 28100  Quantitative Environmental Analyses – Marine Biological Laboratory 100
ENSC 29800  Independent Undergraduate Research in Environmental Sciences – Marine Biological Laboratory 100

* Excluding courses used to meet the general education requirement for the biological sciences
### Chemistry
- **CHEM 20100-20200**: Inorganic Chemistry I-II 200
- **CHEM 22000-22100-22200**: Organic Chemistry I-II-III 300
- **CHEM 23000-23100-23200**: Honors Organic Chemistry I-II-III 300
- **CHEM 26100-26200-26300**: Quantum Mechanics; Thermodynamics; Chemical Kinetics and Dynamics 300
- **CHEM 26700**: Experimental Physical Chemistry † 100

† requires CHEM 26100

### Physics
- **PHYS 18500**: Intermediate Mechanics 100
- **PHYS 19700**: Statistical and Thermal Physics 100
- **PHYS 22500**: Intermediate Electricity and Magnetism I 100
- **PHYS 22700**: Intermediate Electricity and Magnetism II 100
- **PHYS 22600**: Electronics 100

### List 2: Computational Sciences
#### Mathematics
- **MATH 20000-20100**: Mathematical Methods for Physical Sciences I-II § 200
- **MATH 15910** or **STAT 24300**: Introduction to Proofs in Analysis 100
- **MATH 20250**: Abstract Linear Algebra 100
- **MATH 20300**: Analysis in Rn I 100
- **MATH 20400**: Analysis in Rn II 100
- **MATH 20500**: Analysis in Rn III 100
- **MATH 21100**: Basic Numerical Analysis 100
- **MATH 27000**: Basic Complex Variables 100
- **MATH 27300**: Basic Theory of Ordinary Differential Equations 100
- **MATH 27500**: Basic Theory of Partial Differential Equations 100
- **MATH 38300**: Numerical Solutions to Partial Differential Equations 100

#### Biological Sciences
- **BIOS 20152**: Introduction to Quantitative Modeling in Biology (Advanced) 100

#### Physics
- **PHYS 22000**: Introduction to Mathematical Methods in Physics §§ 100
- **PHYS 22100**: Mathematical Methods in Physics §§§ 100

#### Statistics
Any course in statistics at the 22000 level or higher. Some recommendations follow:
- **STAT 22000** or **STAT 23400**: Statistical Methods and Applications * ‡‡ 100
- **STAT 22400**: Applied Regression Analysis 100
- **STAT 22600**: Analysis of Categorical Data 100
- **STAT 24400-24500**: Statistical Theory and Methods I-II ‡‡‡ 200
- **STAT 26100**: Time Dependent Data 100

#### Computing
- **GEOS 25400**: Introduction to Numerical Techniques for the Geophysical Sciences 100
- **CMSC 12100-12200-12300**: Computer Science with Applications I-II-III 300
- **CMSC 23710**: Scientific Visualization 100
- **CMSC 28510**: Introduction to Scientific Computing 100
- **CMSC 34200**: Numerical Hydrodynamics 100

* AP credit for STAT 22000 does not count toward the major requirements. Students with AP credit for STAT 22000 should plan to take at least one other course from List 2 (BA program) or two other courses from List 2 (BS program).

‡‡‡ Recommended prerequisite is MATH 19620 or MATH 15300 or MATH 16300
Would generally substitute for MATH 20000-20100

Recommended in addition to MATH 20000-20100 for advanced students—covers partial differential equations

STAT 23400 has a higher programming component than STAT 22000

Recommended for advanced students. Must be taken as a sequence to be credited. STAT 24400-24500 have no prerequisite but it is possible to take both STAT 23400 and STAT 24400-24500.

GRADING

Students majoring in geophysical sciences must receive quality grades in all courses taken to meet requirements in the major.

HONORS

The BA or BS degree with honors is awarded to students who meet the following requirements: (1) a GPA of 3.25 or higher in the major and of 3.0 or higher overall; (2) completion of a paper based on original research, supervised and approved by a faculty member in geophysical sciences; (3) an oral presentation of the thesis research. All theses will be examined by the supervisor and a second reader from the faculty. Manuscript drafts will generally be due in the sixth week of the quarter in which the student will graduate (fifth week in Summer Quarter), and final manuscripts and oral presentations in the eighth week (seventh week in Summer Quarter).

Students are strongly encouraged to reach out to potential faculty supervisors no later than their third year, since theses generally arise out of research projects already begun with faculty members. When a thesis topic is determined, students should notify the undergraduate adviser of their intent to complete a thesis and confirm their eligibility. GEOS 29700 Reading and Research in the Geophysical Sciences can be devoted to the preparation of the required paper; however, students using this course to meet a requirement in the major must take it for a quality grade.

Students who wish to submit a single paper to meet the honors requirement in geophysical sciences and the BA paper requirement in another major should discuss their proposals with the undergraduate advisers from both programs no later than the end of third year. Certain requirements must be met. A consent form, to be signed by the undergraduate advisers, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

SAMPLE BS PROGRAMS

Each student will design an individual plan of course work, choosing from a wide range of selections that take advantage of rich offerings from a variety of subdisciplines. The sample programs that appear below are merely for the purpose of illustration; many other variations would be possible. NOTE: Courses that meet general education requirements and are required for the major are not listed.

Environmental Geochemistry

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<tr>
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<tr>
<td>CHEM 26200-26300</td>
<td>Thermodynamics; Chemical Kinetics and Dynamics</td>
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<tr>
<td>GEOS 21000</td>
<td>Mineralogy</td>
<td>100</td>
</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>
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<td>GEOS 23900</td>
<td>Environmental Chemistry</td>
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<td>GEOS 26650</td>
<td>Environmental Microbiology</td>
<td>100</td>
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<tr>
<td>GEOS 28300</td>
<td>Principles of Stratigraphy</td>
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<td>GEOS 25400</td>
<td>Introduction to Numerical Techniques for the Geophysical Sciences</td>
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<tr>
<td>STAT 23400</td>
<td>Statistical Models and Methods</td>
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Geochemistry

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<td>GEOS 21100</td>
<td>Introduction to Petrology</td>
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<tr>
<td>GEOS 22200</td>
<td>Geochronology</td>
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<tr>
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Geophysics

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<td>GEOS 21205</td>
<td>Introduction to Seismology, Earthquakes, and Near-Surface Earth Seismicity</td>
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**Paleontology**

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<td>BIOS 23289</td>
<td>Marine Ecology</td>
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<td>BIOS 23404</td>
<td>Reconstructing the Tree of Life: An Introduction to Phylogenetics</td>
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<td>GEOS 26300</td>
<td>Invertebrate Paleobiology and Evolution</td>
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<td>GEOS 26600</td>
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<td>Introduction to Structural Geology</td>
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<td>GEOS 28300</td>
<td>Principles of Stratigraphy</td>
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**Physics of Climate**

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<td>GEOS 24230</td>
<td>Geophysical Fluid Dynamics: Foundations</td>
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<tr>
<td>GEOS 24240</td>
<td>Geophysical Fluid Dynamics: Rotation and Stratification</td>
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<td>GEOS 24250</td>
<td>Geophysical Fluid Dynamics: Understanding the Motions of the Atmosphere and Oceans</td>
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<td>STAT 23400</td>
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**Planetary Science**

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<td>GEOS 22000</td>
<td>Origin and Evolution of the Solar System</td>
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<td>GEOS 28600</td>
<td>Earth and Planetary Surface Processes</td>
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<td>ASTR 24100</td>
<td>The Physics of Stars</td>
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**Structure/Tectonics**

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<td>GEOS 21100</td>
<td>Introduction to Petrology</td>
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<td>GEOS 21200</td>
<td>Physics of the Earth</td>
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<tr>
<td>GEOS 21205</td>
<td>Introduction to Seismology, Earthquakes, and Near-Surface Earth Seismicity</td>
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<td>Introduction to Structural Geology</td>
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<td>PHYS 22500</td>
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<td>STAT 23400</td>
<td>Statistical Models and Methods</td>
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GEOPHYSICAL SCIENCES COURSES

GEOS 13100. Physical Geology. 100 Units.
This course introduces plate tectonics; the geologic cycle; and the internal and surface processes that make minerals and rocks, as well as that shape the scenery. Topics include: planetary geophysics; evidence leading to the theory of plate tectonics; natural hazards including earthquakes and volcanoes; economic geology including energy resources, ores, and mineral resources; crustal deformation and mountain building; and surface processes (erosion, groundwater). Laboratory exercises introduce identifying features of rocks and minerals, and interpreting geological maps. Biweekly writing assignments explore topics in geology that are supplemental to the lecture material. (L)
Instructor(s): D. Rowley Terms Offered: Autumn

GEOS 13200. Earth History. 100 Units.
This course covers principles of historical inference in Earth science; the physical, chemical, and biological data that are used to reconstruct Earth history; and the geographic, biotic, and environmental development of Earth. Weekly labs focus on observation and interpretation of sedimentary rocks and fossil assemblages in hand samples. A required one-day field trip introduces students to observation and interpretation of sedimentary rocks at the outcrop scale. (L)
Instructor(s): M. Foote Terms Offered: Winter
Prerequisite(s): GEOS 13100

GEOS 13300. The Atmosphere. 100 Units.
This course introduces the physics, chemistry, and phenomenology of the Earth's atmosphere, with an emphasis on the fundamental science that underlies atmospheric behavior and climate. Topics include (1) atmospheric composition, evolution, and structure; (2) solar and terrestrial radiation in the atmospheric energy balance; (3) the role of water in determining atmospheric structure; and (4) wind systems, including the global circulation, and weather systems.
Instructor(s): D. Abbot Terms Offered: Spring
Prerequisite(s): MATH 13100-MATH 13200
Equivalent Course(s): ENST 13300,ENSC 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) This course is part of the College Course Cluster program, Climate Change, Culture, and Society.
Instructor(s): D. Archer, D. MacAyeal Terms Offered: Autumn,Spring
Prerequisite(s): Some knowledge of chemistry or physics helpful.
Equivalent Course(s): ENST 12300,ENSC 13400,PHSC 13400

GEOS 13900. Biological Evolution. 100 Units.
This course is an introduction to evolutionary processes and patterns in present-day organisms and in the fossil record and how they are shaped by biological and physical forces. Topics emphasize evolutionary principles. They include DNA and the genetic code, the genetics of populations, the origins of species, and evolution above the species level. We also discuss major events in the history of life, such as the origin of complex cells, invasion of land, and mass extinction.
Instructor(s): D. Jablonski Terms Offered: Winter
Prerequisite(s): Students using this course as part of the general education requirement register for GEOS 13900 or BIOS 13123; prerequisite BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS except by petition to the BSCD Senior Advisers. Due to significant overlap of course content, students may register for only one of PHSC 11000, BIOS 12117, or GEOS 13900 (=NTSC 10300, =BIOS 13123). Students using this course for credit in the GEOS or ENSC major register for GEOS 27300; additional work, including a term paper, will be required.
Equivalent Course(s): BIOS 13123,GEOS 27300

GEOS 20500. Topics in the Geophysical Sciences. 100 Units.
This course is offered from time-to-time as a means of covering topics that are generally not covered by regularly offered courses in the curriculum. Students should consult with appropriate faculty regarding opportunities to take this course when the situation arises.
Instructor(s): Staff Terms Offered: Autumn. Not offered 2017-2018
Equivalent Course(s): GEOS 30500

GEOS 21000. Mineralogy. 100 Units.
This course covers structure, chemical composition, stability, and occurrence of major rock-forming minerals. Labs concentrate on mineral identification with the optical microscope. (L)
Instructor(s): A. Campbell Terms Offered: Winter
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: Winter. not offered 2017-2018
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): D. Heinz Terms Offered: Spring
Prerequisite(s): Prior calculus and college-level physics courses, or consent of instructor.
Equivalent Course(s): GEOS 31200

GEOS 21205. Introduction to Seismology, Earthquakes, and Near-Surface Earth Seismicity. 100 Units.
This course introduces the mechanics and phenomenology of elastic waves in the Earth and in the fluids near the Earth's surface (e.g., S and P waves in the solid earth, acoustic waves in the ocean and atmosphere). Topics include stress and strain, constitutive equations, elasticity, seismic waves, acoustic waves, theory of refraction/ reflection, surface waves, dispersion, and normal modes of the Earth. Phenomenology addressed includes exploration geophysics (refraction/reflection seismology), earthquakes and earthquake source characterization, seismograms as signals, seismological networks, and digital seismogram analysis.
Instructor(s): D. Heinz Terms Offered: Winter
Equivalent Course(s): GEOS 31205

GEOS 21400. Thermodynamics and Phase Change. 100 Units.
This course develops the 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. This course is offered in alternate years.
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.
This course will explore the formation and evolution of the Solar System, from the collapse of the natal molecular cloud core to the orbital restructuring of the planets. Topics to be covered include: structure and evolution of the solar nebula, dust dynamics in the solar nebula and the formation of planetesimals, accretion of the terrestrial planets, giant planet formation and migration, and meteorites and the historical record of the Solar System they preserve. (L)
Instructor(s): F. Ciesla Terms Offered: Winter
Prerequisite(s): At least one year of physics or chemistry and an understanding of multivariate calculus.
Note(s): This course is offered in alternate years.
Equivalent Course(s): ASTR 21300, GEOS 32000

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: Not offered 2017-2018
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: Not offered 2017-2018
Prerequisite(s): Consent of instructor
Equivalent Course(s): GEOS 32050

GEOS 22060. What Makes a Planet Habitable? 100 Units.
This course explores the factors that determine how habitable planets form and evolve. We will discuss a range of topics, from the accretion and loss of atmospheres and oceans, to the long-term carbon cycle, climate dynamics, and the conditions that sustain liquid water on a planet’s surface over timescales relevant to the origin and evolution of 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): E. Kite Terms Offered: Winter
Equivalent Course(s): ASTR 45900, GEOS 32060

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). (L)
Instructor(s): N. Dauphas Terms Offered: Autumn
Prerequisite(s): Background in college-level geology, physics, and mathematics.
Equivalent Course(s): GEOS 32200

GEOS 23205. Introductory Glaciology. 100 Units.
The fundamentals of glacier and ice-sheet dynamics and phenomenology will be covered in this introductory course (snow and sea ice will be excluded from this course, however may be taken up in the future). Emphasis will be placed on developing the foundation of continuum mechanics and viscous fluid flow as a means of developing the basic equations of glacier deformation, ice-sheet and -shelf flow, basal processes, glacier hydrology, and unstable modes of flow. This course is intended for advanced undergraduate students in physics, math, geophysical sciences, and related fields as well as graduate students considering research in glaciology and climate dynamics. This course is part of the College Course Cluster program, Climate Change, Culture, and Society.
Instructor(s): D. MacAyeal Terms Offered: Winter
Prerequisite(s): Knowledge of vector calculus, linear algebra, and computer programming.
Equivalent Course(s): GEOS 33205

GEOS 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 and do some elementary climate modeling exercises in Python (no previous coding experience required). (L)
Instructor(s): D. Archer Terms Offered: Spring
Prerequisite(s): Consent of instructor required.
Note(s): Some knowledge of chemistry or physics helpful.
Equivalent Course(s): ENSC 25200

GEOS 23800. Global Biogeochemical Cycles. 100 Units.
This survey course covers the geochemistry of the surface of the Earth, focusing on biological and geological processes that shape the distributions of chemical species in the atmosphere, oceans, and terrestrial habitats. Budgets and cycles of carbon, nitrogen, oxygen, phosphorous, and sulfur are discussed, as well as chemical fundamentals of metabolism, weathering, acid-base and dissolution equilibria, and isotopic fractionation. The course examines the central role that life plays in maintaining the chemical disequilibria that characterize Earth’s surface environments. The course also explores biogeochemical cycles change (or resist change) over time, as well as the relationships between geochemistry, biological (including human) activity, and Earth’s climate.
Instructor(s): J. Waldbauer Terms Offered: Winter
Prerequisite(s): CHEM 11100-11200 or consent of instructor
Equivalent Course(s): GEOS 33800, ENSC 23800
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. Not offered 2017-2018
Prerequisite(s): CHEM 11100-11200-11300 or equivalent; 13100-13200-13300 or consent of instructor
Equivalent Course(s): GEOS 33805, ENSC 23805

GEOS 23900. Environmental Chemistry. 100 Units.
The focus of this course is the fundamental science underlying issues of local and regional scale pollution. In particular, the lifetimes of important pollutants in the air, water, and soils are examined by considering the roles played by photochemistry, surface chemistry, biological processes, and dispersal into the surrounding environment. Specific topics include urban air quality, water quality, long-lived organic toxins, heavy metals, and indoor air pollution. Control measures are also considered. This course is part of the College Course Cluster program, Climate Change, Culture, and Society.
Instructor(s): D. Archer Terms Offered: Autumn
Prerequisite(s): CHEM 11101-11201 or equivalent, and prior calculus course
Equivalent Course(s): ENST 23900, GEOS 33900, ENSC 23900

GEOS 24220. Climate Foundations. 100 Units.
This course introduces the basic physics governing the climate of planets, the Earth in particular but with some consideration of other planets. Topics include atmospheric thermodynamics of wet and dry atmospheres, the hydrological cycle, blackbody radiation, molecular absorption in the atmosphere, the basic principles of radiation balance, and diurnal and seasonal cycles. Students solve problems of increasing complexity, moving from pencil-and-paper problems to programming exercises, to determine surface and atmospheric temperatures and how they evolve. An introduction to scientific programming is provided, but the fluid dynamics of planetary flows is not covered. (L)
Instructor(s): E. Moyer Terms Offered: Autumn
Prerequisite(s): Prior physics course (preferably PHYS 13300 and 14300) and knowledge of calculus required; prior geophysical sciences course not required.
Note(s): Prior programming experience helpful but not required.
Equivalent Course(s): GEOS 34220

GEOS 2423.0. Geophysical Fluid Dynamics: Foundations. 100 Units.
This course is for incoming graduate students in physical sciences intending to take further courses in geophysical fluid dynamics, fluid dynamics, condensed matter physics, and other areas requiring this fundamental skill set. It sets the stage for follow-on courses that present the detail of the behavior of fluids and continuums in geophysical, physical, chemical, and other settings. The material may be a student’s first contact with continuum mechanics or a remedial or review for students who have previously taken similar courses. Topics include description of material properties in a continuum, including displacement, velocity, and strain rate; scalar, vector, and tensor properties of continuums, strain, strain rate, and stress; derivations and understanding of mass, momentum, and energy conservation principles in a continuum; applications of conservation principles to simple rheological idealizations, including ideal fluids and potential flow, viscous fluids and Navier-Stokes flow, elasticity and deformation; introductory asymptotic analysis, Reynolds number, heat transfer by conduction and convection, convective instability, Rayleigh number; fluids in gravitational fields, stratification, buoyancy, elliptic, parabolic, and hyperbolic partial differential equations, typical properties of each.
Instructor(s): D. MacAyeal Terms Offered: Autumn
Prerequisite(s): Vector calculus, linear algebra, advanced classical mechanics, basic knowledge of computing. Undergrads who take this course should intend to complete a second fluid-dynamics course in Geophysical Sciences.
Equivalent Course(s): GEOS 34230

GEOS 24240. Geophysical Fluid Dynamics: Rotation and Stratification. 100 Units.
This course is an introduction to geophysical fluid dynamics for upper-level undergraduates and starting graduate students. The topics covered will be the equations of motion, the effects of rotation and stratification, shallow water systems and isentropic coordinates, vorticity and potential vorticity, and simplified equations for the ocean and atmosphere.
Instructor(s): T. Shaw Terms Offered: Winter
Prerequisite(s): PQ: GEOS 24230 or equivalent; Knowledge of mechanics (PHYS 13100 or equivalent), thermodynamics (PHYS 19700 or equivalent), vector calculus and linear algebra (MATH 20000-20100-20200 or equivalent)
Equivalent Course(s): GEOS 34240
GEOS 24250. Geophysical Fluid Dynamics: Understanding the Motions of the Atmosphere and Oceans. 100 Units.
This course is part of the atmospheres and oceans sequence (GEOS 24220, 24230, 24240, 24250) and is expected to follow Geophysical Fluid Dynamics: Rotation and Stratification (GEOS 24240). The course demonstrates how the fundamental principles of geophysical fluid dynamics are manifested in the large-scale circulation of the atmosphere and oceans and their laboratory analogs. Topics include: balance of forces and the observed structure of the atmospheric and oceanic circulations, statistical description of the spatially and temporally varying circulation, theory of Hadley circulation, waves in the atmosphere and oceans, baroclinic instability, wind-driven ocean circulation.
Instructor(s): N. Nakamura Terms Offered: Spring
Prerequisite(s): GEOS 24230 and 24240, or consent of the instructor. Knowledge of vector calculus, linear algebra, and ordinary differential equations is assumed.
Equivalent Course(s): GEOS 34250

GEOS 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, ENSC 21100

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: Winter
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 26100. Phylogenetics and the Fossil Record. 100 Units.
Phylogenies are branching diagrams that reflect evolutionary relationships. In addition to providing information on the history of life, phylogenies are fundamental to modern methods for studying macroevolutionary and macroecological pattern and process. In the biological sciences, phylogenies are most often inferred from genetic data. In paleobiology, phylogenies can only be inferred from the fossilized remains of morphological structures, and collecting and analyzing morphological data present a different set of challenges. In this course, students will study both traditional and state-of-the-art approaches to inferring phylogenies in the fossil record, from data collection to interpretation. Lectures will explore the statistical underpinnings of phylogenetic methods, as well as their practical implementation in commonly used software. Topics will include: identifying and coding morphological characters, models of morphological evolution, parsimony, maximum likelihood, and bayesian methods, supertree approaches, and integrating time into phylogenetic inference. Fifty percent of the final assessment will come from a research paper due at the end of the quarter.
Instructor(s): G. Slater Terms Offered: Autumn. Not offered 2017-2018
Prerequisite(s): BIOS 20197 or equivalent.
Equivalent Course(s): GEOS 36100

GEOS 26300. Invertebrate Paleobiology and Evolution. 100 Units.
This course provides a detailed overview of the morphology, paleobiology, evolutionary history, and practical uses of the invertebrate and microfossil groups commonly found in the fossil record. Emphasis is placed on understanding key anatomical and ecological innovations within each group and interactions among groups responsible for producing the observed changes in diversity, dominance, and ecological community structure through evolutionary time. Labs supplement lecture material with specimen-based and practical application sections. An optional field trip offers experience in the collection of specimens and raw paleontological data. Several "Hot Topics" lectures introduce important, exciting, and often controversial aspects of current paleontological research linked to particular invertebrate groups. (L)
Instructor(s): M. Webster Terms Offered: Autumn
Prerequisite(s): GEOS 13100 and 13200, or equivalent. For BIOS students: Three quarters of a Biological Sciences Fundamentals sequence.
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. Not offered 2017-2018
Prerequisite(s): GEOS 13100-13200-13300 or college-level cell & molecular biology
Equivalent Course(s): ENSC 24000, GEOS 36600

GEOS 26650. Environmental Microbiology. 100 Units.
The objective of this course is to understand how microorganisms alter the geochemistry of their environment. The course will cover fundamental principles of microbial growth, metabolism, genetics, diversity, and ecology, as well as methods used to study microbial communities and activities. It will emphasize microbial roles in elemental cycling, bioremediation, climate, and ecosystem health in a variety of environments including aquatic, soil, sediment, and engineered systems.
Instructor(s): M. Coleman Terms Offered: Autumn
Prerequisite(s): CHEM 11100-11200 and BIOS 20186 or BIOS 20197 or BIOS 20198
Equivalent Course(s): ENSC 24500

GEOS 26905. Topics in Conservation Paleobiology. 100 Units.
Paleobiological data from very young sedimentary records, including 'death assemblages' of shells and bones that are accumulating on modern-day seabeds and land surfaces, provide unique information on the status of present-day populations, communities, and ecosystems and their responses to natural and anthropogenic stress. This course on the emerging discipline of 'conservation paleobiology' uses a mix of lectures, seminars, and individual research projects to introduce how basic geologic methods, applied to modern samples, can address critical issues in the conservation and restoration of biodiversity and natural environments, including the identification of shifted baselines and disentangling human and natural drivers of ecological change. The course is designed to accommodate biologists with little background in paleontology and geology, focusing on methods of age-dating, paleo-environmental reconstruction, and geohistorical inference relevant to analysis of the last few thousands of years of human expansion and cultural/industrial development. The 2017 version will include hands-on experience with already-collected marine benthic samples. Enrollment limited.
Instructor(s): S. Kidwell Terms Offered: Winter
Prerequisite(s): Prerequisites for undergraduates: completion of GEOS 13100-13200-13300 or equivalent or completion of a 20000-level course in paleontology.
Equivalent Course(s): EVOL 36905, GEOS 36905

GEOS 27300. 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.
Instructor(s): D. Jablonski Terms Offered: Winter
Prerequisite(s): Students using this course as part of the general education requirement register for GEOS 13900 or BIOS 13123; prerequisite BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS except by petition to the BSCD Senior Advisers. Due to significant overlap of course content, students may register for only one of PHSC 11000, BIOS 12117, or GEOS 13900 (=NTSC 10300, =BIOS 13123). Students using this course for credit in the GEOS or ENSC major register for GEOS 27300; additional work, including a term paper, will be required.
Equivalent Course(s): BIOS 13123, GEOS 13900

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. Not offered in 2017-2018
Prerequisite(s): GEOS 13100-13200 or equivalent required; GEOS 23500 and/or 28200 recommended
Note(s): This course is offered in alternate years.
Equivalent Course(s): GEOS 38300

GEOS 28600. Earth and Planetary Surface Processes. 100 Units.
The focus of this course is to examine surface and lithospheric processes on planets and dwarf planets. Emphasis is placed on constraints that can be obtained from reconnaissance spacecraft (orbiter or flyby). The course will cover impact cratering, strength of the lithosphere, volcanism, fluvial and aeolian sediment transport, and landscape evolution.
Instructor(s): E. Kite Terms Offered: Winter

GEOS 29001. Field Course in Geology. 100 Units.
Students in this course visit classic locations to examine a wide variety of geological environments and processes, including active tectonics, ancient and modern sedimentary environments, and geomorphology.
Terms Offered: Not offered in 2017-2018
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, Staff 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): ENSC 29002, GEOS 39002

GEOS 29005. Field Course in Environmental Science. 100 Units.
No description available.
Terms Offered: Not offered 2017-2018
Prerequisite(s): Consent of instructor
Note(s): Interested students should contact the departmental counselor.
Equivalent Course(s): ENSC 29005

GEOS 29700. Reading and Research in the Geophysical Sciences. 100 Units.
Independent study; regular meetings with Geophysical Sciences faculty member required. Topics available include, but are not limited to: Mineralogy, Petrology, Geophysics, High Pressure Geophysics, Geodynamics, Volcanology, Cosmochemistry, Geochemistry, Atmospheric Dynamics, Paleoclimatology, Physical Oceanography, Chemical Oceanography, Paleoenvironment, Atmospheric Chemistry, Fluid Dynamics, Glaciology, Climatology, Radiative Transfer, Cloud Physics, Morphometrics, Phylogeny, Analytical Paleontology, Evolution, Taphonomy, Macroevolution, Paleobiology, Paleobotany, Biomechanics, Paleoecology, Tectonics, Stratigraphy.
Instructor(s): Staff Terms Offered: Autumn, Spring, Summer, Winter.
Prerequisite(s): Consent of instructor and departmental counselor
Note(s): Students are required to submit the College Reading and Research Course Form. Available to nonmajors for P/F grading. Must be taken for a quality grade when used to meet a requirement in the major.
GERMANIC STUDIES

Department Website: http://german.uchicago.edu

PROGRAM OF STUDY

The program for the BA degree in Germanic Studies is intended to provide students with a wide ranging and highly personalized introduction to the language, literature, and culture of German-speaking countries and to various methods of approaching and examining these areas. It is designed to be complemented by other areas of study (e.g., anthropology, art history, comparative literature, economics, film studies, history, philosophy, political science, sociology).

Students in other fields of study may also complete a minor in Germanic Studies. Information follows the description of the major.

PROGRAM REQUIREMENTS

Students majoring in Germanic Studies typically register for six German language courses at the second-year level and above, plus six courses in German literature and culture, including three 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: One of the following three-course sequences:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRMN 20100-20200-20300</td>
<td>Deutsche Märchen; Deutsch-Amerikanische Themen; Kurzprosa aus dem 20. Jahrhundert *</td>
</tr>
<tr>
<td>GRMN 12001-12002-12003</td>
<td>Intensive German I-II-III</td>
</tr>
</tbody>
</table>

Third-Year German: Any three of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRMN 21103</td>
<td>Erzählen</td>
</tr>
<tr>
<td>GRMN 21303</td>
<td>Gedichte</td>
</tr>
<tr>
<td>GRMN 21403</td>
<td>Philosophie</td>
</tr>
<tr>
<td>GRMN 21503</td>
<td>Film</td>
</tr>
<tr>
<td>GRMN 21603</td>
<td>Drama</td>
</tr>
<tr>
<td>GRMN 21703</td>
<td>Medien und Gesellschaft</td>
</tr>
</tbody>
</table>

Three courses in literature or culture taken in German ‡ 300

Three courses in German literature and culture ‡ 300

GRMN 29900 | BA Paper 100

Total Units 1300

* Or credit for the equivalent as determined by petition.
‡ One may be a course with a Languages Across Chicago (LxC) session; one may be an additional third-year course.
§ Two may be courses in other departments.

GRADING

Students who are majoring in Germanic Studies must receive a quality grade in all courses taken to meet requirements in the major. 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 an equivalent to be eligible for FLAG support for the study of German. For more information, visit study-abroad.uchicago.edu/sitg.

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/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. Two of the literature/culture courses must be taken in German. Note that credit toward the minor for courses taken abroad must be determined in consultation with the director of undergraduate studies.

Students who elect the minor program in Germanic Studies must meet with the director of undergraduate studies before the end of Spring Quarter of their third year to declare their intention to complete the minor and must submit a form obtained from their College adviser. Students choose courses in consultation with the director of undergraduate studies. The director’s approval for the minor program should be submitted to the student’s College adviser by the deadline above on the form.

Courses in the minor may not be double counted with the student’s major(s) or with other minors and may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

The following group of courses would comprise a minor in Germanic Studies. Other programs may be designed in consultation with the director of undergraduate studies. Minor program requirements are subject to revision.

Germanic Studies Sample Minor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRMN 21103</td>
<td>Erzählen</td>
<td>100</td>
</tr>
<tr>
<td>GRMN 21503</td>
<td>Film</td>
<td>100</td>
</tr>
<tr>
<td>GRMN 21303</td>
<td>Gedichte</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Three courses in German literature and culture</td>
<td>300</td>
</tr>
</tbody>
</table>

Total Units: 600
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:

20000-level Norwegian language courses and/or literature courses

<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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRMN 10100</td>
<td>Elementary German for Beginners I. 100 Units.</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>No description available.</td>
<td></td>
</tr>
<tr>
<td>Terms Offered:</td>
<td>Autumn</td>
<td></td>
</tr>
<tr>
<td>Note(s):</td>
<td>No auditors permitted. Must be taken for quality grade.</td>
<td></td>
</tr>
</tbody>
</table>

GRMN 10200. Elementary German for Beginners II. 100 Units.
No description available.
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.
No description available.
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 12001-12002-12003. Intensive German I-II-III.
This intensive, three-quarter sequence brings students to high-intermediate levels in all four skills: reading, writing, speaking, and listening so that students can enter third-year level courses in German. Learners who are starting German late in their College careers or who wish to move forward swiftly will gain skills corresponding to two full years of study. NOTE: Each course is 200 units and corresponds in workload to taking two courses.
GRMN 12001. Intensive German I. 200 Units.
This intensive, three-quarter sequence brings students to high-intermediate levels in all four skills: reading, writing, speaking, and listening so that students can enter third-year level courses in German. Learners who are starting German late in their College careers or who wish to move forward swiftly will gain skills corresponding to two full years of study. NOTE: Each course is 200 units and corresponds in workload to taking two courses.
Instructor(s): Staff Terms Offered: TBD

GRMN 12002. Intensive German II. 200 Units.
This intensive, three-quarter sequence brings students to high-intermediate levels in all four skills: reading, writing, speaking, and listening so that students can enter third-year level courses in German. Learners who are starting German late in their College careers or who wish to move forward swiftly will gain skills corresponding to two full years of study. NOTE: Each course is 200 units and corresponds in workload to taking two courses.
Instructor(s): Staff Terms Offered: TBD

GRMN 12003. Intensive German III. 200 Units.
This intensive, three-quarter sequence brings students to high-intermediate levels in all four skills: reading, writing, speaking, and listening so that students can enter third-year level courses in German. Learners who are starting German late in their College careers or who wish to move forward swiftly will gain skills corresponding to two full years of study. NOTE: Each course is 200 units and corresponds in workload to taking two courses.
Instructor(s): Staff Terms Offered: TBD

GRMN 13100. Reading German. 100 Units.
This course prepares students to read a variety of German texts. By the end of the quarter, students should have a fundamental knowledge of German grammar and a basic vocabulary. While the course does not teach conversational German, the basic elements of pronunciation are introduced.
Terms Offered: Spring
Note(s): Prior knowledge of German not required. No auditors permitted. This course does not prepare students for the competency exam. Must be taken for a quality grade.

SECOND-YEAR SEQUENCE


GRMN 20100. 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.

THIRD-YEAR SEQUENCE

GRMN 21103-21303-21403-21503-21603-21703. Drama; Erzählen; Film; Gedichte; Medien und Gesellschaft; Philosophie.
It is not necessary to take these courses in sequence. These courses serve as preparation for seminar-style classes. Students work with a variety of texts and learn to present and participate in instructor- and student-led discussions of relevant issues and topics. Student also write short essays and longer research papers. Work in grammar, structure, and vocabulary moves students toward more idiomatic use of German.
GRMN 2103. 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 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 21503. Film. 100 Units.
No description available.
Instructor(s): Staff Terms Offered: TBD

GRMN 21603. Drama. 100 Units.
This course develops advanced German skill through the study of dramas and/or films of various authors/directors from different eras.
Instructor(s): Staff Terms Offered: TBD

GRMN 21703. Medien und Gesellschaft. 100 Units.
No description available.
Instructor(s): Staff Terms Offered: TBD

GRMN 21203. Drama und Film. 100 Units.
This course develops advanced German skills through the study of dramas and/or films of various authors/directors from different eras.
Terms Offered: Winter
Prerequisite(s): GRMN 20300 or placement
Note(s): No auditors permitted. Must be taken for a quality grade.

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 23715. Berlin in Fragments. 100 Units.
Berlin at the turn of the 19th century was the epicenter of Germany’s rapid urbanization and industrialization, and as such it became a privileged site for observing and experiencing modernity. One of the most prominent features of life in the modern metropolis, as noted by contemporaries, was its fragmentary character, both in social terms—the atomization of society as a whole — and in mental terms—the psychic instability of the atomized individual. This course explores a variety of critical and artistic responses to fragmentation: critical efforts to render the fragmented urban landscape legible, and literary and other artistic efforts to explore the potentialities of fragmentation through innovative forms and techniques. The main part of the course will focus on the Weimar period: literature, film and criticism of the Golden Twenties. Afterwards we will turn to short fiction, poetry, and film of post-unification Berlin. Authors include Carl Sternheim, Walter Benjamin, Siegfried Kracauer, Joseph Roth, Alfred Döblin, Georg Heym, Jacob von Hoddis, Alfred Lichtenstein, Gottfried Benn, Bertolt Brecht, Durs Grünbein, and Tanja Dückers. Films by Joe May, Walther Ruttman, Fritz Lang.
Instructor(s): C. Benert Terms Offered: Spring
Note(s): Readings and discussions in German.
GRMN 24016. Queer Theory and Literature Around 1900. 100 Units.
Readings in the History of Subjectivity: Queer Theory and Literature around 1900. If, as scholars have claimed, not just the modern gay identity but modern sexuality in general was forged principally in Germany in the years leading up to 1900, then some of the most important documents for our modern sense of self are to be found in the pathbreaking German gay movement. This movement defies some fundamental expectations—such as that gay liberationists should be broadly left-wing in politics—even as it anticipates certain theses that were not articulated in academic queer theory until very recently, such as that questions around homosexuality do not pertain merely to a minority of individuals but rather structure the aesthetic and societal fields in their entirety. This course will read documents from the early German gay movement (all available in English translation) alongside fundamental essays in queer theory and a broader sampling of modern literature that has responded to or influenced both traditions. It will be of interest equally to students of literary modernism, gender and sexuality, and the history of discourses and subject-formations. Texts from Sacher-Masoch, George, Musil, Mann, James, Gide, Proust, Deleuze, Foucault, Sedgwick, Bersani, and Arnold Davidson. Readings and discussion in English.
Instructor(s): S. Haswell Todd Terms Offered: Winter

GRMN 24916. Becoming Nothing. 100 Units.
This course closely examines three famous characters of German Modernist prose, famous above all for the way each of them embodies and calls into question the fraught task of becoming a healthy, happy member of modern society. Franz Kafka's performance artist in Der Hungerkünstler wants nothing more than to starve himself into obscurity; Robert Walser's main character in Jakob von Gunten is a student who aspires to become “an adorable, spherical zero”; and Irmgard Keun's Das kunstseidene Mädchen tells the story of a young woman in the Weimar Republic who aspires to become “glamour” and ends up contending with dismal poverty and the threat of prostitution. In addition to reading these literary works, we will work on unfolding the historical context and the philosophical significance reflected in the crisis of individuality faced by each of these characters. Materials include several film adaptations and theoretical texts by Friedrich Nietzsche, Siegfried Kracauer, and Niklas Luhmann.
Instructor(s): M. Lampert Terms Offered: Not offered in 2017-18
Note(s): Readings and discussions in German.

GRMN 25516. Dwelling: Literature and Architecture. 100 Units.
In this course, we will examine peculiar scenes of dwelling—such as the labyrinthine home of Kafka’s “The Burrow” or the anatomical architectures in Musil’s stories. We will explore the function of spatial structures beyond their role as passive backdrops: What is their narrative function? What role do they play in knowledge-formation? Most importantly, we will redirect our gaze from a study of dwelling understood as a spatial location to an examination of dwelling as a spatial action: What does it mean to inhabit a space? What is habitation? How can we conceptualize the role of the guest and the neighbor in inhabiting? How is the relationship between house and nature, home and environment articulated in literary dwellings? What is the relation between large-scale habitation (in a city) and small-scale habitation (in a room)? These and other questions will guide our readings of Freud, Benjamin, Heidegger, Bachelard, Rilke, Kafka, Derrida, etc. Films by Ursula Meier and Tevfik Başer. Taught in English.
Instructor(s): I. Christian Terms Offered: Autumn
Note(s): This course will take place in conjunction with a conference on “Literary Habitation” organized in the Autumn Quarter.

GRMN 25817. W. G. Sebald: On The Natural History of Destruction. 100 Units.
The difficulty of categorizing the sort of literary practice Sebald engaged in is notorious. The genres and hybrid styles with which his “novels” have been identified include: travel writing, memoir, photo essay, documentary fiction, magical realism, postmodern pastiche, cultural-historical fantasy, among others. And given the fact that his work so often deals, if only indirectly, with the Holocaust and its aftershocks, his work has furthermore been associated with that highly problematic generic and historical constellation, “Holocaust literature.” The seminar will address all of Sebald’s major works in the hope of elucidating this singular intersection of historical and literary complexity.
Instructor(s): E. Santner Terms Offered: Spring
Note(s): Texts will be available in English and German, discussion will be held in English. We will “accompany” our reading of Sebald with a reading of Lucretius’s poem, On Nature.
Equivalent Course(s): GRMN 35817, FNDL 25817
GRMN 26816. Authority and Enjoyment. 100 Units.
A far reaching distrust and crisis of authority seems to be coextensive with the European Enlightenment and modernity—but what is authority? At least one thing is certain: our relation to authority is never simple and straightforward, but is the site of intense fantastmatic activity, mixing guilt, defiance, respect, resentment, terror, justice, and love. The word itself is highly evocative, and part of its power lies in the halo of images and meanings it conjures. This seminar will examine a series of questions: Why are we so invested in authority? Can authority be avoided by more inclusive horizontal organizations, or is it inevitably bound up with the social link and even the structure of language itself (the symbolic order)? To what extent is the father the paradigmatic instance of authority, and are we living the end of patriarchy or do we rather witness the return of the father? How has the figure of the master changed under capitalism, and in what new forms does authority appear today? If authority is neither inherently “bad” nor “good,” what use may be made of it for individual and collective emancipation?
Instructor(s): A. Schuster Terms Offered: Autumn
Note(s): Readings will include: Walter Benjamin on language and judgment; Hannah Arendt on the crisis of authority; Alexandre Kojève’s The Notion of Authority which analyzes its four ideal types (Father, Judge, Leader, Master); Jean Genet’s play The Balcony, dealing with the comedy of modern authority; the fantastical figure of the father in the work of Franz Kafka; and the vicissitudes of the Oedipus complex in psychoanalytic theory, focusing on Sigmund Freud (Three Essays on the Theory of Sexuality) and Jacques Lacan (Seminar VIII Transference). We will also watch Lars Von Trier’s The Boss of It All, Andrey Zvyagintsev’s The Return, and Nicholas Ray’s Rebel Without a Cause.
Equivalent Course(s): GRMN 36816

GRMN 27517. Metaphysics, Morbidity, & Modernity: Mann’s The Magic Mountain. 100 Units.
Our main task in this course is to explore in detail one of the most significant novels of the twentieth century, Thomas Mann’s The Magic Mountain. But this novel is also a window onto the entirety of modern European thought, and it provides, at the same time, a telling perspective of the crisis of European culture prior to and following on World War I. It is, in Thomas Mann’s formulation, a time-novel: a novel about its time, but also a novel about human being in time. For anyone interested in the configuration of European intellectual life in the nineteenth and twentieth centuries, Mann’s great (and challenging) novel is indispensible reading. Lectures will relate Mann’s novel to its great European counterparts (e.g., Proust, Joyce, Musil), to the traditions of European thought from Voltaire to Georg Lukacs, from Schopenhauer to Heidegger, from Marx to Max Weber.
Terms Offered: Winter
Note(s): This is a LECTURE course with discussion sections. All readings in English.
Equivalent Course(s): CMLT 27517,FNDL 27517

GRMN 27717. Opera in the Age of Its Mechanical Reprodicability. 100 Units.
Instructor(s): D. Levin
Equivalent Course(s): GRMN 37717,TAPS 28422,TAPS 38422,CMST 28301,CMST 38301

GRMN 29700. Reading and Research Course in German. 100 Units.
No description available.
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.
No description available.
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.
Part one of the three-quarter beginning sequence, NORW10100, NORW10200 and NORW10300, begins the process of providing students with minimal proficiency in the four language skills of speaking, reading, writing, and listening - with a special emphasis on speaking. To achieve these goals, we undertake an overview of all major grammar topics and work to acquire a substantial vocabulary over the three-quarter sequence.
Instructor(s): Kimberly Kenny Terms Offered: Autumn

NORW 10200. First-Year Norwegian II. 100 Units.
Part two of the three-quarter beginning sequence, NORW10100, NORW10200 and NORW10300, continues the process of providing students with minimal proficiency in the four language skills of speaking, reading, writing, and listening - with a special emphasis on speaking. To achieve these goals, we undertake an overview of all major grammar topics and work to acquire a substantial vocabulary over the three-quarter sequence.
Instructor(s): Kimberly Kenny Terms Offered: Winter

NORW 10300. First-Year Norwegian III. 100 Units.
Part three of the three-quarter beginning sequence, NORW10100, NORW10200 and NORW10300, concludes the process of providing students with minimal proficiency in the four language skills of speaking, reading, writing, and listening - with a special emphasis on speaking. To achieve these goals, we undertake an overview of all major grammar topics and work to acquire a substantial vocabulary over the three-quarter sequence.
Instructor(s): Kimberly Kenny Terms Offered: Spring

NORW 10400. Intermediate Norwegian I: Introduction to Literature. 100 Units.
This course combines intensive review of all basic grammar with the acquisition of more advanced grammar concepts. While our main priority remains oral proficiency, we work to develop our reading and writing skills. We challenge our reading ability with more sophisticated examples of Norwegian prose and strengthen our writing through essay writing. The centerpiece of the course is the contemporary Norwegian novel Naiv. Super.
Instructor(s): Kimberly Kenny Terms Offered: Spring
Prerequisite(s): NORW 10300 or consent of instructor

NORW 10500. Intermediate Norwegian II. 100 Units.
No description available.
Terms Offered: Not offered in 2017-18

Literature and Culture

NORW 26700. Literature of the Occupation. 100 Units.
The German Occupation of Norway, which lasted from April 9, 1940, to May 7, 1945, is indisputably the most significant event in modern Norwegian history. The aim of this course is to use literature of and about this period to characterize the Occupation experience in Norway. While our texts come primarily from Norwegians, one novel is German and two others, American. Given the context for these works, we will consider them not only as fiction, but also as history and even propaganda. Ultimately, we will address the issue of national myth-making: To what extent have Norwegians mythologized their Occupation experience and is this apparent in our texts?
Instructor(s): K. Kenny Terms Offered: Winter
Equivalent Course(s): GRMN 26700

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.
The goal of this sequence is to develop proficiency in Yiddish reading, writing, listening, and speaking skills. Touchstones of global Yiddish culture are also introduced through song, film, and contemporary Yiddish websites.
Instructor(s): Sunny Yudkoff Terms Offered: Autumn

YDDH 10200. Elementary Yiddish II. 100 Units.
No description available.
Instructor(s): Sunny Yudkoff Terms Offered: Winter
Prerequisite(s): YDDH 10100/37300 or consent of instructor
Equivalent Course(s): JWSC 20400,YDDH 37400

YDDH 10300. Elementary Yiddish III. 100 Units.
No description available.
Instructor(s): Sunny Yudkoff Terms Offered: Spring
Prerequisite(s): YDDH 10200/37400 or consent of instructor. No auditors.
Equivalent Course(s): JWSC 20500,YDDH 37500

YDDH 20101. Intermediate Yiddish: The Yiddish Press. 100 Units.
This course combines an intensive review of grammar with the acquisition of complex grammatical concepts. Specific attention is paid to regional variants in grammar and orthography. Students develop their writing, reading, listening, and speaking skills by focusing their attention on the literature and history of the Yiddish press and radio.
Instructor(s): S. Yudkoff Terms Offered: Autumn
Equivalent Course(s): YDDH 30101,JWSC 27502

YDDH 21101. Advanced Yiddish: The Yiddish Press. 100 Units.
This course supports students as they engage advanced grammatical concepts. Specific attention is paid to reading and writing at an advanced level and in different registers. Students develop these skills by focusing their attention on the literature and history of the Yiddish press. Students also pursue independent research projects on international Yiddish media outlets.
Instructor(s): S. Yudkoff Terms Offered: Autumn
Equivalent Course(s): YDDH 31101,JWSC 27602

YDDH 25917. Imagining the Shtetl. 100 Units.
For many, Fiddler on the Roof has come to define the portrayal of Jewish life in pre-war Europe. Central to this has been an idealized vision of the market town known as “the shtetl.” This course explores the construction, manipulation, and iterations of “the shtetl” across a variety of literary and visual texts, including works by the photographer Roman Vishniac, the Yiddish poet Moyshe Leyb-Halpern, the German modernist Joseph Roth, and the American novelist Jonathan Safran Foer. Reading texts by these authors and others, we will consider how ideas of Jewish “shtetl” life shift across genres and languages. We will also confront the difficult task of defining “the shtetl” as a communal space as well as interpreting how varieties of nostalgia manifest in these texts. Alongside these primary works, we will draw on critical work by Svetlana Boym, Dan Miron, and Jeffrey Shandler. All readings are in English. A section may be organized for reading sources in Yiddish.
Instructor(s): S. Yudkoff Terms Offered: Spring
Note(s): This course may be used to fulfill the general education requirement in civilization studies.
Equivalent Course(s): YDDH 35917,GRMN 25917,GRMN 35917,CMLT 26216,JWSC 20230,CRES 25917,CRES 35917,CMLT 36210

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.
GLOBAL STUDIES

Department Website: http://globalstudies.uchicago.edu

PROGRAM OF STUDY

The Global Studies major is an interdisciplinary major concerned with the interconnected and interdependent nature of the contemporary world. Its main task is to understand how sites, objects, and concepts contribute to worldwide connections, from ecological concerns to human rights campaigns. Students majoring in Global Studies will take courses throughout the College, often with particular interests in Anthropology, Environmental Studies, History, or a specific regional study.

Instead of beginning with “global” and “local,” the typical categories of globalization studies, the Global Studies program contends that the distinctions between sites and trends, between objects far and near, and between the cosmopolitan and the vernacular emerge from empirical studies. Students are encouraged to exercise close attention to mundane practices, everyday materialities, and lived experiences. With a good grounding in case studies, students in the program are expected to be able to reflect upon the implications of their research interests, both inside and outside the classroom. Students carry these interests on to a variety of careers and professional opportunities following graduation.

RELATIONSHIP TO INTERNATIONAL STUDIES

The Global Studies major replaced the International Studies major following the 2016–17 academic year.

PROGRAM REQUIREMENTS

Students must complete a total of 13 courses (including one approved elective and two BA seminars), a research activity, and a language requirement, broken down in the following manner:

Introductory Courses (2 courses)
All students are required to take the two-quarter introductory sequence to the major, GLST 23101-23102 Global Studies I-II. These courses are offered annually and in sequence in the Autumn and Winter Quarters. Students are expected to complete the sequence in their second year, if possible, especially if they plan to study abroad during their third year.

Thematic Tracks (8 courses)
The body of the major (eight courses in all) is comprised of courses selected from four overlapping thematic tracks of study. Students will select two tracks, a major and a minor one, and complete five courses in the former and three in the latter. The selection of the major and minor track should be linked to the student’s BA research interests. The tracks are outlined below with sample classes that might fall within each category, but more detailed information about these tracks may be found on the Global Studies website (http://globalstudies.uchicago.edu).

Bodies and Nature
This track focuses on bodily nature (broadly construed) and ecological relationships. Particular attention is paid to environmental and health-related topics, and not always with a focus on human beings. Themes could range from sustainability, ecotourism, and pandemics to modern beauty practices, health movements, and animal studies.

BIOS 13140 The Public and Private Lives of Insects
GRMN 24416 Biocentrism: The Concept of Life in German Literature and Art around 1900
ANTH 28210 Colonial Ecologies

Knowledge and Practice
This track focuses on the production and circulation of knowledge, with an eye towards how that process is situated. Often there will be a science and technology component, but other times habitual/instinctual know-how will be highlighted. Themes could range from regulatory standards, countercultural movements, and cultural artifacts to consumer politics and media studies.

HIST 24206 Medicine and Culture in Modern East Asia
ENGL 29202 Objects, Things, and Other Things
SOCI 20208 Internet and Society

Cultures at Work
This track focuses on the entanglements of culture, economics, and politics. It focuses on cultural production, often of a physical nature, as well as cultural modes of reception. Themes could range from global brands, sweatshops, and rituals of food production/consumption to gaming and consumer politics. Much of “everyday life” would also apply.

ANTH 21725 Mass Mediated Society and Japan
GLST 24101 Paperwork
ECON 22650 Creativity

Governance and Affiliations
This track focuses on politics and claims to authority within power relations. It tries to stand a middle ground between extremes of privileging nation-states and solely valuing micro-sites of governance. Themes could range from UN agencies to online protests, humanitarian intervention to surveillance and corporate governance.

CRES 22150 Contemporary African American Politics
PLSC 27016 Popular Culture, Art, and Autocracy
PLSC 29500 Drugs, Guns, and Money: The Politics of Criminal Conflict

Elective (1 course)
Students will select one elective course to further their BA research, often late in their third or early in their fourth year. This course should be chosen after discussion with the program administrator, and can include:

- A regional studies course that furthers the student’s cultural and historical knowledge in their BA research topic
- A research methodology course (e.g., ANTH 21420 Ethnographic Methods) that will equip the student for better collection of primary source materials
- An introductory course in another major that has a direct connection to the BA research topic
- A language course that will help the student read texts or interact with persons pertaining to their BA research topic

These options are not exhaustive and should only be used as guiding ideas for the elective requirement. Students should seek program approval for their choice of elective course before registering, and the elective should be completed before the Winter Quarter of the student’s fourth year.

Research Activity Requirement
Students will be expected to complete a major activity or program exploring global issues as related to their intended BA project, often in an international setting.

This major activity might be:

- An internship (academic year or summer)
- A study abroad program, often through the Study Abroad office
- A volunteer opportunity
- A well-defined field research project

Students should work with the program administrator to identify appropriate opportunities and should have their activity approved ahead of the experience itself. Most activities should last no less than six weeks, though intensive programs with shorter durations may be considered.

The research activity should be linked to the student’s BA thesis and serve as an introduction to that topic. International experiences are encouraged for the completion of this requirement, but the requirement may be met with domestic projects dealing with global issues (for example, an internship with a domestic NGO).

BA Seminars and Thesis (2 courses)
Students are required to take the two-quarter BA seminar (GLST 29800 BA Thesis Seminar I and GLST 29801 BA Thesis Seminar II) in Autumn and Winter Quarters of their fourth year. The first BA deadline occurs during the Spring Quarter of a student's third year. At that time, students must have submitted a topic proposal, secured a faculty reader, and completed a faculty reader form. The final version of the BA thesis is due by the second Friday of the quarter in which the student plans to graduate. Successful completion of the thesis requires a passing grade from the faculty reader.

The Global Studies major thesis must be clearly organized around a contemporary global issue. Students may double-major, but double-majoring with another program that also requires a BA thesis would entail (a) the second major’s program accepting the Global Studies thesis as fulfilling that program’s BA requirements or (b) the student completing an additional BA thesis for the second major.

Regardless of the requirements of the second major, Global Studies majors are required to complete both quarters of the fourth-year BA seminar. Thesis seminars from other major programs will not count toward the Global Studies BA Thesis Seminar requirement.

Foreign Language Requirement
The Global Studies language requirement can be completed in two ways:

1. Students may complete the equivalent of seven quarters of language study in a single language. Credit for the seventh and final quarter must be earned by University of Chicago course registration. If the final term of study in a foreign language focuses on cultural studies, it may be used in an appropriate major or minor thematic track, as outlined 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.

### SUMMARY OF REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLST 23101-23102 Global Studies I-II</td>
<td>200</td>
</tr>
<tr>
<td>Five courses in a major thematic field</td>
<td>500</td>
</tr>
<tr>
<td>Three courses in a minor thematic field</td>
<td>300</td>
</tr>
<tr>
<td>GLST 29800 BA Thesis Seminar I</td>
<td>100</td>
</tr>
<tr>
<td>GLST 29801 BA Thesis Seminar II</td>
<td>100</td>
</tr>
<tr>
<td>One program elective</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>1300</strong></td>
</tr>
</tbody>
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**HONORS**

Students with an overall GPA of 3.2 or higher and an in-major GPA of 3.5 or higher will be eligible for honors. For the awarding of honors, the BA thesis must also be judged “high pass” by the faculty reader.

**ADVISING**

Students should select their courses for the Global Studies major in close consultation with the program administrator. The Global Studies program publishes a list of courses approved for the major each quarter, both online and outside the Global Studies program office, Gates-Blake 119.

Students should meet with the program administrator early in their final year to be sure they have fulfilled all requirements.

**GRADING**

Students who are majoring in Global Studies must receive quality grades in all courses meeting the requirements of the degree program (i.e., they cannot use Pass/Fail or audited courses for major requirements).

### GLOBAL STUDIES COURSES

**GLST 23101-23102. Global Studies I-II.**

This is the Global Studies program’s core sequence, typically taken during a student’s second year. Global Studies I is an orientation course for students interested in majoring in Global Studies, while Global Studies II seeks to impart important theories and research practices through intensive, critical readings.

**GLST 23101. Global Studies I. 100 Units.**

The first course in the two-quarter Global Studies core sequence.

Instructor(s): James Hevia Terms Offered: Autumn

**GLST 23102. Global Studies II. 100 Units.**

The second course in the two-quarter Global Studies core sequence.

Instructor(s): Jasarevic, Larisa Terms Offered: Winter

**Prerequisite(s): GLST 23101**

**GLST 24108. The Techno-Politics of Infrastructure. 100 Units.**

At first glance the networks roads, pipes, wires and walls that make up infrastructure seem to be straightforward technical feats. When they work, they make our lives more convenient, enabling the smooth circulation of people, goods and energy. Yet this course turns a critical eye to these material networks, exploring the possibility that these technical feats are not passive or neutral but actively shape and transform modern life. As structures that organize modern life from most domestic spaces of the home to the most expansive circulations of the web, infrastructures are at once central nodes of power and control and possible platforms for new forms of social life. The dimensions of roadways determine which kinds of vehicles (private cars or large public buses) can travel on them thus mapping class relations onto the spaces of a city. The crumbling walls of public housing unite inhabitants in a shared nostalgia for a past time while also providing material means for resisting eviction. The course will focus on the ways in which state power is enacted through, and sometimes in tension with, increasingly privatized infrastructures.

Instructor(s): Sargent, Adam Terms Offered: Winter

**Equivalent Course(s): ANTH 22160**
GLST 24109. Religion And Revolt In The British Empire. 100 Units.
Future historians may regard the early 21st century as an era of heightened religious tensions amidst a
permanent state of emergency. America, in particular, has seemingly forsaken many of its ostensibly liberal
values in favor of a reactionary security regime. But these anxieties and negotiations are hardly unique to the
present. The history of the nineteenth and early twentieth-century British Empire is replete with millenarian
movements and religiously motivated insurgencies that threatened to destabilize colonial rule. This course will
not only familiarize students with key issues in the field of imperial history, but also encourage them to assess
the future. The class endeavors to find room for the vernacular and textual reservoirs of
empirical materials that insistently thread together the ecological with cosmological, practical with eschatological
and metaphysical meaning and cosmological relations that make-up and ruin the Earth
that might be otherwise (dis)missed.
Instructor(s): Jasarevic, Larisa Terms Offered: Spring
Equivalent Course(s): ANTH 25118

GLST 26806. Contact Zones: Japan’s Treaty Ports, 1854–1899. 100 Units.
A series of treaties signed by the Tokugawa shogunate with Western powers in the 1850s designated port towns
such as Nagasaki, Yokohama, Hakodate, and Kobe “treaty ports.” Colonial sites in which Western citizens
benefited from rights, such as extraterritoriality, the treaty ports were complicated places that both challenged
Japan’s sovereignty while also becoming conduits of economic, social, and cultural change. This seminar will
explore the evolution of the treaty ports. The main assignment will be an original research paper on a topic of the
student’s choice.
Instructor(s): S. Burns Terms Offered: Spring
Equivalent Course(s): HIST 34213, EALC 24213, EALC 34213, HIST 24213

GLST 27703. Earthbound Metaphysics: Speculations on Earths and Heavens. 100 Units.
Social thought has recently reopened the subject matter of the “world”: what is it made of, how does it hold
together, who and what inhabits it? Proposals and inquiries generated in response are as imaginative as they are
self-consciously urgent: written on the crest of the global ecological disaster, from within the zones of disturbance
or the sites of extreme intervention into the living matter and forms of life, contemplating the end of the world
and possibilities of extinction, redemption, cohabitation, or “collateral survival” (Tsing 2015). All are variously
political. Foregrounding the plurality of the material worlds and lived worldviews on the one hand, and of the
shared historical predicament on the other, social thinkers question universal values and conceivable relations,
and search for alternate forms of grasping, engaging, and representing the pluriverse. This course goes along
with such interests in the “worlds” and collects a number of compelling, contemporary texts that are variously
oriented towards cosmopolitics, “minimalist metaphysics,” “new materialisms,” speculative realisms, eco-
thology, and multispecies coexistence. Readings will stretch out to examine some classic ethnographic texts and
past theoretical excursions into the perennial problem of how to know and tell the unfamiliar, native, worlds,
which are swept by, mingling with, or standing out in the more globalization trends of capitalist, scientific, and
secular materialism.
Instructor(s): L. Jasarevic Terms Offered: Winter
Equivalent Course(s): ANTH 25118

GLST 27704. The End Tales: Recounting, Retrieving the Altering Worlds. 100 Units.
The class seeks to explore diverse modes of recounting contemporary more-than-human worlds in the face of
the dire future of the planet. Working under the rubrics of “environmental tragedy” (Foster 2015), Anthropocene
(Nimmo 2015), the “catastrophic times,” (Stengers 2015), and the “death of a civilization” (Dibley 2015),
thinkers across the humanities and social sciences are honing conceptual resources for comprehending and
communicating the consequences of the global political economy and lifestyle that destabilizes the biosphere,
endangers wildlife, and fails to instill genuine changes in the face of the “dangerous, unpredictable, and
potentially catastrophic climate change” (Foster 2015). The class joins the cause but shifts attention to the
empirical materials that insistently thread together the ecological with cosmological, practical with eschatological
and metaphysical concerns. How can scholars listen to these overtones with a fresh attention? Could we
repurpose them responsibly and productively for the task of telling and teaching about the present and
contemplating the future? The class endeavors to find room for the vernacular and textual reservoirs of
compelling storytelling about metaphysical meaning and cosmological relations that make-up and ruin the Earth
that might be otherwise (dis)missed.
Instructor(s): Jasarevic, Larisa Terms Offered: Spring

GLST 29610. Cultures and Politics of Water. 100 Units.
This course investigates the relationship between water, culture, and society in the global past. Instead of
studying water from the natural science perspective, it places the cultural and political aspects of water at the
center of the analysis, and posits the need for a long-term understanding of our contemporary water problems
in a global context. The seminar draws on much empirical literature on the cultural and political dimensions of
water in local contexts, and aims to relate them through the concept of globalization.
Instructor(s): James Hevia Terms Offered: Spring

GLST 29700. Reading/Research: Global Studies. 100 Units.
This is a reading and research course for independent study not related to BA research or BA paper preparation.
Terms Offered: Autumn, Spring, Winter
Prerequisite(s): GLST 23101, GLST 23102
GLST 29800. BA Thesis Seminar I. 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): GLST 23101 and GLST 23102
Note(s): Required of students with fourth-year standing who are majoring in Global Studies, but enrollment not permitted in quarter of graduation.

GLST 29801. BA Thesis Seminar II. 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): GLST 29800
Note(s): Required of students with fourth-year standing who are majoring in Global Studies, but enrollment not permitted in quarter of graduation.
For decades the University of Chicago has been a leader in the study of history, through its pioneering civilization studies programs, its intensive research-based undergraduate curriculum, and its training of academic historians as both researchers and teachers. Majoring in history not only enables you to become a consumer of academic knowledge, it also prepares you to become a producer of knowledge. Undergraduate history courses first train you to explore large-scale social, cultural, and political processes by defining concrete, researchable questions. Subsequently, as a history major, you are taught how to locate the primary and secondary sources necessary to develop answers to these questions. Finally, faculty assist you in transforming your research into historical arguments that shed light on the multiple ways in which our world, our very reality, has transformed over time. History is excellent preparation for a wide field of endeavors—from law, government, and public policy to the arts and business.

Students interested in a history major ideally should consult the undergraduate program coordinator before the end of their second year; it is, however, generally possible to join the major as a third-year student.

In addition to the civilization sequences, students can choose from more than eighty history courses that are offered each year to undergraduates. Some of these are introductory lectures, others are small seminars devoted to the intense study of a particular historical moment, theme, or event. In some you will find only other undergraduates, while in others you will rub shoulders with graduate students.

Students must take twelve courses for the history major, one of which must be a history colloquium (HIST 29600s). Beginning with the 2017–18 academic year, history majors have the option of pursuing one of two tracks: the Regular Track or the Research Track, with the primary difference being that students in the Research Track complete a BA thesis and students in the Regular Track do not. Students wishing to pursue the Research Track must officially declare their intention to do so with the undergraduate program coordinator by sixth week of Winter Quarter during their third year. For students in the Research Track, the twelve courses for the major include the two-quarter HIST 29801-29802 BA Thesis Seminar I-II. Only students in the Research Track are eligible for honors.

Courses without a "HIST" number may be used only with departmental permission; students should submit a petition to the undergraduate program coordinator to have them considered (see Petitioning for Outside Credit below). Students may use one civilization sequence (up to three courses in the same sequence) to count toward history major requirements, but only if these courses are not also being used to count toward general education requirements.

Students in both the Research Track and the Regular Track are required to take six courses in, or directly related to, their chosen main field. Students construct the main field and choose their other courses in close consultation with the undergraduate program coordinator, subject to final approval by the faculty chair of the Collegiate Affairs Committee.

The major field is usually defined by time and space. Examples are nineteenth- or twentieth-century US history, colonial Africa, the Atlantic world in the early modern or modern period, ancient Greece, or medieval Europe. Thematic major fields are also possible; for example, African American, Jewish, or gender history. Major fields may also be methodologically defined: for example, intellectual, economic, political, or urban history. Students pursuing a major field in urban history, for example, might take courses ranging from "Jewish Spaces and Places: Imagined and Real" to "Cities from Scratch: The History of Urban Latin America"; a focus on economic history might include "Economic Change in China" and "The History of US Capitalism." In the case of thematically or methodologically defined major fields, it is particularly important to consult closely with the undergraduate program coordinator to ensure coherence.

In addition to the six courses in the main field, students must also take a number of elective courses. Students pursuing the Regular Track take six electives, while students pursuing the Research Track take four electives and complete the major with two seminars for the BA thesis (See Research Track below). Electives should complement the main field, extend the range of your historical awareness, and explore varying approaches to historical analysis and interpretation. You are encouraged to take courses that introduce significant civilizational or chronological breadth into your studies, or a different methodology or theme than you are studying in your major field.

Students who are majoring in history must take at least one history colloquium (HIST 29600s), though they are welcome to take more than one. Depending on the topic, the colloquium may count as one of the six courses comprising the student’s major field or as one of the history electives. Students interested in pursuing
the Research Track should take a colloquium prior to Spring Quarter of their third year, while those pursuing the Regular Track can take a colloquium at any point prior to graduation. The colloquia are offered on a variety of topics each year and enable advanced College students to pursue research projects.

These courses expose students to the methods and practice of historical research and writing. Students are required to compose an original research paper that is at least fifteen pages in length. For students who are planning to begin graduate study the year following graduation, the colloquium provides them with the opportunity to produce a writing sample based on primary sources that they can use for their applications.

RESEARCH TRACK

Students admitted to the Research Track are required to complete twelve courses for the major: six in a major field, four electives, and two BA seminars. The research colloquium may count toward either the major field or the elective field requirement. Students planning to pursue graduate study in history or those wishing to go into a research-intensive career, such as journalism, law, or policy analysis, are encouraged to pursue the Research Track.

Application to Research Track

Students wishing to pursue the Research Track must submit a major form indicating their plans as well as a short description of their proposed BA thesis topic to the undergraduate program coordinator by sixth week of Winter Quarter during their third year. With the approval of the faculty chair of the Collegiate Affairs Committee, the committee places students into a Spring Quarter BA thesis seminar before the end of Winter Quarter. In the seminar students develop a research proposal, which they submit at the end of Spring Quarter. The committee also assigns each student a BA thesis advisor from among the Department of History's faculty.

BA Thesis Seminars (Hist 29801 and 29802)

Students pursuing the Research Track are required to complete a BA thesis and the two BA thesis seminars. The BA thesis is a three-quarter-long research project in which students develop a significant and original interpretation of a historical issue of their choosing. Theses are the culmination of the history program and range from forty to sixty pages in length, but there is neither a minimum nor a maximum requirement. The BA thesis seminars assist students in formulating approaches and developing their research and writing skills, while providing a forum for group discussion and critiques.

Students formally register for two quarters, during the Spring Quarter of their third year (HIST 29801 BA Thesis Seminar I) and Winter Quarter of their fourth year (HIST 29802 BA Thesis Seminar II), though they are also expected to be actively engaged during the intervening Autumn Quarter. Students who are out of residence in Spring Quarter of their third year, take BA Seminar I in Autumn Quarter of their fourth year (see Study Abroad below). BA Thesis Seminar I meets weekly in the Spring Quarter of the third year, but only every other week during the autumn and winter terms of the fourth year. Throughout the period of researching and writing the thesis, students benefit from the company of their peers and the guidance of their preceptor, who is an advanced history graduate student, serves as the seminar instructor, and is the second reader of the thesis.

BA Thesis

The deadline for submission of the BA thesis is the second Friday of Spring Quarter. Students who wish to complete their papers in a quarter other than Spring Quarter must petition the department through the undergraduate program coordinator. Students graduating in a quarter other than Spring Quarter must turn in their theses by Friday of seventh week of their final quarter. When circumstances justify it, the department establishes individual deadlines and procedures.

With approval from the undergraduate faculty chairs in two departments, history students may be able to write a BA thesis that meets requirements for a dual major. Students must consult with both chairs before the end of Spring Quarter of their third year. A consent form, to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

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.

HONORS

Students pursuing the Research Track who have done exceptionally well in their course work and have written an outstanding BA thesis are recommended for honors. Candidates must have an overall GPA of 3.0 or higher and a GPA of 3.7 or higher in the twelve courses counting towards the major. Readers submit BA theses for departmental honors that they judge to be of particular distinction. If the department concurs, the student is awarded honors. Students who fail to meet the deadline for submission of the BA thesis are not eligible for honors consideration.
SUMMARY OF REQUIREMENTS FOR THE MAJOR

Regular Track

Six courses in a major field 600
Six electives 600
One of the 12 courses above must be a Research Colloquium (HIST 29600s)

Total Units 1200

Research Track

Six courses in a major field 600
Four electives 400
One of the 10 courses above must be a Research Colloquium (HIST 29600s)

HIST 29801 BA Thesis Seminar I 100
HIST 29802 BA Thesis Seminar II 100

Total Units 1200

§ Students on the Research Track should complete their Research Colloquium before Spring Quarter of their third year.

READING AND RESEARCH COURSES

Students interested in pursuing a program of study that cannot be met by means of regular courses have the option of devising a reading and research course (HIST 29700 Readings in History) that is taken individually and supervised by a member of the Department of History faculty. Such a course requires the approval of the undergraduate program coordinator and the prior consent of the instructor with whom the student would like to study. Note: Enrollment in HIST 29700 is open only to students who are doing independent study that is not related to the research or writing of the BA thesis. As a general rule, only one reading and research course can be counted towards the history major.

PETITIONING FOR OUTSIDE CREDIT

The Department of History offers a wide variety of courses each quarter, and majors are encouraged to take history courses to fulfill the requirements of the major. In some instances, courses that originate outside the department can be used to fulfill the course requirements of the major. To receive history credit for nondepartmental courses, you must petition the Collegiate Affairs Committee for approval. A few things to keep in mind:

- Petitions must include a course description, a syllabus, and a statement of purpose that addresses the value of the course for your proposed course of study.
- Allow sufficient time for committee review and to enable you to take one or more additional history course(s) should your petition be denied.
- You should give your petition to the undergraduate program coordinator, who shares it with the chair of the Collegiate Affairs Committee.
- Courses taken abroad may also be used towards the major, pending approval of the petition, however more than half of the requirements for the major must be met by registering for courses bearing University of Chicago course numbers.
- Petitions for courses abroad must include course syllabi, descriptions, and course work.
- Generally, no more than two petitions per student will be approved.
- Documentation of approved petitions must be provided to the College adviser in a timely fashion for processing.

GRADING

Courses counting towards the history major are normally taken for quality grades. The History Research Colloquium (HIST 29600s), HIST 29801 BA Thesis Seminar I, and HIST 29802 BA Thesis Seminar II must be taken for quality grades. In exceptional circumstances, students who are majoring in history may petition to allow a course taken for a pass/fail grade to count towards the requirements of the major. Students wishing to do so should consult with the undergraduate program coordinator. A pass grade is to be given only for work of C– quality or higher. Students should also consult with their College adviser about the appropriateness of pass/fail grading options in their larger program of study.

MINOR IN HISTORY

Students specializing in all disciplines are welcome to minor in history. Majors in such fields as international studies, political science, public policy, economics, and philosophy find that a history minor complements their major by providing a historical understanding of social, cultural, political, and economic issues, while those majoring in such disciplines as mathematics and the sciences use the minor to explore a different area of interest and to develop their humanistic understanding of the world. Students may choose to take courses in a variety of
fields, time periods, and thematic topics, with the aim of developing a broad understanding of historical change across time and space, or they may choose to focus specifically on a more narrowly defined field of interest.

Students wishing to pursue the minor should contact the undergraduate program coordinator and complete the minor declaration form no later than the end of the third year. The program coordinator’s approval for the minor program should be submitted to a student’s College adviser by the deadline above on a form obtained from the adviser.

Requirements

The history minor requires a total of six courses chosen in consultation with the 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; (3) may not be petitioned in from other departments; (4) must be taken for quality grades; and (5) must consist of more than half of the courses bearing University of Chicago course numbers.

Course Numbering

History courses numbered 10000 to 29999 are intended primarily for College students; 10000-level courses are introductory. Some 20000-level courses have 30000-level equivalents when they are open to graduate students. To register for 20000/30000 cross-listed courses, undergraduates must use the undergraduate number (20000). History courses numbered 40000 to 49999 are intended primarily for graduate students, but are open to advanced College students with the consent of the instructor. Undergraduates registered for 40000-level courses are held to the graduate-level requirements.

Double Major

Students planning to double major in history and another discipline are encouraged to do so, with the following stipulations:

- Double counting: Courses that are cross-listed with another department may be used for both majors.
- BA thesis and seminar: Double majors pursuing the Research Track must fulfill the requirements pertaining to the BA thesis, including taking part in the BA seminar.

Study Abroad

The Department of History strongly supports study abroad. We have arranged the course work requirement to make that possible, but a little prior planning is required, especially for those pursuing the Research Track. If at all possible, it is best to study abroad during Autumn and/or Winter Quarters of the third year. However, if a full-year study abroad experience is desired, that is still compatible with the Research Track history major. One section of the BA seminar (combining requirements of BA Seminar I and II in an accelerated manner) meets in Autumn Quarter to accommodate fourth-year students who have been abroad third year; these students register for BA Seminar II with the rest of their third-year cohort. All Research Track history majors are required to be on campus for Autumn and Winter Quarters of their fourth year in order to complete the BA thesis.

History Courses

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

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

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

Part one considers literary, oral, and archaeological 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. Completion of the general education requirement in social sciences recommended.

Instructor(s): E. Fretwell 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. CHDV Distribution: C

Equivalent Course(s): ANTH 20701, CRES 20701, CHDV 21411
HIST 10102. Introduction to African Civilization II. 100 Units.
The second segment of the African Civilizations sequence uses anthropological perspectives to investigate colonial and postcolonial encounters in West and East Africa. The course objective is to show that while colonialism was brutal and oppressive, it was by no means a unidirectional process of domination in which Europeans plundered the African continent and enforced a wholesale adoption of European culture. Rather, scholars today recognize that colonial encounters were complex culture, political, and economic fields of interaction. Africans actively adopted, reworked, and contested colonizers’ policies and projects, and Europeans drew heavily from these encounters to form liberal conceptions of self, nation, and society. Over the course of the quarter, students will learn about forms of personhood, political economy, and everyday life in the twentieth century. Course themes will include social reproduction, kinship practices, medicine, domesticity, and development.
Instructor(s): J. Cole Terms Offered: Autumn
Note(s): Taking these courses in sequence is recommended but not required; this sequence meets the general education requirement in civilization studies. CHDV Distribution C.
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): ANTH 24101, SASC 20000, SOSC 23000, SALC 20100

HIST 10900. Introduction to the Civilizations of South Asia II. 100 Units.
The second quarter analyzes the colonial period (i.e., reform movements, the rise of nationalism, communalism, caste, and other identity movements) up to the independence and partition of India.
Instructor(s): D. Chakrabarty Terms Offered: Spring
Prerequisite(s): SALC 20100, ANTH 24101, HIST 10800, SASC 20000, SOSC 23000
Equivalent Course(s): ANTH 24102, SASC 20100, SOSC 23100, SALC 20200

HIST 12700-12800. Music in Western Civilization I-II.
This two-quarter sequence explores musical works of broad cultural significance in Western civilization. We study pieces not only from the standpoint of musical style but also through the lenses of politics, intellectual history, economics, gender, cultural studies, and so on. Readings are taken both from our music textbook and from the writings of a number of figures such as St. Benedict of Nursia and Martin Luther. In addition to lectures, students discuss important issues in the readings and participate in music listening exercises in smaller sections.

HIST 12700. Music in Western Civilization I: To 1750. 100 Units.
This 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.
Instructor(s): Robert Kendrick Terms Offered: Winter
Note(s): Prior music course or ability to read music not required. Students must confirm enrollment by attending one of the first two sessions of class. This two-quarter sequence meets the general education requirement in civilization studies; it does not meet the general education requirement in the arts.
Equivalent Course(s): SOCS 21100, MUSI 12100

HIST 12800. Music in Western Civilization II: 1750 to the Present. 100 Units.
No description available.
Terms Offered: Spring
Note(s): Prior music course or ability to read music not required. Students must confirm enrollment by attending one of the first two sessions of class. This two-quarter sequence meets the general education requirement in civilization studies; it does not meet the general education requirement in the arts.
Equivalent Course(s): SOCS 21200, MUSI 12200
HIST 13001-13002-13003. History of European Civilization I-II-III.
History of 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. This sequence meets the general education requirement in civilization studies.

HIST 13001. History of European Civilization I. 100 Units.
History of 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. This sequence meets the general education requirement in civilization studies. Instructor(s): F. Albritton Jonsson, R. Fulton Brown, A. Palmer. Terms Offered: Autumn, Winter
Prerequisite(s): Students must take a minimum of two quarters of Civ. to fulfill general education requirement; register for same section each quarter.

HIST 13002. History of European Civilization II. 100 Units.
History of 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. This sequence meets the general education requirement in civilization studies. Instructor(s): R. Fulton Brown, A. Goff, Staff. Terms Offered: Autumn, Winter
Prerequisite(s): Students must take a minimum of two quarters of Civ. to fulfill general education requirement; register for same section each quarter.

HIST 13003. History of European Civilization III. 100 Units.
The two-quarter History of European Civilization sequence may 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. Topics in this third quarter of the sequence may include women in European history, religion and society, Church and State, the Enlightenment, the transformation of the Roman World, or other focused topics on cultural, economic, social, political, or religious aspects of European history. Instructor(s): Staff. Terms Offered: Spring
Prerequisite(s): HIST 13001 and HIST 13002
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. This sequence meets the general education requirement in civilization studies.

HIST 13100. History of Western Civilization I. 100 Units.
This first course of the History of Western Civilization sequence focuses on the history of classical civilization, beginning with the world of Homer and ending with the world of St. Augustine. Key topics covered through discussions of texts include the development of the Greek Polis and the Peloponnesian War; the Roman Republic and Empire; and the development of Christianity in the Roman Empire. Instructor(s): K. Weintraub, Autumn; J. Boyer, Summer Terms Offered: Autumn, Summer
Prerequisite(s): These courses must be taken in sequence.

HIST 13200. History of Western Civilization II. 100 Units.
This second course of the History of Western Civilization Sequence explores major themes in the Middle Ages, the Renaissance, and the Reformation. Key topics explored through discussions of texts include the development of monasticism; the structures of manorialism and feudalism; the consolidation of the papacy and the Holy Roman Empire; and the challenges to these structures seen in the ideas of the humanists and reformers.
Instructor(s): K. Weintraub, Winter, Summer Terms Offered: Summer, Winter
Prerequisite(s): These courses must be taken in sequence.

HIST 13300. History of Western Civilization III. 100 Units.
This third course of the History of Western Civilization undertakes a detailed study of the French Revolution and charts the rise of liberal, anti-liberal, and post-liberal states and societies in nineteenth- and twentieth-century European history. The sequence closes with an appraisal of the condition of European politics, culture, and society at the end of the twentieth century.
Instructor(s): K. Weintraub, Spring; D. Koehler, Summer Terms Offered: Spring, Summer
Prerequisite(s): These courses must be taken in sequence.

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

HIST 13500. America in World Civilization I. 100 Units.
America in World Civilization I examines foundational texts and moments in American culture, society, and politics, from early European incursions into the New World through the early republic of the United States, roughly 1500-1800. We will examine encounters between Native Americans and representatives of imperial powers (Spain, France, and England) as well as the rise of African slavery in North America before 1700. We will consider the development of Anglo-American society and government in the eighteenth century, focusing especially on the causes and consequences of the American Revolution.
Instructor(s): E. Cook, J. Knight, A. Lippert, E. Slauter, A. Stanley Terms Offered: Autumn
Prerequisite(s): It is recommended that students take this course in chronological sequence: HIST 13500–13600 (I and II) or HIST 13600–13700 (II and III).

HIST 13600. America in World Civilization II. 100 Units.
The nineteenth-century segment of America in World Civilizations asks: What happens when democracy confronts inequality? We focus on themes that include indigenous-US relations; religious revivalism and reform; slavery, the Civil War, and emancipation; the intersection between women’s rights and antislavery; the development of industrial capitalism; urbanism and social inequality.
Instructor(s): M. Briones, A. Green, A. Lippert, Staff Terms Offered: Winter
Prerequisite(s): It is recommended that students take this course in chronological sequence: HIST 13500–13600 (I and II) or HIST 13600–13700 (II and III).
HIST 13700. America in World Civilization III. 100 Units.
What conditions have shaped inclusion and exclusion from the category “American” in the twentieth century? Who has claimed rights, citizenship, and protection, and under what conditions? The third quarter of America in World Civilization focuses on multiple definitions of Americanism in a period characterized by empire, transnational formations, and America’s role in the world. We explore the construction of social order in a multicultural society; culture in the shadow of war; the politics of race, ethnicity, and gender; the rise and fall of new social movements on the left and the right; the emergence of the carceral state and militarization of civil space; and the role of climate change and the apocalyptic in shaping imagined futures.
Instructor(s): K. Belew & J. Dailey Terms Offered: Spring
Prerequisite(s): It is recommended that students take this course in chronological sequence: HIST 13500–13600 (I and II) or HIST 13600–13700 (II and III).

HIST 13900-14000. 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.
Instructor(s): W. Nickell Terms Offered: Autumn
Note(s): Taking these courses in sequence is recommended but not required.
Equivalent Course(s): SOSC 24000, REES 26011

HIST 14000. Introduction to Russian Civilization II. 100 Units.
The 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.
Instructor(s): F. Hillis Terms Offered: Winter
Note(s): Taking these courses in sequence is recommended but not required.
Equivalent Course(s): SOSC 24100, REES 26012

HIST 14204. History of the Present. 100 Units.
This course takes a reverse approach to the study of history, defining issues relevant to the current moment — some determined by the students — and exploring the long stories required to understand the present. We might examine the election of 2016, social movements, climate change, debt, gun ownership, statelessness, and other issues. Each topic will occupy one week of the course. Students will learn historical thinking skills, critical reading, and argumentation, and will complete a final assignment geared towards providing historical context for an ongoing debate in the public sphere. This lecture course is an elective open to non-majors and to first- and second-year students, although upper-year students and History majors and minors are welcome. No previous history course work is required.
Instructor(s): K. Belew Terms Offered: Spring
Note(s): To ensure registration after pre-registration, consider picking a W or F disc section other than sect 1 or 2. Or, after registration is complete, add the course and pick an open discussion section.
Equivalent Course(s): SIGN 26019

HIST 15100-15200-15300. Introduction to the Civilizations of East Asia I-II-III.
This sequence meets the general education requirement in civilization studies. This is a 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.
East Asian Civilizations I covers China.
Instructor(s): G. Alitto Terms Offered: Summer, Winter
Prerequisite(s): Open to undergraduates only.
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.
East Asian Civilizations II covers Japan.
Instructor(s): J. Ketelaar Terms Offered: Autumn, Summer
Prerequisite(s): Open to undergraduates only.
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.
East Asian Civilizations III covers Korea.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): Open to undergraduates only.
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): CRES 11000, EALC 11000, SOSC 23700

HIST 15602-15603-15604. Ancient Empires I-II-III.
This sequence introduces three great empires of the ancient world. Each course in the sequence focuses on one empire, with attention to the similarities and differences among the empires being considered. By exploring the rich legacy of documents and monuments that these empires produced, students are introduced to ways of understanding imperialism and its cultural and societal effects—both on the imperial elites and on those they conquered. Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

HIST 15602. Ancient Empires I. 100 Units.
This sequence meets the general education requirement in civilization studies. 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.
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, NEHC 30011, NEHC 20011

HIST 15603. Ancient Empires II: The Ottoman Empire. 100 Units.
no course description available at this time
Instructor(s): Staff 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 30012, NEHC 20012

HIST 15604. Ancient Empires III: The Egyptian Empire of the New Kingdom. 100 Units.
For most of the duration of the New Kingdom (1550–1069 BC), the ancient Egyptians were able to establish a vast empire and becoming one of the key powers within the Near East. This course will investigate in detail the development of Egyptian foreign policies and military expansion which affected parts of the Near East and Nubia. We will examine and discuss topics such as ideology, imperial identity, political struggle and motivation for conquest and control of wider regions surrounding the Egyptian state as well as the relationship with other powers and their perspective on Egyptian rulers as for example described in the Amarna letters.
Instructor(s): N. Moeller Terms Offered: Spring
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): CLCV 25900, NEHC 30013, 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 earliest attestation of East Semitic as a language: Akkadian which was first written in the third millennium BC in Mesopotamia (modern Iraq). Akkadians were in close contact with Sumerians, the other important language of Mesopotamia, and adapted their script (cuneiform) to write a Semitic language. This course critically examines the connection between script, language, peoples, and ethnos. Furthermore, this course explores the political expansion of Akkadian in connection with the development of an early “empire” and the emergence of historical, legal, and literary traditions in Akkadian and its influence for the Ancient Near East and beyond. Texts covered included historical inscriptions, the Law Code of Hammu-râpi, Flood Stories, and divination texts (omina). Visits to the Oriental Institute Museum will complement the exploration of the Akkadian culture. Texts in English.
Instructor(s): S. Paulus Terms Offered: Not offered 2017-18
Equivalent Course(s): NEHC 30416,NEHC 20416

HIST 15703. Semitic Languages, Cultures, and Civilizations II. 100 Units.
This course explores the historical evidence for several Semitic peoples who dwelled in Syria and Northern Iraq in the third to first millennia BCE (Eblaites, Amorites, Ugariteans, Assyrians). These peoples’ languages belong either to the larger group of Northwest Semitic, which comprises languages such as Aramaic and Canaanite (including Biblical Hebrew), or to the northern dialects of East Semitic. The shared characteristic of these people is to have recorded their cultural legacy on clay tablets, using Mesopotamian cuneiform or an alphabetic script adapted from it, noting either their own language or several aspects of their history, culture, and religion through a borrowed language (Akkadian). The course will focus on major cultural traditions that have echoes in younger records that came to be influential for the modern Middle East and for the Western world—especially the Hebrew Bible, but also some traditions of Pre-Islamic Arabia. This includes a close examination and discussion of representative ancient sources, as well as readings in modern scholarship. Ancient sources include literary, historical, and legal documents. Texts in English.
Instructor(s): H. Reculeau Terms Offered: Not offered 2017-18
Note(s): Not open to first-year students
Equivalent Course(s): NEHC 30417,NEHC 20417

HIST 15704. Semitic Languages, Cultures, and Civilizations III. 100 Units.
This course explores the histories and literatures of Aramaic- and Arabic-writing Jewish, Christian, and Muslim communities in the first millennium CE. Beginning with the reception of Ancient Mesopotamian culture in late antiquity, the course will focus on the development of Syriac Christian, Rabbinic, and early Muslim sacred literatures in relation to the social, political, and economic contexts of the Roman and Iranian empires and inter-imperial Arabia. It will then turn to the literary and intellectual revival of the early Islamic caliphates, in which representatives of all three religions participated. Among the works to be read in translation are the Acts of Thomas, the Babylonian Talmud, the Qur‘ân, and early Arabic poetry.
Instructor(s): R. Payne Terms Offered: Not offered 2017-18
Note(s): Not open to first-year students.
Equivalent Course(s): NEHC 30418,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): F. Donner 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.
May be taken in sequence or individually. This sequence meets the general education requirement in civilization studies. This course is offered every year. 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): E. Kourí Terms Offered: Autumn
Equivalent Course(s): ANTH 23101,CRES 16101,HIST 36101,LACS 34600,SOSC 26100,LACS 16100
HIST 16102. Introduction to Latin American Civilization II. 100 Units.
May be taken in sequence or individually. This sequence meets the general education requirement in
civilization studies. This course is offered every year. Winter Quarter addresses the evolution of colonial
societies, the wars of independence, and the emergence of Latin American nation-states in the changing
international context of the nineteenth century.
Instructor(s): D. Borges Terms Offered: Winter
Equivalent Course(s): ANTH 23102,CRES 16102,HIST 36102,LACS 34700,SOSC 26200,LACS 16200

HIST 16103. Introduction to Latin American Civilization III. 100 Units.
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). The third quarter
focuses on the twentieth century, with special emphasis on economic development and its political, social,
and cultural consequences.
Instructor(s): B. Fischer Terms Offered: Spring
Equivalent Course(s): ANTH 23103,CRES 16103,HIST 36103,LACS 34800,SOSC 26300,LACS 16300

HIST 16700-16800-16900. Ancient Mediterranean World I-II-III.
Available as a three-quarter sequence (Autumn-Winter-Spring) or as a two-quarter sequence (Autumn-Winter
or Winter-Spring). This sequence meets the general education requirement in civilization studies. This sequence
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): A. Bresson, Staff Terms Offered: Autumn
Note(s): This sequence meets the general education requirement in civilization studies.
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): A. Bresson, Staff Terms Offered: Winter
Note(s): This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): CLCV 20800

HIST 16900. Ancient Mediterranean World III. 100 Units.
This quarter introduces problems and changes from the late second to sixth century. Lectures and discussion.
Principal aspects of change and historical interpretation of the ancient world. Readings from selected
primary sources and modern scholarship. Assignments include Peter Brown's "The World of Late Antiquity" and
primary sources. Midterm and final examination, with a short paper.
Instructor(s): Staff Terms Offered: Spring
Note(s): This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): CLCV 20900

This group of courses consists of two three-quarter sequences: HIST 17300-17400 (or 17403)-17504 (or 17502),
and HIST 17300-17402-17503. 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): J. Wee Terms Offered: Autumn
Equivalent Course(s): HIPS 17900
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, R. Richards Terms Offered: Autumn,Winter
Equivalent Course(s): HIPS 17400

HIST 17402. Science, Culture, and Society in Western Civilization II. 100 Units.
Full course title: Science, Culture, and Society in Western Civilization II: History of Medicine I. This
course examines the history of medicine from the Renaissance through the end of the eighteenth
century, when many features of medicine that we now consider “modern” were coming into being. Topics include
the history of anatomy and physiology, including Vesalius and Harvey; the history of relations between
doctors and patients, including traditional medical practitioners and midwives; and the changing nature of
the hospital.
Instructor(s): M. Rossi Terms Offered: Winter
Equivalent Course(s): HIPS 17402

HIST 17403. Science, Culture, and Society in Western Civilization II. 100 Units.
Full course title: Science, Culture, and Society in Western Civilization II: Early Modern Period. This three-
quarter sequence focuses on the origins and development of science in the West. Taking these courses in
sequence is recommended, but not required. This sequence meets the general education requirement in
civilization studies.
Instructor(s): Robert J. Richards Terms Offered: Winter
Equivalent Course(s): HIPS 17403

HIST 17501. Science, Culture, and Society in Western Civilization III. 100 Units.
Full course title: Science, Culture, and Society in Western Civilization III: Medicine since the
Renaissance. 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): Michael Paul Rossi Terms Offered: Spring
Equivalent Course(s): HIPS 17501

HIST 17502. Science, Culture, and Society in Western Civilization IV. 100 Units.
Full course title: Science, Culture, and Society in Western Civilization IV: Modern Science. 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. 100 Units.
Full course title: Science, Culture, and Society in Western Civilization III: The Environment. This 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. This course examines the
history of modern medicine from the time of the “clinic,” in the late-eighteenth century through the present.
Topics include the changing character of the hospital, the development of new medical technologies such
as the stethoscope, the impact of laboratory techniques (especially microscopy) for the understanding of
disease, the history of public health movements in the nineteenth and twentieth centuries, and the history of
specific areas of medical practice such as childbirth, mental health, and surgery.
Instructor(s): Michael Paul Rossi Terms Offered: Spring
Equivalent Course(s): HIPS 17503

HIST 17504. Science, Culture, and Society in Western Civilization III. 100 Units.
Full course title: Science, Culture, and Society in Western Civilization III: The Environment. This course
will chart the development of modern science and technology with special reference to the environment and
energy. Major themes include empire and environmental change, romanticism and conservation, science in
the industrial revolution, energy in science and industry, the debates about the limits to growth, the rise of
ecology, the Cold War development of climate science, and the emergence of modern environmentalism. We
end with the science of the Anthropocene.
Instructor(s): Fredrik Albritton Jonsson Terms Offered: Winter
Equivalent Course(s): HIPS 17504
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,Winter
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,SOSC 24001,CRES 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: Spring,Winter
Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.
Equivalent Course(s): ANTH 24002,SOSC 24002,CRES 24002

HIST 18303. Colonizations III. 100 Units.
The third quarter considers the processes and consequences of decolonization both in the newly independent nations and the former colonial powers.
Terms Offered: Spring
Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.
Equivalent Course(s): ANTH 24003,SALC 20702,SOSC 24003,CRES 24003

HIST 18500. Politics of Film in Twentieth-Century American History. 100 Units.
This course examines selected themes in twentieth-century American political history through both the literature written by historians and filmic representations by Hollywood and documentary filmmakers. We will read one historical interpretation and view one film on themes like the following: Woodrow Wilson and World War I, the emergence of Pacific Rim cities like Los Angeles, Roosevelt’s New Deal, the Japanese-American experience in World War II, McCarthyism and the Korean War, the Cold War and the nuclear balance of terror, radical movements of the 1960s, and multiculturalism in the 1990s.
Instructor(s): B. Cumings Terms Offered: Spring
Prerequisite(s): View films on Mondays prior to class.
Equivalent Course(s): CMST 21200

HIST 20307. The Spartan Divergence. 100 Units.
Sparta was a Greek city, but of what type? The ancient tradition, or at least the larger part of it, paints the portrait of an ideal city-state. The city was supposed to be stable and moderately prosperous. Its citizens were allegedly models of virtue. For many centuries the city did not experience revolutions and its army was invincible on the battlefield. This success was attributed to its perfect institutions. Following the track opened by Ollier’s Spartan Mirage, modern scholarship has scrupulously and successfully deconstructed this image of an ideal city. But what do we find if we go beyond the looking glass? Was Sparta really a city ‘like all the others’? This class will show that we must go deeper into our evidence in order to make sense of the extraordinary success followed by the brutal collapse of this very special city-state.
Instructor(s): A. Bresson Terms Offered: Winter
Equivalent Course(s): CLAS 34017,HIST 30307,CLAS 24017

HIST 20308. Gods and God in Imperial Asia Minor (1–300 CE) 100 Units.
Roman Asia Minor in the Imperial period provides an extraordinary case of religious plurality and creativity. Pagans, Jews, Christians, even already Christian heretics, interacted in the same space. The frontiers between Jewish and Christian communities were, at least at the beginning, more fluid than was long thought. But even the frontiers between paganism and Judaism or Christianity were certainly not as rigid as was later imagined. This does not mean, however, that there were no tensions between the various groups. This class will examine the various aspects of this religious diversity as well as the social and political factors that may explain the religious equilibrium prevailing at that time in Asia Minor.
Equivalent Course(s): CLCV 26017,HIST 30308,CLAS 36017

HIST 20403. Greek Comedy: Aristophanes. 100 Units.
We will read in Greek Menander’s Dyskolos, with an eye to understanding “New Comedy” and its robust afterlife in Renaissance Europe and modern sitcoms. We will also devote some time to reading and assessing fragments from Menander’s contemporaries. Coursework will include translation as well as secondary readings.
E. Austin. Autumn.
Instructor(s): E. Austin. Terms Offered: Autumn
Prerequisite(s): GREK 20300 or equivalent
Equivalent Course(s): GREK 32400,HIST 30403,FNDL 22400,GREK 22400
HIST 20505. The First Great Transformation: The Economies of the Ancient W. 100 Units.
This class examines the determinants of economic growth in the ancient world. It covers various cultural areas (especially Mesopotamia, Greece, Rome and China) from ca. 3000 BCE to c. 500 CE. By contrast with the modern world, ancient cultures have long been supposed to be doomed to stagnation and routine. The goal of this class is to revisit the old paradigm with a fresh methodology, which combines a rigorous economic approach and a special attention to specific cultural achievements. We will assess the factors that indeed weighed against positive growth, but we will also discover that far from being immobile the cultures of the ancient world constantly invented new forms of social and economic organization. This was indeed a world where periods of positive growth were followed by periods of brutal decline. But if envisaged on the longue durée, this was a period of decisive achievements, which provided the basis for the future accomplishments of the Early Modern and Modern world. **This course is part of the College Course Cluster program, Economic History.**
Instructor(s): A. Bresson Terms Offered: Autumn
Equivalent Course(s): SIGN 26015,CLCV 20517

HIST 21004. Roman Law. 100 Units.
The course will treat several problems arising in the historical development of Roman law: the history of procedure; the rise and accommodation of multiple sources of law, including the emperor; the dispersal of the Roman community from the environs of Rome to the wider Mediterranean world; and developments in the law of persons. We will discuss problems like the relationship between religion and law from the archaic city to the Christian empire, and between the law of Rome and the legal systems of its subject communities.
Instructor(s): C. Ando Terms Offered: Spring
Equivalent Course(s): CLAS 35808,HIST 31004,SIGN 26017,CLCV 25808

HIST 21502. What Was Cultural Studies. 100 Units.
This course examines the origins and development of cultural studies in Britain, between 1956 and 1978. We will be reading texts by Stuart Hall, E. P. Thompson, Angela McRobbie, and Raymond Williams (among others), as well as engaging with art and journalism from the period. The problems that compelled these writers to develop new ways to study culture were political: they were responding to changes in the traditional working-class, the shifting role of the ‘mass media’ in modern democracies, and the ‘moral panic’ that many Britons felt when faced with new immigrants and rebellious youth in weird clothes. By the end of the course we may hope to gain both a deeper understanding not only of what cultural studies meant in Britain before Thatcher but also what it might be and become now, in America under Trump. Course intended as an introduction.
Instructor(s): David Guthertz Terms Offered: Spring
Prerequisite(s): No prior study of British history or cultural studies required.
Equivalent Course(s): ENGL 25850,SCTH 20603

HIST 22407. Medieval England. 100 Units.
How merry was “Olde England”? This course is intended as an introduction to the history of England from the withdrawal of the Roman legions in the early fifth century to the defeat of Richard III at the Battle of Bosworth Field in AD 1485. Sources will include chronicles, biographies, laws, charters, spiritual and political treatises, romances and parodies. Themes will include the conversion of the Anglo-Saxons to Christianity, the Viking and Norman invasions, the development of the monarchy and parliament, monastic, peasant, and town life, the role of literacy and education in the development of a peculiarly “English” society, and the place of devotion, art, and architecture in medieval English culture. Students will have the opportunity to do a research paper or craft a project of their choice based on the themes of the course.
Instructor(s): R. Fulton Brown Terms Offered: Spring
Equivalent Course(s): HIST 32407

HIST 22708. Planetary Britain, 1600–1900. 100 Units.
What were the causes behind Britain’s Industrial Revolution? In the vast scholarship on this problem, one particularly heated debate has focused on the imperial origins of industrialization. How much did colonial resources and markets contribute to economic growth and technological innovation in the metropole? The second part of the course will consider the global effects of British industrialization. To what extent can we trace anthropogenic climate change and other planetary crises back to the environmental transformation wrought by the British Empire? Topics include ecological imperialism, metabolic rift, the sugar revolution, the slave trade, naval construction and forestry, the East India Company, free trade and agriculture, energy use and climate change.
Instructor(s): F. Albritton Jonsson Terms Offered: Winter
Equivalent Course(s): HIST 32708,ENST 22708,HIPS 22708,CHSS 32708
HIST 23006. Looting in Modern European History. 100 Units.
At the end of the eighteenth century Europeans recognized the seizure of enemy property to be a time honored practice of warfare and subjugation. At the same time, however, new ideas about human rights, cultural heritage, and international law began to reshape the place of looting in the exercise of power. This course will take up the history of looting in European cultural and political life from the late eighteenth through the twentieth centuries as a tool of nationalism, imperialism, totalitarianism, and scholarship. How was looting defined, who defined it, and what kinds of ethical and legal codes governed its use? How was the seizure of personal property, cultural artifacts, and sacred objects legitimized by its practitioners and experienced by its victims? In what ways did looting change the meaning of objects and why? How do we understand looting in relationship to other forms of violence and destruction in the modern period? While the focus of the course will be on Europe, we will necessarily be concerned with a global frame as we follow cases of looting in colonial contexts, through migration, exploration, and during war. Course materials will including primary texts, images, objects, and historical accounts. Students will be required to write a final historiographical essay.
Instructor(s): A. Goff Terms Offered: Autumn
Equivalent Course(s): HIST 33006

HIST 23007. The Problem of Toleration in the European Reformation. 100 Units.
"Heretics and Martyrs: The Problem of Toleration in the European Reformation" explores toleration, and resistance to it, as a response to religious pluralism and the violence that often accompanied it in the period of reformation in sixteenth-century Europe. Using secondary sources, primary documents, and case studies, this course covers the trajectories of reform in Western Europe in a comparative context. Attention will be paid to popular and state violence and local and state-sponsored toleration. This investigation will combine geographic examples with the experiences of dissenting groups, women, Jews, and Muslims in Europe, as well as the implications of toleration in the New World. It will also address the different ways that this new paradigm of religious toleration has been both blamed and praised for laying the groundwork for modern conceptions of individual rights within a secular state.
Instructor(s): E. Jones Terms Offered: Spring

HIST 23308. Gender, Sex and Empire. 100 Units.
This course examines the complex and contested relationships between gender, sexuality, social organization and power in histories of (primarily British) imperialism and colonialism from the early conquests in the New World through the twentieth century. Employing insights from gender history, postcolonial studies and feminist theory, we look at a broad range of historical case studies to explore themes such as the intersectionality of race, class and gender; the instability of gender ideologies; how power was articulated through the fields of gender and sexuality; the politics of intimacy; and the regulation and ‘improvement’ of colonial bodies. Our goal is to better understand the ways that gender/sexuality and Western imperialism were co-constitutive in specific imperial and colonial contexts.
Instructor(s): Darcy Heuring Terms Offered: Spring
Prerequisite(s): Consent required for all undergrads.
Equivalent Course(s): GNSE 33501,GNSE 25706,MAPS 33501

HIST 23410. Jewish Spaces and Places, Real and Imagined. 100 Units.
What makes a ghetto, a ghetto? What defines a Jewish neighborhood? What determined the architectural form of synagogues? Making extensive use of Jewish law and customary practice, cookbooks, etiquette guides, prints, films, novels, maps, memoirs, architectural drawings and photographs, and tourist guides, this course will analyze how Jews (in all their diversity) and non-Jews defined Jewish spaces and places. The focus will be on Europe in the 19th and 20th centuries, but we will also venture back into the early modern period and across the Mediterranean to Palestine/Israel and North Africa, and across the Atlantic to the Caribbean and the Americas. We will study both actually existing structures—synagogues, ritual baths, schools, kosher (and kosher-style) butcher shops, bakeries and restaurants, social and political clubs, hospitals, orphanages, old age homes, museums, and memorials—but also texts and visual culture in which Jewish places and spaces are imagined or vilified. Parallel to our work with primary sources we will read in the recent, very rich, scholarly literature on this topic. This is not a survey course; we will undertake a series of intensive case-studies through which we will address the larger issues. This is a limited-enrollment, discussion-based course. No previous knowledge of Jewish history is expected.
Instructor(s): Leora Auslander Terms Offered: Spring
Note(s): This course may be used to fulfill the general education requirement in civilization studies.
Equivalent Course(s): JWSC 20224
HIST 23414. Central Europe, 1740 to 1914. 100 Units.
The purpose of this course is to provide a general introduction to major themes in the political, social, and international history of Germany and of the Hapsburg Empire from 1740 until 1914. The course will be evenly balanced between consideration of the history of Prussia and later of kleindeutsch Germany, and of the history of the Austrian lands. A primary concern of the course will be to identify and to elaborate key comparative, developmental features common both to the German and the Austrian experience, and, at the same time, to understand the ways in which German and Austrian history manifest distinctive patterns, based on different state and social traditions. There is no language requirement, although students with a command of German will be encouraged to use it.
Instructor(s): J. Boyer Terms Offered: Spring
Prerequisite(s): Consent of instructor; third- and fourth-year undergraduates & first-year graduate students who have not yet had a general introduction to eighteenth- & nineteenth-century Central European history.
Equivalent Course(s): HIST 33414

HIST 23707. Revolution. 100 Units.
Revolution primarily denotes radical political change, but this definition is both too narrow and too broad. Too broad, because since the late eighteenth century revolution has been associated specifically with an emancipatory politics, from American democracy to Soviet communism. Too narrow, because revolutionary political change is always accompanied by change in other spheres, from philosophy to everyday life. We investigate the history of revolution from 1776 to the present, with a particular focus on the Bolshevik revolution of 1917, in order to ascertain how social revolutions have been constituted, conducted, and enshrined in political and cultural institutions. We also ask what the conditions and prospects of revolution are today. Readings will be drawn from a variety of fields, from philosophy to social history. Most readings will be primary documents, from Rousseau and Marx to Bill Ayers, but will also include major statements in the historiography of revolution.
Instructor(s): Robert Bird and Sheila Fitzpatrick Terms Offered: Autumn
Equivalent Course(s): REES 36064,HIST 33707,REES 26064

HIST 24213. Contact Zones: Japan's Treaty Ports, 1854–1899. 100 Units.
A series of treaties signed by the Tokugawa shogunate with Western powers in the 1850s designated port towns such as Nagasaki, Yokohama, Hakodate, and Kobe “treaty ports.” Semicolonial sites in which Western citizens benefited from rights, such as extraterritoriality, the treaty ports were complicated places that both challenged Japan’s sovereignty while also becoming conduits of economic, social, and cultural change. This seminar will explore the evolution of the treaty ports. The main assignment will be an original research paper on a topic of the student’s choice.
Instructor(s): S. Burns Terms Offered: Spring
Equivalent Course(s): HIST 34213,EALC 24213,EALC 34213,GLST 26806

HIST 24300. History of Modern China 1. 100 Units.
This lecture course presents the main intellectual, political, economic, and social trends in modern China. The course covers ideological and organization structures, as well as the social movements that define a process variously described in Western literature as modernization, reform, and revolution (or political development). Emphasis is on institutional and intellectual developments during this period, especially in the twentieth century. Some attention is paid to historiographic analysis and criticism. Readings are in the English-language secondary literature.
Instructor(s): G. Alitto Terms Offered: Winter
Equivalent Course(s): EALC 29100

HIST 24310. China: Rise or Return? Hist Perspectives on Chinese Culture. 100 Units.
This course addresses the development through time of the Chinese state, society, and culture from its beginning to the present. Only the most general of treatments is possible in addressing such an enormous subject, but the course provides an opportunity for individual research on a specialized topic of the student’s choosing within this framework. No background in Chinese studies is required. The class discusses and critiques the weekly readings. Each set of readings centers on a broad historical question of crucial historical significance.
Instructor(s): G. Alitto Terms Offered: Spring
Equivalent Course(s): EALC 24302

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: Autumn
Prerequisite(s): Third-year Chinese level or approval of instructor.
Equivalent Course(s): EALC 24500,EALC 34500,HIST 34500
HIST 24609. A History of Japanese Visual Culture. 100 Units.
This course will examine the rich and nuanced material history of Japan, drawing upon religious art, architecture, theater, fine arts, and crafts, as well as creations made through the technologies of photography, cinema, manga, and anime. Note that most of the materials examined will be from the pre-twentieth century. We will also use the Art Institute of Chicago, the Field Museum, and the Smart Museum as resources and some of the classes will be held off campus.
Instructor(s): J. Ketelaar Terms Offered: Winter
Equivalent Course(s): EALC 24610, ARTH 24605

HIST 24611. Economic Change in China, circa 1800–2000. 100 Units.
An overview of Chinese economic development since the end of the eighteenth century, with attention to its social, political, and environmental ramifications. Topics in the first part of the course include the Qing property-rights system and its implications for rural society; merchant organization; internal trade; migration; and the imperial political economy. This section of the course concludes with explanations of the economic and other crises that caused late-nineteenth- and early-twentieth-century China to be called the “land of famine.” Part two covers changes in China’s relationship to the outside world, the beginnings of industrialization, and the complex patterns of regional growth and stagnation up through the victory of the Communist Party in 1949. Part three looks at both Maoist (1949–1976) and post-Maoist development, emphasizing the economic consequences of institutional changes, industrialization and urbanization (especially since 1978), and the evolving tensions with a so-called “socialist market economy.” Mostly lecture, with some class time for discussions, plus an online discussion board; midterm, final, and two short papers (5–7 pages each).
Instructor(s): K. Pomeranz Terms Offered: Autumn
Prerequisite(s): Some acquaintance with economics or with modern Chinese history may be helpful, but neither is required.
Equivalent Course(s): EALC 24621, ECON 22020

HIST 24809. Japan and the Japanese: Society, Identity, History. 100 Units.
In this course, we will explore the shifting meanings of the terms “Japan” and “Japanese” focusing primarily on the early modern and modern periods as a way to trace the dynamics of identity formation. Using primary source excerpts from Japanese and foreign official and personal accounts, secondary texts, and visual materials, we will discuss the questions of nationalism, anti-foreignness, exceptionalism, and how the “Japanese” defined themselves against others and within their own society. The critical analysis of various communities, groups, individuals, and ideologies will help us delineate the key factors that shaped society, culture, and politics. Further, the course will train students in analyzing, comparing, and evaluating textual materials and in presenting their ideas orally and in writing. Topics covered: myths, power and status, individualism and collective identity, honor and shame, print culture and information, social networks and outcasts, foreign relations. No Japanese knowledge is required. Open to both BA and MA students.
Instructor(s): Aliz Horvath Terms Offered: Spring
Note(s): Grad number only open to MAPH or MAPS students, not PhD students.
Equivalent Course(s): EALC 24422, EALC 34422

HIST 24905. Darwin's "On the Origin of Species" and "The Descent of Man" 100 Units.
This lecture-discussion class will focus on a close reading of Darwin’s two classic texts. An initial class or two will explore the state of biology prior to Darwin’s Beagle voyage, and then consider the development of his theories before 1859. Then we will turn to his two books. Among the topics of central concern will be the logical, epistemological, and rhetorical status of Darwin’s several theories, especially his evolutionary ethics; the religious foundations of his ideas and the religious reaction to them; and the social-political consequences of his accomplishment.
Instructor(s): R. Richards Terms Offered: Autumn
Equivalent Course(s): HIPS 24901, PHIL 23015, HIST 34905, CHSS 38400, PHIL 33015, FNDL 24905

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): T. Pashby Terms Offered: Autumn
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): HIST 35109, PHIL 32000, CHSS 33300, HIPS 22000, PHIL 22000
HIST 25114. Natural History and Empire, circa 1500–1800. 100 Units.
This course will examine natural history—broadly defined as a systematic, observational body of knowledge devoted to describing and understanding the physical world of plants, animals, natural environments, and (sometimes) people—in the context of European imperial expansion during the early modern era. Natural history was upended by the first European encounters with the New World. The encounter with these new lands exposed Europeans for the first time to unknown flora and fauna, which required acute empirical observation, collection, cataloguing, and circulation between periphery and metropole in order to understand their properties and determine their usefulness. As the Spanish, Portuguese, British, French, and Dutch competed with one another to establish overseas trade and military networks in the sixteenth, seventeenth, and eighteenth centuries, they also competed over and shared information on natural resources. The course will combine lecture and discussion and mix primary source readings on natural history in the early modern world with modern historical writings. Though the readings skew a bit toward Britain and the British Atlantic world, every effort has been made to include texts and topics from multiple European and colonial locales. Topics and themes will include early modern collecting cultures and cabinets of curiosities; Linnaeus and the origins of Instructor(s): J. Niermeier-Dohoney Terms Offered: Spring
Equivalent Course(s): HIPS 25114

HIST 25300. American Revolution, 1763 to 1789. 100 Units.
This lecture and discussion course explores the background of the American Revolution and the problem of organizing a new nation. The first half of the course uses the theory of revolutionary stages to organize a framework for the events of the 1760s and 1770s, and the second half of the course examines the period of constitution making (1776–1789) for evidence on the ways in which the Revolution was truly revolutionary.
Instructor(s): E. Cook Terms Offered: Winter
Equivalent Course(s): HIST 35300,LLSO 20601

HIST 25309. History of Perception. 100 Units.
Knowing time. Feeling space. Smelling. Seeing. Touching. Tasting. Hearing. Are these universal aspects of human consciousness, or particular experiences contingent upon time, place, and culture? How do we come to know about our own perceptions and those of others? This course examines these and related questions through detailed readings of primary sources, engagement in secondary scholarship in the history and anthropology of sensation, and through close work with participants’ own sensations and perceptions of the world around them.
Instructor(s): M. Rossi Terms Offered: Winter
Prerequisite(s): Upper-level undergraduate
Equivalent Course(s): HIST 35309,HIPS 25309,CHSS 35309,KNOW 21404,KNOW 31404,ANTH 24308,ANTH 34308

HIST 25415. 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: Winter
Equivalent Course(s): CHSS 35415,HIST 35415,LLSO 23501,HIPS 25415

HIST 25421. Censorship from the Inquisition to the Present. 100 Units.
Collaborative research seminar on the history of censorship and information control, with a focus on the history of books and information technologies. The class will meet in Special Collections, and students will work with the professor to prepare an exhibit, The History of Censorship, to be held in the Special Collections exhibit space in the spring. Students will work with rare books and archival materials, design exhibit cases, write exhibit labels, and contribute to the exhibit catalog. Half the course will focus on censorship in early modern Europe, including the Inquisition, the spread of the printing press, and clandestine literature in the Renaissance and Enlightenment. Special focus on the effects of censorship on classical literature, both newly rediscovered works like Lucretius and lost books of Plato, and authors like Pliny the Elder and Seneca who had been available in the Middle Ages but became newly controversial in the Renaissance. The other half of the course will look at modern and contemporary censorship issues, from wartime censorship, to the censorship of comic books, to digital-rights management, to free speech on our own campus. Students may choose whether to focus their own research and exhibit cases on classical, early modern, modern, or contemporary censorship. This course is part of the College Course Cluster, The Renaissance.
Instructor(s): A. Palmer & S. McManus Terms Offered: Autumn
Prerequisite(s): Admission by consent of instructor
Equivalent Course(s): CLCV 25417,CLAS 35417,HIST 35421,HIPS 25421,CHSS 35421,KNOW 21403,KNOW 31403,RLST 22121,HIREL 34309,SIGN 26010
HIST 25422. Global Environmental Humanities. 100 Units.
This course is an introduction to the interdisciplinary field of environmental humanities, which calls on us to study the global environment, and the threats posed by globalization and climate change, using the tools of history, cultural studies, philosophy, and literature. Reading texts from these and other disciplines, we will attend to the ways that “environment” registers in political, aesthetic, and social life across the globe. Sample authors: Fernand Braudel, William Cronon, Dipesh Chakrabarty, Amitav Ghosh, Ursula Heise, Joseph Masco, Jed Purdy, Anna Tsing.
Instructor(s): Gabel, Isabel Terms Offered: Autumn. Autumn 2017
Prerequisite(s): 2nd year undergrads or later
Note(s): Seminar
Equivalent Course(s): CHSS 38307,HIPS 28307

HIST 25423. Science and Selfhood in Modern Europe. 100 Units.
This course explores the role of the sciences in changing ideas of selfhood in 19th- and 20th-century Europe. How did the proliferation of new forms of knowledge about humans (biological, psychiatric, evolutionary, sociological, anthropological) transform peoples’ understandings of themselves as biological beings, as bearers of consciousness, as subjects and citizens? This course pairs primary sources with secondary texts from European history, history of science, and history of the human sciences.
Instructor(s): Gabel, Isabel Terms Offered: Winter. Winter 2018
Prerequisite(s): 2nd year undergraduates or later.
Note(s): Seminar
Equivalent Course(s): CHSS 38308,HIPS 28308

HIST 25424. The Nuclear Age. 100 Units.
Seventy-five years ago a group of scientists launched the first sustained nuclear chain reaction, commonly known as CP-1, at the University of Chicago under Stagg Field. This course will be part of the commemoration and reflection taking place across the University this fall. Its goal will be to explore the ensuing Nuclear Age from different disciplinary perspectives by organizing a ring-lecture. Each week’s lecture, delivered by faculty from fields across the university (for instance, Physics, Biomedicine, Anthropology, and English), will be followed by a discussion section to synthesize and integrate not only the material from the weekly lectures, but the many events happening at the University this fall. CP-1 was not only a scientific achievement of the highest magnitude, but also a civilization-changing event that remains at the boundary of the thinkable.
Instructor(s): D. L. Nelson Terms Offered: Autumn
Prerequisite(s): Second, third, or fourth-year standing.
Equivalent Course(s): ENGL 26030,SIGN 26031,BPRO 26030

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: Autumn
Equivalent Course(s): HIPS 29800

HIST 25610. 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): Staff Terms Offered: Autumn
Equivalent Course(s): NEHC 30601,RLST 20401,SOSC 22000,HIST 35610,ISLM 30601,NEHC 20601

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): F. Donner Terms Offered: Autumn
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 30501,HIST 35704,ISLM 30500,RLST 20501,NEHC 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 30502, HIST 35804, ISLM 30600, NEHC 20502

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): HIST 35904, ISLM 30700, NEHC 30503, NEHC 20503

HIST 25901. Radical Islamic Pieties, 1200 to 1600. 100 Units.
Some knowledge of primary languages (i.e., Arabic, French, German, Greek, Latin, Persian, Spanish, Turkish) helpful. This course examines responses to the Mongol destruction of the Abbasid caliphate in 1258 and the background to formation of regional Muslim empires. Topics include the opening of confessional boundaries; Ibn Arabi, Ibn Taymiyya, and Ibn Khaldun; the development of alternative spiritualities, mysticism, and messianism in the fifteenth century; and transconfessionalism, antinomianism, and the articulation of sacral sovereignties in the sixteenth century. All work in English. This course is offered in alternate years.
Instructor(s): C. Fleischer Terms Offered: Winter
Prerequisite(s): Consent of instructor
Equivalent Course(s): HIST 35901, RLST 20840, NEHC 20840

HIST 26005. Colloquium: Sources for the Study of Islamic History. 100 Units.
This course is designed to acquaint the student with the basic problems and concepts as well as the sources and methodology for the study of premodern Islamic history. Sources will be read in English translation and the tools acquired will be applied to specific research projects to be submitted as term papers.
Instructor(s): J. Woods Terms Offered: Autumn
Equivalent Course(s): HIST 36005, NEHC 20605, NEHC 30605

HIST 26106. Tropical Commodities in Latin America. 100 Units.
This course explores selected aspects of the social, economic, and cultural history of tropical export commodities from Latin America, e.g., coffee, bananas, sugar, tobacco, henequen, rubber, vanilla, and cocaine. Topics include land, labor, capital, markets, transport, geopolitics, power, taste, and consumption.
Instructor(s): E. Kouri Terms Offered: Autumn
Equivalent Course(s): HIST 36106, LACS 26106, LACS 36106

HIST 26127. Latin America during the Age of Revolutions, c. 1750–1850. 100 Units.
During the period known as the Age of Revolutions, roughly spanning between 1750 and 1850, Latin American territories went from being colonies of two Iberian empires to being a collection of independent countries. This course examines the tumultuous history that led to the dissolution of the Spanish and Portuguese empires and the birth of new republics and monarchies in the Americas. The course begins by analyzing the imperial reforms of the eighteenth century and their relationship to Enlightenment thought. The course also considers the many tax revolts and indigenous and slave rebellions that surfaced in reaction to imperial reforms. The course then proceeds to examine the traumatic effects of the Napoleonic wars in the Iberian world, as well as the many innovative political experiments that came about in an effort to safeguard the Spanish and Portuguese empires. Finally, the course examines the many conflicts, wars, and liberation projects that ultimately culminated with Latin American independence. By the end of the course, students will have a firm understanding of the process of Latin American independence and its contribution to the formation of a new global order in the nineteenth century.
Instructor(s): F. Tavárez Terms Offered: Winter
Equivalent Course(s): HIST 36127, LACS 26127, LACS 36127

HIST 26128. How to Build a Global Empire. 100 Units.
Empire is arguably the oldest, most durable, and most diffused form of governance in human history that reached its zenith with the global empires of Spain, Portugal and Britain. But how do you build a global empire? What political, social, economic, and cultural factors contribute to their formation and longevity? What effects do they have on the colonizer and the colonized? What is the difference between a state, an empire, and a "global" empire? We will consider these questions and more in case studies that will treat the global empires of Rome, Portugal, and Britain, concluding with a discussion of the modern resonances of this first "Age of Empires."
Instructor(s): S. McManus Terms Offered: Spring
Equivalent Course(s): KNOW 23002, LACS 26128, CLCV 22917
HIST 26220. Brazil: Another American History. 100 Units.
Brazil is in many ways a mirror image of the United States: an almost continental democracy, rich in natural resources, populated by the descendants of three continents, shaped by colonialism, slavery, and sui generis liberal capitalism. Why, then, has Brazil’s historical path been so distinct? To explore this question, this course will focus on the history of economic development, race, citizenship, urbanization, the environment, popular culture, violence, and the challenge of democracy.
Instructor(s): B. Fischer Terms Offered: Spring
Equivalent Course(s): HIST 36220,LACS 26220,LACS 36220

HIST 26513. Migration, Urbanization, & Making of the Americas in 20th C. 100 Units.
This course investigates cities in the Americas as “migrant cities,” that is, the outcomes of the movement of millions of peoples across regions, borders, and oceans. We will consider three broad migratory movements: European migrations to cities such as New York and Buenos Aires between 1870 and 1930; internal migrations of people of African or indigenous descent from the US South to northern cities and from the Brazilian northeast to its southern industrial cities between 1930 and 1970; and, finally, the South-North migration from Mexico and Central America to the United States between 1970 and the present. By comparing these migratory movements, we will explore how migration has shaped twentieth-century megacities, asking, among other questions: Is the United States “melting pot” truly exceptional or has the whole continent been effected by movements of people across regions and borders? Have cities represented spaces of opportunity and liberation for migrants, or rather, are they sites where inequality and oppression have simply adopted a different form? What is the relationship between urban migration and twentieth-century understandings of race and culture? Is the presence of Latinos and Mexicans in US cities a new phenomenon or and old one? Does it represent a threat, an opportunity, or more of the same?
Instructor(s): E. de Antuñano Villarreal Terms Offered: Autumn
Equivalent Course(s): LACS 26513

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: Autumn
Prerequisite(s): Advanced standing or consent of instructor. Prior knowledge of appropriate history and secondary literature required.
Equivalent Course(s): HIST 36602,SALC 37701,SALC 27701

HIST 26710. Sex and Censorship in South Asia. 100 Units.
There have been many exceptional moments of political intolerance and censorship in South Asia in the last two decades. Bloggers have been murdered in Bangladesh, student activists have been arrested on university campuses across India, books have been banned, theaters and galleries have been vandalized, couples have been attacked across the country on Valentine’s Day as sexuality is supposedly foreign to “Indian Culture”, the Indian judiciary has refused to strike down Section 377 of the Indian Penal Code, which leaves homosexuality as a criminal activity that is constantly censored in film and literature. Restrictions on speech are a feature of democracies everywhere, from persecuting whistle-blowers in the US, to ban on religious symbols in France, to restrictions on Twitter in Turkey. What sets the South Asian experience apart? This introductory course will interrogate how a nexus of concerns about power, religion and sex, originating in the colonial experience, has shaped the particular dynamics of censorship in South Asia. By looking at a long history of banning and prohibition, we will also examine how censorship has molded South Asian cultural and political lives.
Instructor(s): Ahona Panda Terms Offered: Autumn
Note(s): This course should be of interest to students of gender and sexuality studies, cinema and media studies, literature, history, politics, human rights, anthropology and modern South Asian history and culture. It should also appeal to those interested in the past and present of law, censorship and democracy in the Non-West.
Students at all stages of undergraduate study are encouraged to take this introductory course.
Equivalent Course(s): GNSE 25306-01,HREL 35306,SALC 25306

HIST 27012. Histories of Violence in the United States. 100 Units.
How does violence change life stories and national narratives? How can a nation remember and retell obscured histories of violence, reconcile past violence, and resist future violence? What does it mean that lynching emerged at the same moment as the Bill of Rights and that certain kinds of violence have been central to American identity? The story of the United States is built on the inclusion or omission of violence: from the genocide of Native Americans to slavery to imperial conquest, from the “private” pain of women to the nationalized pain of soldiers. This course brings violence to the center of US history. Moving from early America to the present, we will discuss these overlapping stories in terms of their visibility and invisibility, addressing questions of representation and the haunting function of traumatic experience. Following an emerging subfield of scholarship in histories of violence, this course examines narrative, archival, and political issues around studying, teaching, and writing such stories. The final project emphasizes public history.
Instructor(s): K. Belew Terms Offered: Winter
Prerequisite(s): Basic working knowledge of US history or be prepared to do extra reading.
Equivalent Course(s): AMER 27012,LLSO 27012
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 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 27605. United States Legal History. 100 Units.
This course focuses on the connections between law and society in modern America. It explore 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,LLSO 28010

HIST 27900. Asian Wars of the Twentieth Century. 100 Units.
This course examines the political, economic, social, cultural, racial, and military aspects of the major Asian wars of the twentieth century: the Pacific War, the Korean War, and the Vietnam War. At the beginning of the course we pay particular attention to just war doctrines and then use two to three books for each war (along with several films) to examine alternative approaches to understanding the origins of these wars, their conduct, and their consequences.
Instructor(s): B. Cumings Terms Offered: Spring
Equivalent Course(s): CRES 27900,EALC 27907,EALC 37907,HIST 37900

HIST 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 rather 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 and culture rather than on the celebration of individuals or teams. Crucial elements of racialization, ethnicity, class, gender, nationalism, and masculinity will be in play as we consider the Negro Leagues, women's leagues, the Latinization and globalization of the game, and more.
Instructor(s): M. Briones Terms Offered: Spring
Equivalent Course(s): CRES 28703,HIST 38703,CRES 38703

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 28802. United States 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, and race and sex difference in the workplace.
Instructor(s): A. Stanley Terms Offered: Autumn
Equivalent Course(s): GNSE 28802,LLSO 28802
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-Europe 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 28906. Nineteenth-Century American Mass Entertainment. 100 Units.
Popular culture filters, reflects, and occasionally refracts many of the central values, prejudices, and preoccupations of a given society. From the Industrial Revolution to the advent of feature films in the early twentieth century, American audiences sought both entertainment and reassurance from performers, daredevils, amusement parks, lecturers, magicians, panoramas, athletes, and photographers. Amidst the Civil War, they paid for portraits that purportedly revealed the ghosts of loved ones; in an age of imperialism, they forked over hard-earned cash to relive the glories of western settlement, adventure, and conquest in Buffalo Bill's Wild West. Mass entertainment not only echoed the central events of the age it helped shape them: from phrenology as the channel for antebellum convictions about outward appearance (and racial identity), to the race riots following Jack Johnson's boxing victory over Jim Jeffries. Many of these entertainment forms became economic juggernauts in their own right, and in the process of achieving unprecedented popularity, they also shaped collective memory, gender roles, race relations, and the public's sense of acceptable beliefs and behaviors. This lecture course will examine the history of modern American entertainment over the course of the long nineteenth century. Requirements include careful reading, active and thoughtful participation, and written assignments.
Instructor(s): A. Lippert Terms Offered: Winter
Equivalent Course(s): HIST 38906, CRES 28906, CRES 38906, GNSE 28906, GNSE 38906

HIST 29304. Human Rights: Contemporary Issues. 100 Units.
This interdisciplinary course presents an overview of several major contemporary human rights problems as a means to explore the use of human rights norms and mechanisms. The course addresses the roles of states, inter-governmental bodies, national courts, civil society actors including NGOs, victims, and their families, and other non-state actors. Topics are likely to include universalism, enforceability of human rights norms, the prohibition against torture, U.S. exceptionalism, and the rights of women, racial minorities, and non-citizens.
Instructor(s): S. Gzesh Terms Offered: Autumn
Equivalent Course(s): LACS 21001, LACS 31001, HIST 39304, LAWS 43245, LLSO 21001, HMRT 31001, HMRT 21001

HIST 29316. A Global History of Reparations. 100 Units.
In light of recent revelations tying the University of Chicago to slavery, this course will explore the long history of reparations as a global, national, and local set of questions. How does a given polity go about repairing the un-repairable and forgiving the unforgivable? Are the discursive norms of reparations irredeemably shackled to our current conceptualizations of politics, governance, private-property rights, individualism, and the law or can reparations, and how we talk about them, serve as a means of reimagining these categories? How might the practice and performance of reparations actually be structured to foster both intra-group and inter-group unity while avoiding a potentially divisive backlash? Beginning with ancient forms of restorative justice and proceeding briskly into more recent attempts at truth and reconciliation, this course aims to take a transnational and comparative approach to exploring the history of reparations from an interdisciplinary perspective. The ultimate aim is a greater understanding of the possibilities of reparations as they relate to slavery, Jim Crow, and post-1968 discrimination against people of African descent in the United States, which constitutes the second half of this course.
Instructor(s): G. Mount Terms Offered: Winter
Prerequisite(s): Prior or concurrent enrollment in a college-level African American history course; instructor can waived this PQ on a case by case basis.

HIST 29319. Human Rights: Philosophical Foundations. 100 Units.
Human rights are claims of justice that hold merely in virtue of our shared humanity. In this course we will explore philosophical theories of this elementary and crucial form of justice. Among topics to be considered are the role that dignity and humanity play in grounding such rights, their relation to political and economic institutions, and the distinction between duties of justice and claims of charity or humanitarian aid. Finally we will consider the application of such theories to concrete, problematic and pressing problems, such as global poverty, torture and genocide. (A) (I)
Instructor(s): B. Laurence Terms Offered: Spring
Note(s): Undergrads enroll in sections 01 through 06. Graduates enroll in section 07.
Equivalent Course(s): PHIL 21002, PHIL 31002, HIST 39319, LLSO 21002, MAPH 42002, LAWS 97119, HMRT 31002, INRE 31602, HMRT 21002
HIST 29412. The Face in Western Culture from the Mona Lisa to the Selfie. 100 Units.
The course will approach the history of the human face from a variety of disciplinary perspectives, ranging across art history through to the history of science and technology. Topics will include the Mona Lisa and Renaissance portraiture; early modern identity and identity documents; the discipline of physiognomy; Johann Kaspar Lavater and the makings of racial science; the impact of photography; Alphonse Bertillon and the “mug shot”; smiles in advertisements; biometrics to facial recognition technologies; and the art and science of the selfie. The course will draw on specialized readings from secondary literature alongside a wide range of literary and visual primary sources, including scientific texts, paintings, drawings, identity documents, photographs, advertisements, cosmetics, and prosthetic parts. The subject offers a great deal of room for the selection of a topic for a research paper on a subject of students’ choices.
Instructor(s): C. Jones Terms Offered: Spring
Prerequisite(s): Open to upper-level undergraduates
Equivalent Course(s): HIPS 29412

HIST 29516. History of Skepticism. 100 Units.
Before we ask what is true or false, we must ask how we can know what is true or false. This course examines the vital role doubt and philosophical skepticism have played in the Western intellectual tradition, from pre-Socratic Greece through the Enlightenment, with a focus on how Criteria of Truth—what kinds of arguments are considered legitimate sources of certainty—have changed over time. The course will examine dialogue between skeptical and dogmatic thinkers, and how many of the most fertile systems in the history of philosophy have been hybrid systems which divided the world into things which can be known, and things which cannot. The course will touch on the history of atheism, heresy and free thought, on fideism and skeptical religion, and will examine how the Scientific Method is itself a form of philosophical skepticism. Primary source readings will include Plato, Sextus Empiricus, Lucretius, Ockham, Pierre Bayle, Montaigne, Descartes, Francis Bacon, Hobbes, Voltaire, Diderot, and others.
Instructor(s): A. Palmer Terms Offered: Winter
Note(s): No prerequisites; first-year students welcome.
Equivalent Course(s): HIST 39516, CLCV 28517, CLAS 38517, HIPS 29516, CHSS 39516, KNOW 21406, KNOW 31406, RLST 22123, HREL 39516, SIGN 26011

HIST 29518. A Global History of Unemployment. 100 Units.
What is unemployment? Is it a simple economic category or complex historical construction? In this course, we examine the problem of unemployment as it was discovered—or as some would say, invented—in the late nineteenth and early twentieth centuries in Europe and the United States. In addition, we look at problematic but generative attempts to extend the category of unemployment to the developing countries after World War II. We read a mixture of theoretical texts, policy documents, case studies, and novels that seek to describe, explain, categorize, and/or control the unemployed. We also look at various projects aimed at ending the scourge of unemployment, whether via public-works programs, the export of “unemployables” to colonies, insurance schemes, full employment policies, guaranteed income proposals, and socialist revolution. Time and again, crises of unemployment have have played key roles in the transformation of the institutions that both measure and govern the economy. Such crises have also been the occasion for posing questions about the ultimate ends and aims of economic development.
Instructor(s): A. Benanav Terms Offered: Spring

HIST 29519. Histories of Racial Capitalism. 100 Units.
This course takes as its starting point the insistence that the movement, settlement, and hierarchical arrangements of people of African descent is inseparable from regimes of capital accumulation. It builds on the concept of “racial capitalism,” which rejects treatments of race as external to a purely economic project and counters the idea that racism is an externality, cultural overflow, or aberration from the so-called real workings of capitalism. With a focus on the African diaspora, this course will cover topics such as racial slavery, labor in Jamaica, banking in the Caribbean, black capitalism in Miami, the under development of Africa, mass incarceration, and the contemporary demand for racial reparations.
Instructor(s): D. Jenkins Terms Offered: Autumn
Equivalent Course(s): HIST 39519, CRES 29519, CRES 39519
HIST 29635. History Colloquium: Imperial Europe. 100 Units.
This course explores the range of encounters, collisions, and exchanges that modern European empires have fostered. Geographically, our readings traverse the space from Russia to the Atlantic world, covering overseas colonial empires as well as their overland counterparts; chronologically, they focus on the nineteenth and twentieth centuries. We will consider governance, mobility, imperial politics, the built environment, and consumption as venues of cross-cultural contact and exchange; examine the role that imperial societies have played in the construction of ethnic and racial difference, religious practices, and gender norms; and consider how the collapse of empires restructured networks, identities, and subjectivities. Roughly half of the class will be devoted to discussing exemplary studies of imperial societies and half to discussing historiographical approaches and research techniques. Over the course of the quarter, students will be expected to design and carry out an original research project of fifteen to twenty pages. Please come to the first day of class having read and ready to discuss Jane Burbank and Frederick Cooper, Empires in World History: Power and the Politics of Difference (2010).
Instructor(s): F. Hillis Terms Offered: Autumn
Note(s): Priority registration is given to History majors

HIST 29652. History Colloquium: Migration and Citizenship. 100 Units.
Looking through a broad interdisciplinary lens, this colloquium will examine the history of migration and citizenship. The focus will largely be on the United States, but, given its topic, the course will necessitate transnational and comparative histories. How did nineteenth- and early twentieth-century “sojourners” become “citizens”? What constituted the public’s perception of some immigrants as inassimilable aliens and others as an ostensible “model minority”? We will interrogate not only what it means to have been and to be an immigrant in America but also what it means to be a citizen in a multiracial democracy. As a junior history colloquium, the course’s main purpose is to help students learn to write a long research paper based on primary sources in preparation for writing the BA thesis.
Instructor(s): M. Briones Terms Offered: Winter
Note(s): Priority registration is given to History majors

HIST 29662. History Colloquium: Gender & Sexuality in US History 1620–1920. 100 Units.
This colloquium will examine three centuries of US history through the lens of nearly three decades of historical scholarship since Joan Wallach Scott first proposed gender as “a useful category of historical analysis.” Readings are primarily composed of monographs with some theoretical selections included. We will address recent developments in the history of sexuality, as well as that field’s capacity for complicating or problematizing the politics of feminism and feminist history. Requirements include active and thoughtful participation, short preliminary paper assignments, and a research paper due at the end of the term.
Instructor(s): A. Lippert Terms Offered: Autumn
Note(s): Priority registration is given to History majors

HIST 29667. History Colloquium: The History of the Public Museum. 100 Units.
What do people do in museums and why does it matter? This junior colloquium will examine this question and its history from the emergence of the public museum in eighteenth-century Europe through its many iterations around the world to the present day. Throughout our attention will be on the historical relationship between museums and their publics. What role have public museums played in shaping communities of nation, gender, race, faith, and class? We will also take up how different communities have shaped the role of museums in public life, defining their missions, determining their contents, and occasionally undermining them in various ways as well. In addition to common readings, visits to local institutions, and close observation of objects and images as a class, students will be required to spend time independently in a public museum exhibition of their choosing in preparation for a final research paper based on primary sources.
Instructor(s): A. Goff Terms Offered: Winter
Note(s): Priority registration is given to History majors

HIST 29668. History Colloquium: Economic Growth in Theory and Practice. 100 Units.
The idea of economic growth is one of the foundational concepts of modern politics and society. This course will examine the intellectual roots of growth theory from early modern alchemy to Silicon Valley, with a special emphasis on the material and social context of economic thought.
Instructor(s): F. Albritton Jonsson Terms Offered: Autumn
Note(s): Priority registration is given to History majors
HIST 29669. Hist Coll: Politics & Culture in 20th-C African American Hist. 100 Units.
Through readings, films, and artifacts, this course explores the political implications of black cultural formations and expressions. From late-nineteenth-century spirituals to mid-twentieth-century social movements and debates about the so-called culture of poverty and contemporary hip-hop, the course will focus in each historical era on the diverse ways in which culture has been explicitly invoked or deployed to achieve political ends, whether serving as a means of political mobilization and/or marking African Americans as fit or unfit for citizenship rights. Through such debates—which have been sometimes explicit and at other times buried in “hidden transcripts”—we will probe the meanings and political significance attributed to race, to culture, and to 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 and racial stereotypes, the social-political interpretations of black musical expression, the role of the state in promoting black cultural expression, and “culture” as a continuing site of resistance to oppression and dispossession.
Instructor(s): T. Holt Terms Offered: Winter
Note(s): Priority registration is given to History majors

HIST 29670. History Colloquium: Britain's Age of Revolutions. 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
Note(s): Priority registration is given to History majors

HIST 29671. History Colloquium: The United States at War, 1914–1924. 100 Units.
This course explores the multilayered experience of Americans during and immediately after the First World War. We will engage the war years through literature, law, and social and political history. Topics we will address include radical politics in the United States, including political violence; the rise of the national security state; the articulation of and suppression of civil liberties; First Amendment jurisprudence and freedom of expression; Prohibition and the rise of the surveillance state; the expansion and contraction of democratic participation in the polity; pacifism and war; and the relationship between the state and the economy.
Instructor(s): J. Dailey Terms Offered: Spring
Note(s): Priority registration is given to History majors

HIST 29672. History Colloquium: France in the Age Enlightenment. 100 Units.
The Enlightenment was a European, even a global movement, but Paris was its capital. This course will examine the contexts that gave rise to diverse movements that, taken together, have come to define the Age of Enlightenment. In France, enlightened philosophes advanced schemes to relieve poverty and passionately criticized a state that was often needlessly cruel and inefficient; hitherto excluded groups entered into very public conversations about truth and beauty, but also the salacious scandals that were undermining the legitimacy of the monarchy; and hordes of scientists, merchants, and colonial administrators traveled to the four corners of the earth to understand, profit from, and sometimes subjugate the new environments and peoples they found there. The Enlightenment contained within it many contradictory impulses, and we shall try to determine if they are really reducible to a single coherent movement. Although we will read historical documents from the eighteenth century, we will mainly concentrate on how historians have approached the period in order to provide students with a toolkit for their own, self-directed explorations into France's century of Enlightenment.
Instructor(s): P. Cheney Terms Offered: Winter
Prerequisite(s): Priority registration is given to History majors

HIST 29700. Readings in History. 100 Units.
Students are required to submit the College Reading and Research Course Form.
Terms Offered: Autumn, Spring, Summer, Winter
Prerequisite(s): Consent of instructor and the History undergraduate advisor

HIST 29801-29802. BA Thesis Seminar I-II.
History students in the research track are required to take HIST 29801-29802. Third-year students in the research track and in residence in Chicago take BA Thesis Seminar I in Spring Quarter. Those who are out of residence take the seminar in Autumn Quarter of their fourth year.
HIST 29801. BA Thesis Seminar I. 100 Units.
BA Thesis Seminar I provides a systematic introduction to historical methodology and approaches (e.g., political, intellectual, social, cultural, economic, gender, environmental history), as well as research techniques. It culminates in students' submission of a robust BA thesis proposal that will be critiqued in class. Guidance will also be provided for applications for research funding.
Instructor(s): S. Burns Terms Offered: Autumn,Spring
Prerequisite(s): All third-year history students in the research track and in residence in Chicago take HIST 29801 in spring quarter. Those who are out of residence take it in autumn quarter of their fourth year.

HIST 29802. BA Thesis Seminar II. 100 Units.
BA Thesis Seminar II 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 thesis is second week of Spring Quarter.
Instructor(s): S. Burns Terms Offered: Winter
Prerequisite(s): HIST 29801

HIST 29905. History of the Megalopolis in the Americas. 100 Units.
The megalopolis comprises a unique phenomenon where social conflicts, such as violence and inequality, and ecological devastation occur simultaneously with social mobility and economic, cultural, and political opportunities. And all occur at exponential rates. What historical factors made such monsters possible in the Americas? What do they tell us about larger urban, social, and cultural assumptions about history? The course will explore these questions, focused on such cities as Mexico City, Rio de Janeiro, São Paulo, Buenos Aires, New York City, Los Angeles, and Chicago.
Instructor(s): M. Tenorio Terms Offered: Spring
Equivalent Course(s): HIST 39905, AMER 29905, AMER 39905, LACS 29905, LACS 39905
The BA program in the History, Philosophy, and Social Studies of Science and Medicine (HIPS) is designed for College students interested in studying science in terms of its historical development, conceptual structure, and social role. Students in the program must do sufficient work in one or more sciences to acquire a sound foundation for studying the nature of science. After securing this basis, they are expected to gain an understanding of how science arose, as well as how the content of scientific thought has changed and is changing, because of both its own internal dynamic and its interaction with the larger society in which it is embedded.

The HIPS program is designed to make possible the study of a wide range of social, historical, and conceptual issues relating to science. Students completing the program follow a number of different careers. Some pursue graduate study in the history and philosophy of science or in some field of science. Others find the program valuable preparation for the study of medicine, law, public policy, or science journalism. More generally, the goal of the program is to provide students with a sound basis on which to interpret and evaluate science and science policy. Some students choose to construct a degree program combining the requirements for the HIPS major with those for a major in the physical or biological sciences. Others, having met the HIPS program requirements, use electives to broaden their liberal arts education.

Students in other fields of study may also complete a minor in HIPS. Information follows the description of the major.

**HIPS Sponsor**

The Morris Fishbein Center for the History of Science and Medicine sponsors the HIPS program. Further information can be obtained in the center’s office (SS 207) and at fishbein.uchicago.edu.

**PROGRAM REQUIREMENTS**

**Elements of the Curriculum.** The curriculum of the program contains five principal elements:

1. **The Foundation.** All students must:
   a. complete an approved sequence that fulfills the biological sciences general education requirement;
   b. complete the general education requirement in the physical sciences with a physics sequence (PHYS 12100-12200 General Physics I-II or equivalent) or a chemistry sequence (CHEM 11100-11200 Comprehensive General Chemistry I-II, CHEM 10100 Introductory General Chemistry I and CHEM 10200 Introductory General Chemistry II, or equivalent), or have earned a score of 5 on the AP Chemistry or Physics test or a score of 4 or 5 on the AP Physics C Mechanics and E&M test;
   c. complete a calculus sequence (MATH 13100-13200 Elementary Functions and Calculus I-II or higher), or have earned a score of 5 on the AP Calculus BC test;
   d. complete a three-quarter sequence surveying the growth of science in Western civilization, with three courses from either the HIPS 17300-17400 (or 17403)-17504 (or 17502) sequence or the HIPS 17300-17402-17503 sequence. HIPS 17400 and HIPS 17403 may not be taken in the same 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 registrar.uchicago.edu/classes.

5. **Bachelor’s Thesis and Junior Seminar.** Third-year students enroll in a designated one-quarter seminar (HIPS 29800 Junior Seminar: My Favorite Readings in the History and Philosophy of Science) that deals with
general aspects of history, philosophy, and social studies of science and medicine. In Spring Quarter of their third year, students must discuss their proposal for their bachelor’s thesis with the program director. In consultation with the program director, students then sign up for a reading and research course (HIPS 29700 Readings and Research in History, Philosophy, and Social Studies of Science and Medicine) with an appropriate faculty member. In their fourth year, this research course should lead to a bachelor’s thesis (HIPS 29900 Bachelor’s Thesis) that integrates each student’s academic studies, bringing them to bear on a significant question related to some historical, conceptual, ethical, or social aspect of science. Fourth-year students also enroll in a two-quarter HIPS 29810 Bachelor’s Thesis Workshop, which is comprised of meetings that focus on organizing, researching, writing, and revising the thesis.

### SUMMARY OF REQUIREMENTS

#### GENERAL EDUCATION

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
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<tbody>
<tr>
<td>Three courses from one of the following sequences:</td>
<td>300</td>
</tr>
<tr>
<td>HIPS 17300 Science, Culture, and Society in Western Civilization I</td>
<td></td>
</tr>
<tr>
<td>HIPS 17400/17403 Science, Culture, and Society in Western Civilization II</td>
<td></td>
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<tr>
<td>HIPS 17504/17502 Science, Culture, and Society in Western Civilization III</td>
<td></td>
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<tr>
<td>or</td>
<td></td>
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<tr>
<td>HIPS 17300 Science, Culture, and Society in Western Civilization I</td>
<td>200</td>
</tr>
<tr>
<td>HIPS 17402 Science, Culture, and Society in Western Civilization II</td>
<td></td>
</tr>
<tr>
<td>HIPS 17503 Science, Culture, and Society in Western Civilization III</td>
<td></td>
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<tr>
<td>An approved sequence that fulfills the biological sciences general education requirement</td>
<td></td>
</tr>
<tr>
<td>CHEM 10100 &amp; CHEM 10200 Introductory General Chemistry I</td>
<td>200</td>
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<tr>
<td>or CHEM 11100-11200 Comprehensive General Chemistry I-II (or equivalent)</td>
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<tr>
<td>PHYS 12100-12200 General Physics I-II (or higher)</td>
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<tr>
<td>MATH 13100-13200 Elementary Functions and Calculus I-II (or higher)</td>
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<td>Total Units</td>
<td>900</td>
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</table>

#### MAJOR

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three courses in science, social sciences, or mathematics beyond the introductory level</td>
<td>300</td>
</tr>
<tr>
<td>Five courses in an area of concentration</td>
<td>500</td>
</tr>
<tr>
<td>Two tutorials</td>
<td>200</td>
</tr>
<tr>
<td>HIPS 29700 Readings and Research in History, Philosophy, and Social Studies of Science and Medicine</td>
<td>100</td>
</tr>
<tr>
<td>HIPS 29800 Senior Seminar: My Favorite Readings in the History and Philosophy of Science</td>
<td>100</td>
</tr>
<tr>
<td>HIPS 29900 Bachelor’s Thesis</td>
<td>100</td>
</tr>
<tr>
<td>HIPS 29810 Bachelor’s Thesis Workshop</td>
<td>100</td>
</tr>
<tr>
<td>Total Units</td>
<td>1400</td>
</tr>
</tbody>
</table>

* Credit may be granted by examination.

### Examples of Concentrations

The following are meant to illustrate areas of concentration. They are not prescriptive, only suggestive. For the particular courses that might constitute their area of concentration, students should consult with the director of the program, examine this course catalog, and visit registrar.uchicago.edu/classes.

#### History and Philosophy of Biological Science

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>HIPS 23600</td>
<td>History and Theory of Human Evolution</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 29321</td>
<td>The Problem of Evil: Disease?</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>
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<td>Total Units</td>
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<td>500</td>
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Philosophy of Science

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<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 22708</td>
<td>Planetary Britain, 1600–1900</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>
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<tr>
<td><strong>Total Units</strong></td>
<td></td>
<td><strong>500</strong></td>
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</table>

History of Medicine and Medical Ethics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>HIPS 21600</td>
<td>Advanced Medical Ethics: Health Care</td>
<td>100</td>
</tr>
<tr>
<td>HIPS 21911</td>
<td>Medical Ethics: Who Decides and on What Basis?</td>
<td>100</td>
</tr>
<tr>
<td>HIPS 25900</td>
<td>Darwinian Medicine</td>
<td>100</td>
</tr>
<tr>
<td>HIPS 26901</td>
<td>History and Philosophy of Psychology</td>
<td>100</td>
</tr>
<tr>
<td>HIPS 27300</td>
<td>Medicine and Culture</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td></td>
<td><strong>500</strong></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 17504-HIPS 17502 Science, Culture, and Society in Western Civilization I-II-III-IV (HIPS 17403 may be taken in place of HIPS 17400, but may not be taken in the same sequence) or from the sequence HIPS 17300-HIPS 17402-HIPS 17503 Science, Culture, and Society in Western Civilization 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.

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Total Units</th>
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<tbody>
<tr>
<td><strong>Tutorial:</strong></td>
<td>100</td>
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<tr>
<td>HIPS 29405 Tutorial: Evolution and Pragmatism</td>
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<tr>
<td><strong>Concentration in History and Philosophy of Biology:</strong></td>
<td>500</td>
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<tr>
<td>HIPS 22700 Philosophical Problems in the Biological Sciences</td>
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<td>HIPS 23600 History and Theory of Human Evolution</td>
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<td>HIPS 23900 Biological and Cultural Evolution</td>
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<tr>
<td>HIPS 25801 Evolutionary Theory and Its Role in the Human Sciences</td>
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<tr>
<td>HIPS 28202 Topics in Philosophy of Science: Mechanism and Causation</td>
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<tr>
<td><strong>Total Units</strong></td>
<td>600</td>
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<tr>
<th>Group 2</th>
<th>Total Units</th>
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<tr>
<td><strong>Tutorial:</strong></td>
<td>100</td>
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<tr>
<td>HIPS 29606 Tutorial: Medicine, Disease, and Death in American History</td>
<td></td>
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<tr>
<td><strong>Concentration in History of Medicine and Medical Ethics:</strong></td>
<td>500</td>
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<tr>
<td>HIPS 17501 Science, Culture, and Society in Western Civilization III (if not taken to meet general education requirements)</td>
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<tr>
<td>HIPS 21400 Intro to Medical Ethics</td>
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<td>HIPS 21600 Advanced Medical Ethics: Health Care</td>
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<tr>
<td>HIPS 24800 Gender and History and Science Technology and Medicine</td>
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<tr>
<td>HIPS 27300 Medicine and Culture</td>
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<td><strong>Total Units</strong></td>
<td>600</td>
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**Hist/ Philos & Social Studies of Sci/Med Courses**


This group of courses consists of two three-quarter sequences: HIPS 17300-17400 (or 17403)-17504 (or 17502), and HIPS 17300-17402-17503. 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): J. Wee Terms Offered: Autumn
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, R. Richards Terms Offered: Autumn,Winter
Equivalent Course(s): HIST 17400

**HIPS 17402. Science, Culture, and Society in Western Civilization II. 100 Units.**
**Full course title: Science, Culture, and Society in Western Civilization II: History of Medicine 1.**
This course examines the history of medicine from the Renaissance through the end of the eighteenth century, when many features of medicine that we now consider “modern” were coming into being. Topics include the history of anatomy and physiology, including Vesalius and Harvey; the history of relations between doctors and patients, including traditional medical practitioners and midwives; and the changing nature of the hospital.
Instructor(s): M. Rossi Terms Offered: Winter
Equivalent Course(s): HIST 17402
HIPS 17403. Science, Culture, and Society in Western Civilization II. 100 Units.
Full course title: Science, Culture, and Society in Western Civilization II: Early Modern Period. This three-quarter sequence focuses on the origins and development of science in the West. Taking these courses in sequence is recommended, but not required. This sequence meets the general education requirement in civilization studies.
Instructor(s): Robert J. Richards Terms Offered: Winter
Equivalent Course(s): HIST 17403

HIPS 17501. Science, Culture, and Society in Western Civilization III. 100 Units.
Full course title: Science, Culture, and Society in Western Civilization III: Medicine since the Renaissance. 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): M. Rossi Terms Offered: Spring
Equivalent Course(s): HIST 17501

HIPS 17502. Science, Culture, and Society in Western Civilization IV. 100 Units.
Full course title: Science, Culture, and Society in Western Civilization IV: Modern Science. 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. 100 Units.
Full course title: Science, Culture, and Society in Western Civilization III: History of Medicine 2. This 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. This course examines the history of modern medicine from the time of the “clinic,” in the late-eighteenth century through the present. Topics include the changing character of the hospital, the development of new medical technologies such as the stethoscope, the impact of laboratory techniques (especially microscopy) for the understanding of disease, the history of public health movements in the nineteenth and twentieth centuries, and the history of specific areas of medical practice such as childbirth, mental health, and surgery.
Instructor(s): Michael Paul Rossi Terms Offered: Spring
Equivalent Course(s): HIST 17503

HIPS 17504. Science, Culture, and Society in Western Civilization III. 100 Units.
Full course title: Science, Culture, and Society in Western Civilization III: The Environment. This course will chart the development of modern science and technology with special reference to the environment and energy. Major themes include empire and environmental change, romanticism and conservation, science in the industrial revolution, energy in science and industry, the debates about the limits to growth, the rise of ecology, the Cold War development of climate science, and the emergence of modern environmentalism. We end with the science of the Anthropocene.
Instructor(s): Fredrik Albritton Jonsson Terms Offered: Winter
Equivalent Course(s): HIST 17504

HIPS 20003. Discovering Anthropology: Reading Race. 100 Units.
Before and since Anthropology became a discrete scientific field of study, questions about the biological reality, potential utility and misuse of the concept of race in Homo sapiens have been debated. We will read and discuss a sample of writings by 18th, 19th, and 20th century and contemporary authors who attempted to define human races and those who have promoted or debunked the utility of the concept of race with special attention to its role in retarding social progress, and the extermination and exploitation of some populations and individuals.
Instructor(s): R. Tuttle Terms Offered: TBD
Equivalent Course(s): CRES 20003, ANTH 38305, ANTH 20003

HIPS 20300. Scientific/Technological Change. 100 Units.
No description available.
Equivalent Course(s): CHSS 42300
History, Philosophy, and Social Studies of Science and Medicine (HIPS)

HIPS 20401. Philosophy of Mind. 100 Units.
This is a survey of some of the central questions in the philosophy of mind. These questions include: What is consciousness? How can mental states represent things in the world? How do our minds relate to our bodies? Do we have free will? Can we blame someone for the beliefs or desires she has? What are the emotions? To help us with these questions, we will focus on 20th-century analytic work (by Putnam, Nagel, Searle, Jackson, Dennett, Chalmers, Block, Dretske, and others), but we will also read important historical texts on the nature of the mind by Aristotle, Descartes, and Hume.
Instructor(s): B. Callard Terms Offered: Autumn
Note(s): Students should register via discussion section.
Equivalent Course(s): PHIL 23501

HIPS 20500. Intermediate Logic. 100 Units.
In this course, we will prove the soundness and completeness of deductive systems for both sentential and first-order predicate logic. We will also establish related results in elementary model theory, such as the compactness theorem for first-order logic, the Löwenheim-Skolem theorem and Lindström’s theorem. (B) (II)
Instructor(s): A. Vasudevan Terms Offered: Winter
Prerequisite(s): Elementary Logic or the equivalent.
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): CHSS 33600, PHIL 39600, PHIL 29400

HIPS 20700. Elementary Logic. 100 Units.
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.
Instructor(s): T. Pashby Terms Offered: Autumn
Prerequisite(s): Consent of instructor
Note(s): Undergrads enroll in sections 01 through 08. Graduates enroll in section 09.
Equivalent Course(s): CHSS 33500, PHIL 30000, PHIL 20100

HIPS 20800. Evolutionary Processes. 100 Units.
No description available.
Terms Offered: Autumn
Prerequisite(s): Consent of instructor
Note(s): This course does not meet requirements for the biological sciences major.

HIPS 21000. Introduction to Ethics. 100 Units.
In this course, we will read, write, and think about philosophical work meant to provide a systematic and foundational account of ethics. We will focus on close reading of two books, Immanuel Kant’s *Groundwork of the Metaphysics of Morals* and John Stuart Mill’s *Utilitarianism*, along with a handful of more recent essays. Throughout, our aim will be to engage in serious thought about good and bad in our lives. (A)
Instructor(s): C. Vogler Terms Offered: Winter
Note(s): Students should register via discussion section.
Equivalent Course(s): FNDL 23107, PHIL 21000

HIPS 21100. Celebrity and Science in Paleoanthropology. 100 Units.
This seminar explores the balance among research, “showbiz” big business, and politics in the careers of Louis, Mary, and Richard Leakey; Alan Walker; Donald Johanson; Jane Goodall; Dian Fossey; and Biruté Galdikas. Information is gathered from films, taped interviews, autobiographies, biographies, pop publications, instructor’s anecdotes, and samples of scientific writings.
Instructor(s): R. Tuttle Terms Offered: TBD
Prerequisite(s): This course qualifies as a Discovering Anthropology selection for Anthropology Majors.
Equivalent Course(s): ANTH 38300, ANTH 21406

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: TBD
Equivalent Course(s): ANTH 34900, ANTH 22400

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: TBD
Equivalent Course(s): ANTH 32300, ANTH 22105
HIPS 21609. Medical Ethics: Central Topics. 100 Units.
Decisions about medical treatment, medical research, and medical policy often have profound moral implications. Taught by a philosopher, two physicians, and a medical lawyer, this course will examine such issues as paternalism, autonomy, assisted suicide, kidney markets, abortion, and research ethics.
Instructor(s): D. Brudney; Staff Terms Offered: Autumn
Prerequisite(s): Third or fourth year standing. This course does not meet requirements for the Biological Sciences major.
Note(s): Undergrads enroll in sections 01 and 02. Graduates enroll in section 03. For Philosophy majors: This course fulfills the practical philosophy (A) requirement.
Equivalent Course(s): PHIL 21609,BPRO 22612,BIOS 29314,PHIL 31609

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) (II)
Instructor(s): T. Pashby Terms Offered: Autumn
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): HIST 25109,HIST 35109,PHIL 32000,CHSS 33300,PHIL 22000

HIPS 22300. Philosophy of Social Science. 100 Units.
No description available.
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): CHDV Distribution: A
Equivalent Course(s): GNSE 21500,CHDV 21500

HIPS 22708. Planetary Britain, 1600–1900. 100 Units.
What were the causes behind Britain’s Industrial Revolution? In the vast scholarship on this problem, one particularly heated debate has focused on the imperial origins of industrialization. How much did colonial resources and markets contribute to economic growth and technological innovation in the metropole? The second part of the course will consider the global effects of British industrialization. To what extent can we trace anthropogenic climate change and other planetary crises back to the environmental transformation wrought by the British Empire? Topics include ecological imperialism, metabolic rift, the sugar revolution, the slave trade, naval construction and forestry, the East India Company, free trade and agriculture, energy use and climate change.
Instructor(s): F. Albritton Jonsson Terms Offered: Winter
Equivalent Course(s): HIST 32708,ENST 22708,CHSS 32708,HIST 22708

HIPS 22800. Phenomenology & Madness—Perspectives from Cultural Psychiatry. 100 Units.
This seminar explores the dynamics of Israeli culture and society through a combination of weekly screenings of Israeli fiction and documentary films with readings from ethnographic and other relevant research. Among the (often overlapping) topics to be covered in this examination of the institutional and ideological construction of Israeli identity/ies: the absorption of immigrants; ethnic, class, and religious tensions; the kibbutz; military experience; the Holocaust; evolving attitudes about gender and sexuality; the struggle for minorities’ rights; and Arab-Jewish relations.
Instructor(s): Francis McKay Terms Offered: Spring,TBD
Prerequisite(s): Upper level undergraduates admitted with consent.
Equivalent Course(s): CHSS 32800,ANTH 24355,ANTH 35135,MAPS 32800

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 23600. 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: TBD
Equivalent Course(s): ANTH 38400,EVOL 38400,ANTH 21102

HIPS 23700. Apes and Human Evolution. 100 Units.
No description available.
Instructor(s): R. Tuttle Terms Offered: Spring
Note(s): BIOS 23241 recommended.

HIPS 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): S. Mufwene, W. Wimsatt Terms Offered: Winter
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. CHDV Distribution: A
Equivalent Course(s): CHDV 23930,ANTH 28615,ANTH 38615,LING 11100,CHSS 37900,LING 39286,CHDV 33930,BIOS 29286,PHIL 22500,PHIL 32500,NCDV 27400,BPRO 23900

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: TBD
Prerequisite(s): Third- or fourth-year standing and consent of instructor
Equivalent Course(s): ANTH 38100,EVOL 38100,ANTH 28100

HIPS 24300. Foucault and The History of Sexuality. 100 Units.
This course centers on a close reading of the first volume of Michel Foucault’s *The History of Sexuality*, with some attention to his writings on the history of ancient conceptualizations of sex. How should a history of sexuality take into account scientific theories, social relations of power, and different experiences of the self? We discuss the contrasting descriptions and conceptions of sexual behavior before and after the emergence of a science of sexuality. Other writers influenced by and critical of Foucault are also discussed.
Instructor(s): A. Davidson Terms Offered: Autumn
Prerequisite(s): One prior philosophy course is strongly recommended.
Note(s): Students should register via discussion section.
Equivalent Course(s): CMLT 25001,FNDL 22001,GNSE 23100,KNOW 27002,PHIL 24800

HIPS 24706. Science in the South. 100 Units.
Science in the South: Decolonial Approaches to the Study of Science, Technology and Medicine in Latin America and the Caribbean. This seminar will bridge anthropologies and histories of science, technology, and medicine to Latin American decolonial thought. Throughout Latin America, techno-scientific objects and practices, with their presumed origin in the Euro-Atlantic North, are often complexly entangled with neo-imperial projects of development and modernization that elongate social forms of colonization into the present. Technoscience and its objects, however, can also generate new creative, political, and life-enhancing potentials beyond or despite their colonial resonances, or even provide tools to ongoing struggles for decolonization. Together, seminar participants will explore what a decolonial approach to the study of science, technology, and medicine in the Global South, particularly in Latin America, has been and could become and how decolonial theory can inflect our own disciplinary, conceptual, and political commitments as anthropologists of technoscience.
Instructor(s): Stefanie Graeter Terms Offered: Winter
Equivalent Course(s): LACS 34706,ANTH 31640,ANTH 23026,LACS 24706

HIPS 24700. Science in the South. 100 Units.
Science in the South: Decolonial Approaches to the Study of Science, Technology and Medicine in Latin America and the Caribbean. This seminar will bridge anthropologies and histories of science, technology, and medicine to Latin American decolonial thought. Throughout Latin America, techno-scientific objects and practices, with their presumed origin in the Euro-Atlantic North, are often complexly entangled with neo-imperial projects of development and modernization that elongate social forms of colonization into the present. Technoscience and its objects, however, can also generate new creative, political, and life-enhancing potentials beyond or despite their colonial resonances, or even provide tools to ongoing struggles for decolonization. Together, seminar participants will explore what a decolonial approach to the study of science, technology, and medicine in the Global South, particularly in Latin America, has been and could become and how decolonial theory can inflect our own disciplinary, conceptual, and political commitments as anthropologists of technoscience.
Instructor(s): Stefanie Graeter Terms Offered: Winter
Equivalent Course(s): LACS 34706,ANTH 31640,ANTH 23026,LACS 24706
HIPS 25114. Natural History and Empire, circa 1500–1800. 100 Units.

This course will examine natural history—broadly defined as a systematic, observational body of knowledge devoted to describing and understanding the physical world of plants, animals, natural environments, and (sometimes) people—in the context of European imperial expansion during the early modern era. Natural history was upended by the first European encounters with the New World. The encounter with these new lands exposed Europeans for the first time to unknown flora and fauna, which required acute empirical observation, collection, cataloguing, and circulation between periphery and metropole in order to understand their properties and determine their usefulness. As the Spanish, Portuguese, British, French, and Dutch competed with one another to establish overseas trade and military networks in the sixteenth, seventeenth, and eighteenth centuries, they also competed over and shared information on natural resources. The course will combine lecture and discussion and mix primary source readings on natural history in the early modern world with modern historical writings. Though the readings skew a bit toward Britain and the British Atlantic world, every effort has been made to include texts and topics from multiple European and colonial locales. Topics and themes will include early modern collecting cultures and cabinets of curiosities; Linnaeus and the origins of information theory—are issues about human action and the multifaceted agency of the universal Turing machine.

Instructor(s): J. Niermeier-Dohoney Terms Offered: Spring
Equivalent Course(s): HIST 25114

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): CMST 25204, LLSO 27801, TAPS 28452, HUMA 25202

HIPS 25205. Computers, Minds, Intelligence & Data. 100 Units.

How are we co-evolving with our machines? How do we teach ourselves and our computers how to learn? What kinds of human intelligences do we promote in liberal education in comparison with artificial intelligence(s)? Through our distributed cognition with tools of all kinds, as we engage in participatory culture using digital computers and networks, we provide information that generates the basis for big (and small) data. At the crux of our investigation—on the one hand into reading and conversation and on the other hand into algorithms and information theory—are issues about human action and the multifaceted agency of the universal Turing machine—as mobile phone, laptop, internet, robot.

Instructor(s): M. Browning Terms Offered: Autumn
Equivalent Course(s): HUMA 25205

HIPS 25309. History of Perception. 100 Units.

Knowing time. Feeling space. Smelling. Seeing. Touching. Tasting. Hearing. Are these universal aspects of human consciousness, or particular experiences contingent upon time, place, and culture? How do we come to know about our own perceptions and those of others? This course examines these and related questions through detailed readings of primary sources, engagement in secondary scholarship in the history and anthropology of sensation, and through close work with participants' own sensations and perceptions of the world around them.

Instructor(s): M. Rossi Terms Offered: Winter
Prerequisite(s): Upper-level undergraduate
Equivalent Course(s): HIST 35309, CHSS 35309, KNOW 21404, KNOW 31404, ANTH 24308, ANTH 34308, HIST 25309

HIPS 25415. 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: Winter
Equivalent Course(s): CHSS 35415, HIST 35415, LLSO 23501, HIST 25415
HIPS 25421. Censorship from the Inquisition to the Present. 100 Units.
Collaborative research seminar on the history of censorship and information control, with a focus on the history of books and information technologies. The class will meet in Special Collections, and students will work with the professor to prepare an exhibit, The History of Censorship, to be held in the Special Collections exhibit space in the spring. Students will work with rare books and archival materials, design exhibit cases, write exhibit labels, and contribute to the exhibit catalog. Half the course will focus on censorship in early modern Europe, including the Inquisition, the spread of the printing press, and clandestine literature in the Renaissance and Enlightenment. Special focus on the effects of censorship on classical literature, both newly rediscovered works like Lucretius and lost books of Plato, and authors like Pliny the Elder and Seneca who had been available in the Middle Ages but became newly controversial in the Renaissance. The other half of the course will look at modern and contemporary censorship issues, from wartime censorship, to the censorship of comic books, to digital-rights management, to free speech on our own campus. Students may choose whether to focus their own research and exhibit cases on classical, early modern, modern, or contemporary censorship. This course is part of the College Course Cluster, The Renaissance.
Instructor(s): A. Palmer & S. McManus Terms Offered: Autumn
Prerequisite(s): Admission by consent of instructor
Equivalent Course(s): CLCV 25417, CLAS 35417, HIST 35421, CHSS 35421, KNOW 21403, KNOW 31403, RLST 22121, HREL 34309, SIGN 26010, HIST 25421

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): CHSS 32900, STAT 36700, STAT 26700

HIPS 25901. Evolution of Mind and Morality: Nineteenth to Twenty-First Centuries. 100 Units.
No description available.
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.
Note(s): Students should register via discussion section.
Equivalent Course(s): PHIL 26000

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: TBD
Equivalent Course(s): ANTH 43805, CHSS 32805, ANTH 23805

HIPS 26502. Social Studies of Science. 100 Units.
No description available.
Instructor(s): J. Evans Terms Offered: Spring
Equivalent Course(s): SOCI 20148, SOCI 30148, CHSS 30310
HIPS 27302. Culture, Mental Health, and Psychiatry. 100 Units.
While mental illness has recently been framed in largely neurobiological terms as “brain disease,” there has also been an increasing awareness of the contingency of psychiatric diagnoses. In this course, we will draw upon readings from medical and psychological anthropology, cultural psychiatry, and science studies to examine this paradox and to examine mental health and illness as a set of subjective experiences, social processes, and objects of knowledge and intervention. On a conceptual level, the course invites 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. Questions explored include: Does mental illness vary across social and cultural settings? How are experiences of people suffering from mental illness shaped by psychiatry’s knowledge of their afflictions?
Instructor(s): E. Raikhel Terms Offered: Autumn
Prerequisite(s): Undergraduates must have previously completed a SOSC sequence.
Note(s): CHDV Distribution: C, D
Equivalent Course(s): ANTH 24315, CHDV 23301

HIPS 28101. Psychoanalysis and Philosophy. 100 Units.
This course shall read the works of Sigmund Freud. We shall examine his views on the unconscious, on human sexuality, on repetition, transference, and neurotic suffering. We shall also consider what therapy and “cure” consist in, and how his technique might work. We shall consider certain ties to ancient Greek conceptions of human happiness—and ask the question: what is it about human being that makes living a fulfilling life problematic? Readings from Freud’s case studies as well as his essays on theory and technique.
Instructor(s): J. Lear Terms Offered: Winter
Prerequisite(s): Course for Graduate Students and Upper Level Undergraduates. Student must have completed at least one 30000 level Philosophy course.
Note(s): Undergrads enroll in sections 01, 02, 03, and 04. Graduates enroll in section 05.
Equivalent Course(s): PHIL 38209, SCTH 37501, FNDL 28210, PHIL 28210

HIPS 28202. Topics in Philosophy of Science: Mechanism and Causation. 100 Units.
No description available.
Instructor(s): B. Fogel Terms Offered: Spring
Note(s): Background in science not required.
Equivalent Course(s): PHIL 21109, PHIL 31109

HIPS 28307. Global Environmental Humanities. 100 Units.
This course is an introduction to the interdisciplinary field of environmental humanities, which calls on us to study the global environment, and the threats posed by globalization and climate change, using the tools of history, cultural studies, philosophy, and literature. Reading texts from these and other disciplines, we will attend to the ways that “environment” registers in political, aesthetic, and social life across the globe. Sample authors: Fernand Braudel, William Cronon, Dipesh Chakrabarty, Amitav Ghosh, Ursula Heise, Joseph Masco, Jed Purdy, Anna Tsing.
Instructor(s): Gabel, Isabel Terms Offered: Autumn. Autumn 2017
Prerequisite(s): 2nd year undergrads or later
Note(s): Seminar.
Equivalent Course(s): CHSS 38307, HIST 25422

HIPS 28308. Science and Selfhood in Modern Europe. 100 Units.
This course explores the role of the sciences in changing ideas of selfhood in 19th- and 20th-century Europe. How did the proliferation of new forms of knowledge about humans (biological, psychiatric, evolutionary, sociological, anthropological) transform peoples’ understandings of themselves as biological beings, as bearers of consciousness, as subjects and citizens? This course pairs primary sources with secondary texts from European history, history of science, and history of the human sciences.
Instructor(s): Gabel, Isabel Terms Offered: Winter. Winter 2018
Prerequisite(s): 2nd year undergraduates or later.
Note(s): Seminar
Equivalent Course(s): CHSS 38308, HIST 25423

HIPS 28601. Environment and the Body. 100 Units.
No description available.
Instructor(s): A. Gugliotta Terms Offered: Winter

HIPS 28801. Environmental Law. 100 Units.
No description available.
Terms Offered: Autumn
Prerequisite(s): Third- or fourth-year standing, or consent of instructor
HIPS 29412. The Face in Western Culture from the Mona Lisa to the Selfie. 100 Units.
The course will approach the history of the human face from a variety of disciplinary perspectives, ranging across art history through to the history of science and technology. Topics will include the Mona Lisa and Renaissance portraiture; early modern identity and identity documents; the discipline of physiognomy; Johann Kaspar Lavater and the makings of racial science; the impact of photography; Alphonse Bertillon and the “mug shot”; smiles in advertisements; biometrics to facial recognition technologies; and the art and science of the selfie. The course will draw on specialized readings from secondary literature alongside a wide range of literary and visual primary sources, including scientific texts, paintings, drawings, identity documents, photographs, advertisements, cosmetics, and prosthetic parts. The subject offers a great deal of room for the selection of a topic for a research paper on a subject of students’ choices.
Instructor(s): C. Jones Terms Offered: Spring
Prerequisite(s): Open to upper-level undergraduates
Equivalent Course(s): HIST 29412

HIPS 29516. History of Skepticism. 100 Units.
Before we ask what is true or false, we must ask how we can know what is true or false. This course examines the vital role doubt and philosophical skepticism have played in the Western intellectual tradition, from pre-Socratic Greece through the Enlightenment, with a focus on how Criteria of Truth—what kinds of arguments are considered legitimate sources of certainty—have changed over time. The course will examine dialog between skeptical and dogmatic thinkers, and how many of the most fertile systems in the history of philosophy have been hybrid systems which divided the world into things which can be known, and things which cannot. The course will touch on the history of atheism, heresy and free thought, on fideism and skeptical religion, and will examine how the Scientific Method is itself a form of philosophical skepticism. Primary source readings will include Plato, Sextus Empiricus, Lucretius, Ockham, Pierre Bayle, Montaigne, Descartes, Francis Bacon, Hobbes, Voltaire, Diderot, and others.
Instructor(s): A. Palmer Terms Offered: Winter
Note(s): No prerequisites; first-year students welcome.
Equivalent Course(s): HIST 39516, CLCV 28517, CLAS 38517, CHSS 39516, KNOW 21406, KNOW 31406, RLST 22123, HREL 39516, SIGN 26011, HIST 29516

HIPS 29626. Modernities & Microscopes: Sociopolitical Change & Scientific. 100 Units.
TUTORIAL - “Modernities & Microscopes: Sociopolitical Change & Scientific Knowledge in 19th & 20th Century Europe.” Historians of science Steve Shapin and Simon Schaffer argued in their now-canonical history of experimental philosophy, *Leviathan and the Air-Pump*, that “the problem of knowledge is the problem of social order.” In short, scientific knowledge and sociopolitical context are deeply intertwined, and it is rarely possible to fully understand one without understanding the other.
This course will proceed chronologically through major developments in European (and, briefly, North American) history from 1815 to 1955, beginning with the role of the post-Napoleonic “Vienna System” in the consolidation of the statistical style of reasoning in week two, and ending with the relationship between cybernetics, “Big Science,” and cold war politics in week nine. The course will conclude by examining the viability and utility of the concepts “science” and “society” in general, exploring Actor-Network Theory as an alternative framework for understanding the relationship between scientific knowledge and context.
By the end of the course you should not only have a better understanding of major events in the European history and the history of science, but have a set of theoretical tools and approaches for understanding how the two are related regardless of historical period.
Instructor(s): Zachary Barr Terms Offered: Winter

HIPS 29627. Science, Art, and Democracy: The Pragmatism of John Dewey. 100 Units.
TUTORIAL - John Dewey is commonly referred to as the most influential American philosopher of all time: ‘American’ not just in the sense that he was born in New England, but insofar as his work represents a “distinctive intellectual expression of American culture” (Bernstein 1966). Indeed, his high esteem for science and technological innovation, his unrelenting optimism in democratic society, and his belief in the expansive and progressive power of art, are all undeniably American in complexion. These perspectives we have undoubtedly heard before, but nowhere do we find them so profoundly and expertly integrated into a single world vision as in the work of John Dewey, for whom democracy is science, science is art, and art is experience.
Instructor(s): Parysa Mostajir Terms Offered: Autumn. Winter 2018
Note(s): TUTORIAL
TUTORIAL - Questions about man, and by extension woman, have been asked by intellectuals throughout human history. Some of the most basic and essential of these questions have been: What is man? What is his position in the world? Why does he live the way that he does? And, why does he do the things that he does? The answers to such questions have, in turn, shaped the way that men, and women, understand themselves as well as the societies in which they live (and those with which they come to interact). These kinds of questions, and the variety of answers that they have been given over the course of human history, ultimately formed the basis of the modern Social Sciences and Humanities. Consequently, numerous publications exist that trace the development of specific disciplines from their origins in the distant or more recent past to the present. This course intentionally takes a different tact and, instead, aims to look at how considerations of man, society, and culture evolved over time, holistically and in situ, with an explicit focus on historical context. This course probes the kinds of questions that were being asked about man, society, and culture. It asks why certain problems were explored at certain times in certain ways and why different kinds of knowledge were produced at different times by different people.

Instructor(s): Kristine Palmieri
Terms Offered: Spring, Spring 2018

HIPS 29700. Readings and Research in History, Philosophy, and Social Studies of Science and Medicine. 100 Units.
Reading and Research for HIPS seniors working on their senior thesis.
Terms Offered: Autumn, Spring, Winter
Note(s): Students are required to submit the College Reading and Research Course Form.

HIPS 29800. Junior Seminar: My Favorite Readings in the History and Philosophy of Science. 100 Units.
This course introduces some of the most important and influential accounts of science to have been produced in modern times. It provides an opportunity to discover how philosophers, historians, anthropologists, and sociologists have grappled with the scientific enterprise, and to assess critically how successful their efforts have been. Authors likely include Karl Popper, Thomas Kuhn, Robert Merton, Steven Shapin, and Bruno Latour.
Instructor(s): R. Richards
Terms Offered: Autumn
Equivalent Course(s): HIST 25503

HIPS 29810. Bachelor's Thesis Workshop. 100 Units.
Thesis writing workshop for HIPS seniors.
Terms Offered: Autumn, Spring, Winter

HIPS 29900. Bachelor's Thesis. 100 Units.
This is a research course for independent study related to thesis preparation.
Terms Offered: Autumn, Winter, Spring
Note(s): Students are required to submit the College Reading and Research Course Form.
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 a seminar that introduces 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). Students begin a sequence, they are expected to remain in the same sequence.

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.**

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). Students wishing to take the third quarter of this sequence in the Spring Quarter choose among a selection of topics

Instructor(s): Staff

Terms Offered: Autumn

Prerequisite(s): HUMA 11000

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.**

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). Students wishing to take the third quarter of this sequence in the Spring Quarter choose among a selection of topics

Instructor(s): Staff

Terms Offered: Winter

Prerequisite(s): HUMA 11000

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

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

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). Students wishing to take the third quarter of this sequence in the Spring Quarter choose among a selection of topics

Instructor(s): Staff

Terms Offered: Spring

Prerequisite(s): HUMA 11100

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

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

This sequence considers philosophy in two lights: as an ongoing series of arguments addressed to certain fundamental questions about the place of human beings in the world and as a historically situated discipline interacting with and responding to developments in other areas of thought and culture. Readings tend to divide between works of philosophy and contemporaneous works of literature, but they may also include texts of scientific, religious, or legal practice.
HUMA 11500. Philosophical Perspectives I. 100 Units.
In Autumn Quarter, we 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, Voltaire, Newton, 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 questions having to do with agency and morality, considered from the vantage point of Enlightenment and post-Enlightenment thought. Authors include Hume and Kant.
Terms Offered: Spring
Prerequisite(s): HUMA 11600
Note(s): These courses must be taken in sequence.

HUMA 12050-12150-12250. Greece and Rome: Texts, Traditions, Transformations I-II-III.
This sequence offers an introduction to the seminal works of the Greek and Latin tradition. It follows a progression from Greek to Roman texts through to their reception in modernity every quarter and takes seriously both aspects of tradition: preservation and transformation. Each quarter has a trajectory of its own. In Autumn, the focus is on epic: Homer, Vergil, and an epoch-defining postclassical large-scale poem, such as Dante, "Inferno," or Milton, "Paradise Lost." Winter is devoted to tragedy and history with readings from Aeschylus, Herodotus, Livy, Seneca, Tacitus, and representative modern works, such as Shakespeare's history plays, that combine these modes. The third quarter alternates between comedy (Aristophanes, Plautus, Shakespeare) during the Dante years and love in philosophy, novel, and lyric (Plato, Sappho, during the Milton years. The premise is that classical antiquity was less foundational in any normative sense for Western culture than formative through the contingencies of history. There is no single unified classical tradition. Nevertheless, ancient terms and ideas continue to resonate throughout our institutions, thinking, and values today.

HUMA 12050. Greece and Rome: Texts, Traditions, Transformations I. 100 Units.
Autumn Quarter examines the epic tradition with a focus on warfare, foundation, and the social order. Readings cover Homer, Iliad, Vergil, Aeneid, and Dante, Inferno.
Instructor(s): Staff
Terms Offered: Autumn
Note(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

HUMA 12150. Greece and Rome: Texts, Traditions, Transformations II. 100 Units.
Winter Quarter focuses on how tragedy and history confront familial, social, and external conflict in different genres. Readings cover Aeschylus, Oresteia, selections from the histories of Herodotus, Livy, and Tacitus, tragedies by Seneca, and several of Shakespeare's history plays.
Instructor(s): Staff
Terms Offered: Winter
Prerequisite(s): HUMA 12050
Note(s): These courses must be taken in sequence.

HUMA 12250. Greece and Rome: Texts, Traditions, Transformations III. 100 Units.
Spring Quarter picks up comedy from Dante's Divina Commedia—the Inferno was read in the Autumn—and explores the genre head-on with readings from Aristophanes, Plautus, and Shakespeare that treat social integration with a lighter touch than do the texts from Autumn and Winter.
Instructor(s): Staff
Terms Offered: Spring
Prerequisite(s): HUMA 12150
Note(s): These courses must be taken in sequence.
HUMA 12300-12400-12500. Human Being and Citizen I-II-III.
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 predominantly of the Western tradition, selected both because they illuminate 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.

HUMA 12300. Human Being and Citizen I. 100 Units.
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.
Instructor(s): Staff Terms Offered: Autumn
Note(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

HUMA 12400. Human Being and Citizen II. 100 Units.
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.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): HUMA 12300
Note(s): These courses must be taken in sequence.

HUMA 12500. Human Being and Citizen III. 100 Units.
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.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): HUMA 12400
Note(s): These courses must be taken in sequence.

HUMA 13500-13600-13700. Introduction to the Humanities I-II-III.
This sequence emphasizes writing, both as an object of study and as a practice. As we study the texts of the course, we pay special attention to questions about how they function as instances of writing: How does the writing of a text shape the way that we understand it? How does writing shape our sense of what we are doing in the humanities? Such questions about writing will lead to similar questions about language in general: How is our understanding shaped by the language we use? In the Autumn Quarter, we’ll ask these questions within classical and familiar norms for using language to argue, to analyze, to be accurate, to be logical, and so on. In Winter and Spring Quarters, we’ll move to challenges, and radical criticisms, of these familiar ideas. As to practice: The writing workload of the course is significant. Students will write at least one writing assignment each week, and we discuss these assignments in small writing workshops. This is not a course in remedial writing; rather it is a course for students who are particularly interested in writing or who want to become particularly proficient writers. Readings for the course are selected not thematically or chronologically, but to serve the focus on writing.

HUMA 13500. Introduction to the Humanities I. 100 Units.
In the Autumn Quarter, we read two of Plato’s Dialogues, the Declaration of Independence, selections from History of the Peloponnesian War, and a Shakespeare play.
Terms Offered: Autumn. Sequence not offered every year.
Note(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

HUMA 13600. Introduction to the Humanities II. 100 Units.
In the Winter Quarter, we read Descartes’ Meditations, Conrad’s Heart of Darkness, further selections from The Peloponnesian War, Woolf’s The Waves, and Nietzsche’s Beyond Good and Evil.
Terms Offered: Winter. Sequence not offered every year.
Prerequisite(s): HUMA 13500
Note(s): These courses must be taken in sequence.
HUMA 13700. Introduction to the Humanities III. 100 Units.
In the Spring Quarter, we read Plato's *Phaedrus* with Derrida's "Pharmakon," Harriet Jacobs's *Incidents in the Life of a Slave Girl*, still more selections from *The Peloponnesian War*, an experimental feminist essay, and Alison Bechdel's *Fun Home*.
Terms Offered: Spring. Sequence not offered every year.
Prerequisite(s): HUMA 13600
Note(s): These courses must be taken in sequence.

HUMA 14000-14100-14200. Reading Cultures: Collection, Travel, Exchange I-II-III.
This sequence 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. The year is divided into three conceptual themes that allow us to explore the above questions: collection, travel, and exchange. Readings in the past have included Homer’s *The Odyssey*; *The Arabian Nights*; *Ovid, Metamorphoses*; *Balzac, Père Goriot*; Harriet Jacobs’s *Incidents in the Life of a Slave Girl*; *Pu Songling, Strange Tales from Chinese Studio*; Charlie Chaplin’s *Modern Times*; Zora Neale Hurston’s *Of Mules and Men*; T. S. Eliot’s *The Waste Land*; museum visits; graphic novels; music, visual art, and cultural criticism.

HUMA 14000. Reading Cultures: Collection, Travel, Exchange I. 100 Units.
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.
Instructor(s): Staff Terms Offered: Autumn
Note(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

HUMA 14100. Reading Cultures: Collection, Travel, Exchange II. 100 Units.
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.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): HUMA 14000
Note(s): These courses must be taken in sequence.

HUMA 14200. Reading Cultures: Collection, Travel, Exchange III. 100 Units.
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.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): HUMA 14100
Note(s): These courses must be taken in sequence.

HUMA 16000-16100-16200. Media Aesthetics: Image, Text, Sound I-II-III.
This sequence examines a question central to humanistic thought across cultures and historical periods: How do different kinds of media allow us to perceive and represent our world? We study how painting, photography, writing, film, song, and other media have allowed for new forms of knowledge, expression, and experience—but have also been seen as ethically dangerous or politically disruptive. The sequence traces philosophical and aesthetic debates about media from antiquity to the present in various cultural contexts; we examine discussions of image, text, and sound in Plato, Shakespeare, Nietzsche, W. E. B. Du Bois, Alfred Hitchcock, Toni Morrison, and recent critical theory. Throughout, we develop attention to the “aesthetics” of media by closely studying how specific aspects of complex works of art and literature lead audiences to think and feel in particular ways.
HUMA 16000. Media Aesthetics: Image, Text, Sound I. 100 Units.  
Autumn Quarter focuses on images, imitation, and seeing. Images may seem to simply reflect the real, but they just as often distort or distance viewers from it. We explore the strangeness of images through Diego Velasquez’s Las Meninas, Plato’s Republic, Hitchcock’s Vertigo, and Toni Morrison’s The Bluest Eye.  
Terms Offered: Autumn  
Note(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

HUMA 16100. Media Aesthetics: Image, Text, Sound II. 100 Units.  
Winter Quarter focuses on writing, reading, and signs. Language is an extraordinarily flexible medium for representing events and experiences—but it also raises distinctive challenges of interpretation, decoding, and translation. We examine some of these challenges through Plato’s Phaedrus, Shakespeare’s Hamlet, Theresa Hak Kyung Cha’s Dictee, and Alison 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.  
Spring Quarter focuses on sound, music, and listening. How do sounds or noises become meaningful? Why are music and voice so effective at expressing desire, suffering, or even overwhelming the intellect? We explore these and other questions through William Blake's Songs of Innocence and Experience, W.E.B. Du Bois’s The Souls of Black Folk, Nietzsche’s The Birth of Tragedy, contemporary albums, and sound art.  
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, 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, and 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: 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 18000-18100-18200. Poetry and the Human I-II-III.
What is poetry and why do we do it? This three-quarter sequence examines the practice of poetry as a form of communication and linguistic innovation. How is poetry as language and action different from other forms of linguistic activity? What is the role of poetry in society, in regard to memory, storytelling, and history; ritual and magic; knowledge and formation of selfhood; institution and revolution? This course addresses these questions in the poetry of different eras and peoples, including works of Homer, Sappho, Catullus, poets from the Tang period in China, Hafez, Ki no Tsurayuki, John Donne, Louis Zukofsky, Dahlia Ravikovitch, Anne Carson, N. Scott Momaday, Claudia Rankine, and others. It will provide students with transferable skills in the close reading of texts and a grasp of the literary, philosophical, and theoretical questions that underpin the humanities. In the Spring Quarter, this sequence branches: students may take a third quarter of Humanities or shift into a related Arts general education course, CRWR 18200 Poetry and the Human (ARTS Core).

HUMA 18000. Poetry and the Human I. 100 Units.
In Autumn (formation/form/transformation), we closely analyze poetry to understand its distinctive qualities: its techniques and effects, looking at questions of form and rhythm, translation and adaptation, and experimentation with genre.
Instructor(s): Staff Terms Offered: Autumn
Note(s): These courses must be taken in sequence

HUMA 18100. Poetry and the Human II. 100 Units.
In Winter (politics/potential/performance), we turn to questions of social rupture and breakdown as we consider the ways that poetry revolts, reflects, and rebuilds in political crises. We will also look at poetry in film, and film as poetry, to consider how poetry is practiced in non-textual media.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): HUMA 18000
Note(s): These courses must be taken in sequence

HUMA 18200. Poetry and the Human III. 100 Units.
In the Spring Humanities course (object/event/narrative), we consider the poem first as an object that expresses the materiality of the body, then as a staged and heard event, and finally as a way of telling the story of a life or of conceiving an afterlife.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): HUMA 18100
Note(s): These courses must be taken in sequence

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 Jay Ellison at 702.8609.
Equivalent Course(s): SOSC 02980

HUMA 20710-20711-20712-20713. At the Piano I-II-III-IV.
Keyboard Studies for Non-Music Majors
HUMA 20710. At the Piano I: Keyboard Studies for Non-Music Majors. 100 Units.
Keyboard Studies for non-Music majors
Instructor(s): C. Bohlman Terms Offered: TBD

HUMA 20711. At the Piano II: Keyboard Studies for Non-Music Majors. 100 Units.
Keyboard Studies for non-Music majors
Instructor(s): C. Bohlman Terms Offered: TBD
Prerequisite(s): HUMA 20710 or consent of instructor

HUMA 20712. At the Piano III: Keyboard Studies for Non-Music Majors. 100 Units.
Keyboard Studies for non-Music majors
Instructor(s): C. Bohlman Terms Offered: TBD
Prerequisite(s): HUMA 20710 or consent of instructor.

HUMA 20713. At the Piano IV: Keyboard Studies for Non-Music Majors. 100 Units.
Keyboard Studies for non-Music majors
Instructor(s): C. Bohlman Terms Offered: TBD
Prerequisite(s): HUMA 20710 or consent of instructor.

HUMA 25202. 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): CMST 25204, HIPS 25203, LLSO 27801, TAPS 28452

HUMA 29700. Reading Course. 100 Units.
No description available.
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.
**HUMAN RIGHTS**

**Department Website:** http://humanrights.uchicago.edu  
**THE POZEN FAMILY CENTER FOR HUMAN RIGHTS**

The Pozen Family Center for Human Rights, founded in 1997 as the Human Rights Program, supports innovative, interdisciplinary teaching and research projects that explore the theory and practice of human rights. The Pozen Center advances the global study of human rights through:

- A rigorous liberal arts curriculum that combines humanities and social sciences perspectives and analysis with practice-oriented teaching;  
- Research initiatives that bring together faculty and students from across the University to address the challenges of human rights in a global world of diverse histories, politics, religions, and cultures;  
- Programs to enhance the University community’s engagement with local, national, and international human rights issues, practices, and organizations.

The Human Rights Internship Program (http://humanrights.uchicago.edu/internships) provides funded summer fellowships to College, graduate, and professional students to gain hands-on experience at host organizations around the world and in the United States. The Pozen Center also advances human rights research through grants to faculty and doctoral students that support innovative scholarship, as well as conferences and symposia. Multi-year faculty initiatives develop projects such as health and human rights, philosophical approaches to labor rights, and changing norms of refugee protection. The Pozen Center fosters a human rights culture at the University of Chicago and in the broader community with public events (http://humanrights.uchicago.edu/page/events) throughout the year. Conferences, lectures, workshops, performances, and exhibitions bring scholars and practitioners from around the world to explore human rights in theory and practice.

**HUMAN RIGHTS CURRICULUM**

The Human Rights Curriculum (https://humanrights.uchicago.edu/page/curriculum) includes a College Human Rights civilization studies sequence, a College minor (https://humanrights.uchicago.edu/collegeminor), an introduction to contemporary concepts and issues in human rights, a Spring Human Rights Study Abroad Program in Vienna (https://study-abroad.uchicago.edu/programs/vienna-human-rights), and a variety of elective courses with distinct disciplinary, thematic, and/or regional perspectives.

<table>
<thead>
<tr>
<th>HMRT 10100 Human Rights in World Civilizations I</th>
<th>HMRT 10200 Human Rights in World Civilizations II</th>
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<td>This two-quarter sequence explores how human rights have been constructed across transnational, imperial, national, and local spaces in a variety of civilizational vernaculars while exposing students to their contested genealogies, limits, and silences. The sequence is primary source driven and discussion based, with readings drawn from a range of texts from the political and the legal to the literary, aural, and visual. This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.</td>
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**UNDERGRADUATE MINOR IN HUMAN RIGHTS**

College students in any field of study may complete a minor in Human Rights. The minor is an interdisciplinary plan of study that provides students the opportunity to become familiar with the theoretical, historical, and comparative perspectives on human rights. The flexibility of this course of study complements majors in any of the disciplines. A minor in Human Rights will provide a background for graduate study in many disciplines or for careers that incorporate human rights analysis or advocacy, including medicine, law, filmmaking, social work, public policy, teaching, journalism, or government service.

The Human Rights minor requires a total of five courses, including:

1. One introductory course. Choose from one of the following:
   - HMRT 21001 Human Rights: Contemporary Issues 100
   - HMRT 21002 Human Rights: Philosophical Foundations 100
   - HMRT 20101 Human Rights in Vienna: Philosophical Fnds. of Human Rights 100
   - HMRT 20201 Human Rights in Vienna: History and Human Rights 100
   - HMRT 20301 Human Rights in Vienna: Contemporary Issues in Human Rights 100

2. Four approved Human Rights (HMRT) courses or cross-listed courses.

   It is recommended but not required that students who minor in Human Rights take HMRT 10100-10200 Human Rights in World Civilizations I-II to fulfill their general education requirement in civilization studies.

**Summary of Requirements for the Minor in Human Rights**

One of the following:

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<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tr>
<td>HMRT 21001</td>
<td>Human Rights: Contemporary Issues</td>
<td>100</td>
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<tr>
<td>HMRT 21002</td>
<td>Human Rights: Philosophical Foundations</td>
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<tr>
<td>HMRT 20101</td>
<td>Human Rights in Vienna: Philosophical Fnds. of Human Rights</td>
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<tr>
<td>HMRT 20201</td>
<td>Human Rights in Vienna: History and Human Rights</td>
<td>100</td>
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<tr>
<td>HMRT 20301</td>
<td>Human Rights in Vienna: Contemporary Issues in Human Rights</td>
<td>100</td>
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</tbody>
</table>
To apply for the minor, students must receive the Pozen Center Executive Director’s approval on a form obtained from their College adviser. This form must then be returned to the College adviser by the end of Spring Quarter of their third year.

Courses in the minor program may not be (1) double counted with the student’s major(s) or with other minors or (2) counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Due to recent changes in the Human Rights minor, students in the Classes of 2017 and 2018 who have enrolled in the minor as of July 1, 2016, can seek approval of other combinations of Human Rights courses from the Pozen Center Executive Director.

Human Rights Courses

HMRT 10100-10200. Human Rights in World Civilizations I-II.
This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.

HMRT 10100. Human Rights in World Civilizations I. 100 Units.
The first quarter begins with a set of conceptual problems and optics designed to introduce students to the critical study of human rights, opening up questions of the universal, human dignity, and the political along with the practices of witness and testimony. It is followed by two thematic clusters. "Anti-Slavery, Humanitarianism, and Rights” focuses on the late eighteenth and early nineteenth centuries to historicize notions of dignity, sympathy, and witness. "Declarations as a Human Rights Genre” examines revolutionary eighteenth-century rights declarations in France, the United States, and Haiti against the aspirations of the 1948 UN Universal Declaration of Human Rights.
Instructor(s): M. Bradley and S. Thakkar Terms Offered: Autumn
Note(s): This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence; students must have taken HMRT 10100 to enroll in this course.

HMRT 10200. Human Rights in World Civilizations II. 100 Units.
Four thematic clusters structure the second quarter. "Migration, Minorities, and Refugees” examines minority rights, the evolution of legal norms around refugees, and human trafficking. "Late Twentieth Century Human Rights Talk” explores the contentions between rights claims in the political-civil and socio-economic spheres, calls for sexual rights, and cultural representations of human rights abuses. "Global Justice” considers forms of international criminal law, transitional justice, and distributive justice. "Indigenous Rights as Human Rights” takes up the relatively new domain of the rights of indigenous peoples and how they relate to contemporary human rights practice.
Instructor(s): B. Laurence and Staff Terms Offered: Winter
Prerequisite(s): HMRT 10100
Note(s): This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence; students must have taken HMRT 10100 to enroll in this course.


Human Rights in Vienna

HMRT 20101. Human Rights in Vienna: Philosophical Fnds. of Human Rights. 100 Units.
Human rights are claims of justice that hold merely in virtue of our shared humanity. In this course we will explore philosophical theories of this elementary and crucial form of justice. Among topics to be considered are the role that dignity and humanity play in grounding such rights, their relation to political and economic institutions, and the distinction between duties of justice and claims of charity or humanitarian aid. Finally we will consider the application of such theories to concrete, problematic, and pressing problems, such as global poverty, torture, and genocide. (V) (I)
Instructor(s): D. Brudney Terms Offered: Spring
HMRT 20201. Human Rights in Vienna: History and Human Rights. 100 Units.
This course is concerned with the theory and the historical evolution of the modern human rights regime. It discusses the emergence of a modern “human rights” culture as a product of the formation and expansion of the system of nation-states and the concurrent rise of value-driven social mobilizations. It proceeds to discuss human rights in two prevailing modalities. First, it explores rights as protection of the body and personhood and the modern, Western notion of individualism. Second, it inquires into rights as they affect groups (e.g., ethnicities and, potentially, transnational corporations) or states.
Instructor(s): T. Zahra Terms Offered: Spring

HMRT 20301. Human Rights in Vienna: Contemporary Issues in Human Rights. 100 Units.
This interdisciplinary course presents a practitioner’s overview of human rights problems as a means to explore the utility of human rights norms and mechanisms, as well as the advocacy roles of civil society organizations, legal and medical professionals, traditional and new media, and social movements. The Vienna edition of the course will expose the students to issues in contemporary human rights relevant to Europe today. Topics will include the relationship between rights and citizenship in contemporary Europe, the balance between rights and security (including the prohibition against torture), and the recognition of children’s rights as human rights.
Instructor(s): S. Gzesh Terms Offered: Spring

HMRT 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): HMRT 30116, PBPL 27900, SOCI 30116, LLSO 20116, SOCI 20116

HMRT 20200. Human Rights: 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): Staff Terms Offered: TBD
Equivalent Course(s): CRES 29302, HIST 29302, HIST 39302, HMRT 30200, INRE 31700, LAWS 41301, LLSO 27100

HMRT 20101. Human Rights: Contemporary Issues. 100 Units.
This interdisciplinary course presents an overview of several major contemporary human rights problems as a means to explore the use of human rights norms and mechanisms. The course addresses the roles of states, intergovernmental bodies, national courts, civil society actors including NGOs, victims, and their families, and other non-state actors. Topics are likely to include universalism, enforceability of human rights norms, the prohibition against torture, U.S. exceptionalism, and the rights of women, racial minorities, and non-citizens.
Instructor(s): S. Gzesh Terms Offered: Autumn
Equivalent Course(s): LACS 21001, LACS 31001, HIST 29304, HIST 39304, LAWS 43245, LLSO 21001, HMRT 31001

HMRT 20102. Human Rights: Philosophical Foundations. 100 Units.
Human rights are claims of justice that hold merely in virtue of our shared humanity. In this course we will explore philosophical theories of this elementary and crucial form of justice. Among topics to be considered are the role that dignity and humanity play in grounding such rights, their relation to political and economic institutions, and the distinction between duties of justice and claims of charity or humanitarian aid. Finally we will consider the application of such theories to concrete, problematic and pressing problems, such as global poverty, torture and genocide. (A) (I)
Instructor(s): B. Laurence Terms Offered: Spring
Note(s): Undergrads enroll in sections 01 through 06. Graduates enroll in section 07.
Equivalent Course(s): PHIL 21002, PHIL 31002, HIST 29319, HIST 39319, LLSO 21002, MAPH 42002, LAWS 97119, HMRT 31002, INRE 31602

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, LLSO 21400, CHDV 21400
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 32117,HMRT 33001,LLSO 23402,HIST 22117

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: Autumn
Equivalent Course(s): LACS 25303,LAWS 62401

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): ANTH 20405,ANTH 30405,CHDV 30405,HMRT 35210,SOSC 36900,CHDV 20505,MAPS 36900

HMRT 27061. United States Legal History. 100 Units.
This course focuses on the connections between law and society in modern America. It explores how legal doctrines and constitutional rules have defined individual rights and social relations in both the public and private spheres. It also examines political struggles that have transformed American law. Topics to be addressed include the meaning of rights; the regulation of property, work, race, and sexual relations; civil disobedience; and legal theory as cultural history. Readings include legal cases, judicial rulings, short stories, and legal and historical scholarship.
Instructor(s): A. Stanley Terms Offered: Autumn
Equivalent Course(s): AMER 27605,CRES 27605,GNSE 27605,LLSO 28010,HIST 27605
HMRT 27306. US Women and Gender. 100 Units.
This course studies the history of women, gender relations, and ideas of sex difference from the emergence of the women’s rights movement in the 1840s to the rise of women’s liberation in the 1960s. Issues of work, rights, citizenship, race, and sexuality take center stage as we explore the social, political, and cultural forces that shaped women’s lives and the aspirations and agency of women who sought to transform the rules and relations of gender in the United States. Readings include primary sources as well as classic and recent historical scholarship.
Instructor(s): A. Stanley
Equivalent Course(s): LLSO 27306,CRES 23700,GNSE 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
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: Spring. May be offered in 2017-2018
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,KNOW 27006,BIOS 29323

HMRT 29120. Poverty Law and Policy Reform. 100 Units.
This seminar seeks to give students a comprehensive understanding of the major anti-poverty programs in the United States with an emphasis on current challenges and reform proposals. We will spend the first half of the course exploring the implementation and evaluation of the programs that make up the traditional safety net for poor Americans: income supports, health insurance, and housing assistance. We will spend the rest of the quarter exploring topics that complicate the traditional social policy regime, including how the safety net is more robust for some groups, such as the elderly and veterans, than others. We will explore how the legal systems of immigration and incarceration hamper anti-poverty policy and how safety net programs address the needs of rural and Native Americans. Finally, we will investigate two recent developments in the field: social entrepreneurship and the critique of procedural rights.
Instructor(s): Hammond, A. Terms Offered: Spring
Prerequisite(s): No first year students; attendance on the first day of class is required.
Equivalent Course(s): LLSO 29120,PBPL 29120
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**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six primary field courses</td>
<td>600</td>
</tr>
<tr>
<td>Three secondary field courses</td>
<td>300</td>
</tr>
<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>1500</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.**
No description available.
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.**
No description available.
Instructor(s): Staff Terms Offered: Autumn, Spring, Winter
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.**
No description available.
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): ENGL 13000, ENGL 33000
JEWISH STUDIES

Department Website: http://ccjs.uchicago.edu

PROGRAM OF STUDY

The BA program in Jewish Studies provides a context in which College students may examine the texts, cultures, languages, and histories of Jews and Judaism over three millennia. The perspective is contextual, comparative, and interdisciplinary. The long and diverse history of Jews and Judaism affords unique opportunities to study modes of continuity and change, interpretation and innovation, and isolation and integration of a world historical civilization. Students are encouraged to develop appropriate skills (in texts, languages, history, and culture) for independent work.

Students in other fields of study may also complete a minor in Jewish Studies. Information follows the description of the major.

PROGRAM REQUIREMENTS

Major in Jewish Studies

The major requires twelve courses distributed according to the guidelines that follow. A full, constantly updated list of courses approved for the major and minor is available on the Chicago Center for Jewish Studies website at ccjs.uchicago.edu.

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.

Jewish Civilization

Every year, several courses in Jewish civilization are offered. These have course codes in the ranges JWSC 20120–20199 and JWSC 20220–20299. Jewish civilization courses may be taken in any order and may be used to fulfill the College's general education requirement in civilization studies. To fulfill the general education civilization requirement, at least one course must pertain to the ancient or medieval periods (JWSC 20120–20199) and at least one course must pertain to the modern period (in the range JWSC 20220–20299).

Note: This Jewish Civilization course numbering system was revised in Academic Year 2015–2016. Students who have already taken one or two courses from the previous JWSC civilization studies sequences (JWSC 20001-20003 or JWSC 20004-20006) and wish to complete the civilization requirement may take an additional JWSC civilization course from the set of eligible courses as defined above, provided that they end up having taken at least one JWSC course in the ancient or medieval period and one in the modern period and provided that they do not take the same course twice under two different numbers.

For the major in Jewish Studies, students are required to take four to six Jewish civilization courses. At least two of these must pertain to the ancient or medieval periods (in the range JWSC 20120–20199) and at least two must pertain to the modern period (in the range JWSC 20220–20299). [Courses from the previous sequences JWSC 20001-20003 and JWSC 20004-20006 will also be counted towards the fulfillment of this requirement.] Students may also earn credit for three Jewish civilization courses (ancient, medieval, and modern) by participating in the "Jerusalem in Middle Eastern Civilizations" Study Abroad program. (For more information about this program, please see the Study Abroad page of this catalog.)

Note that students who fulfill their general education requirement in civilization studies in an area outside of Jewish Studies still must take the four to six courses in Jewish civilization prescribed above in order to earn a major in Jewish Studies. Students who fulfill the general education requirement in civilization studies by taking courses in Jewish civilization 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.

Other Requirements

In addition to three courses in Hebrew (or another language, by petition) and four to six courses in Jewish civilization, as described above, students majoring in Jewish Studies must take three to five elective courses in Jewish Studies, making a total of twelve courses. Eligible courses will have the JWSC prefix. The elective courses should normally focus in a specific area of concentration within Jewish Studies and should be chosen in consultation with the director of undergraduate studies. Beyond the requirements for the major, students are encouraged to take at least one course in method or theory pertaining to their area of concentration in Jewish Studies.

Students who have not completed the College's general education requirements before starting the major should do so during their first year as Jewish Studies majors. Students are required to meet with the
director of undergraduate studies before declaring a major in Jewish Studies. Each student in the major will have as an adviser a faculty member who is affiliated with the Center for Jewish Studies.

Summary of Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Three courses in Hebrew or other approved language as described in Language section</td>
<td>300</td>
</tr>
<tr>
<td>A total of nine courses from the following: Four to six Jewish Civilization courses, at least two of which deal with the ancient or medieval periods (JWSC 20120–20199) and at least two of which deal with the modern period (JWSC 20220–20299). Jewish Studies majors may also earn 300 unit credits (ancient, medieval, and modern) through the Study Abroad program in Jerusalem. Three to five elective courses among all JWSC course listings</td>
<td>900</td>
</tr>
<tr>
<td>Total Units</td>
<td>1200</td>
</tr>
</tbody>
</table>

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 Jewish Studies. The BA paper must be received by the primary reader by the end of fifth week of Spring Quarter. A BA paper is a requirement for consideration for honors.

This program may accept a BA paper or project used to satisfy the same requirement in another major if certain conditions are met and with the consent of the other program chair. Approval from both program chairs is required. Students should consult with the chairs by the earliest BA proposal deadline (or by the end of their third year, if neither program publishes a deadline). A consent form, to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Honors

Honors are awarded to students who demonstrate excellence in their course work, as well as on the BA paper. 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 provides a basic introduction to the texts, cultures, languages, and history of the Jews and Judaism. Six courses are required for the minor, of which at least one must be a course in ancient or medieval Jewish civilization (with a course code in the range JWSC 20120–20199) and at least one must be a course in modern Jewish civilization (with a course code in the range JWSC 20220–20299). [Courses from the previous sequences JWSC 20001-20003 and JWSC 20004-20006 will also be counted towards the fulfillment of this requirement.] The other courses may be in any area of Jewish Studies, including languages such as Hebrew and Yiddish; such courses can be identified by their JWSC prefix. Students can earn credit for three courses in Jewish civilization (ancient, medieval, and modern) by participating in the “Jerusalem in Middle Eastern Civilizations” Study Abroad program. (For more information about this program, please see the Study Abroad page of this catalog.)

Students who wish to do a minor in Jewish Studies must meet with the director of undergraduate studies before the end of the Spring Quarter of their third year to declare their intention to complete the minor. The director’s approval for the minor program will then be communicated to the student's College adviser.

Courses taken to fulfill the requirements for the minor in Jewish Studies may not be double-counted with courses taken for the student's major(s) or courses taken for other minors. Courses taken for the minor in Jewish Studies must be taken for quality grades.
JEWISH STUDIES - COLLEGE COURSES

JWSC 20120. Introduction to the Hebrew Bible. 100 Units.
The Hebrew Bible (Old Testament) is a complex anthology of disparate texts and reflects a diversity of religious,
political, and historical perspectives from ancient Israel, Judah, and Yehud. Because this collection of texts
continues to play an important role in modern religions, new meanings are often imposed upon it. In this course,
we will attempt to read biblical texts apart from modern preconceptions about them. We will also contextualize
their ideas and goals through comparison with texts from ancient Mesopotamia, Syro-Palestine, and Egypt.
Such comparisons will demonstrate that the Hebrew Bible is fully part of the cultural milieu of the Ancient Near
East. To accomplish these goals, we will read a significant portion of the Hebrew Bible in English, along with
representative selections from secondary literature. We will also spend some time thinking about the nature of
biblical interpretation.
Instructor(s): Jeffrey Stackert Terms Offered: Autumn
Note(s): This course may be used to fulfill the College’s general education requirement in civilization studies.
Equivalent Course(s): BIBL 31000, NEHC 20504, NEHC 30504, RLST 11004

JWSC 20121. 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 20120 (Introduction to the Hebrew Bible).
Instructor(s): David Schloen Terms Offered: Winter
Note(s): This course may be used to fulfill the College’s general education requirement in civilization studies.
Equivalent Course(s): NEHC 20121, NEHC 30121, RLST 20408

JWSC 20224. Jewish Spaces and Places, Real and Imagined. 100 Units.
What makes a ghetto, a ghetto? What defines a Jewish neighborhood? What determined the architectural form
of synagogues? Making extensive use of Jewish law and customary practice, cookbooks, etiquette guides,
prints, films, novels, maps, memoirs, architectural drawings and photographs, and tourist guides, this course
will analyze how Jews (in all their diversity) and non-Jews defined Jewish spaces and places. The focus will be
on Europe in the 19th and 20th centuries, but we will also venture back into the early modern period and
across the Mediterranean to Palestine/Israel and North Africa, and across the Atlantic to the Caribbean and the
Americas. We will study both actually existing structures—synagogues, ritual baths, schools, kosher (and kosher-
style) butcher shops, bakeries and restaurants, social and political clubs, hospitals, orphanages, old age homes,
museums, and memorials—but also texts and visual culture in which Jewish places and spaces are imagined
or vilified. Parallel to our work with primary sources we will read in the recent, very rich, scholarly literature
on this topic. This is not a survey course; we will undertake a series of intensive case-studies through which we
will address the larger issues. This is a limited-enrollment, discussion-based course. No previous knowledge of
Jewish history is expected.
Instructor(s): Leora Auslander Terms Offered: Spring
Note(s): This course may be used to fulfill the general education requirement in civilization studies.
Equivalent Course(s): HIST 23410

JWSC 20233. Jews and Arabs: Three Moralities, Historiographies & Roadmaps. 100 Units.
A distinction will be made between mainly three approaches to Zionism: essentialist-proprietary, constructivist-
egalitarian, and critical-dismissive. This will be followed by an explication of these approaches’ implications for
four issues: pre-Zionist Jewish history; institutional and territorial arrangements in Israel/Palestine concerning
the relationships between Jews and the Palestinians; the relationships between Israeli Jews and world Jewry; and
the implications of these approaches for the future of Israel/Palestine and the future of Judaism.
Instructor(s): C. Gans Terms Offered: Autumn
Note(s): This course may be used to fulfill the general education requirement in civilization studies.
Equivalent Course(s): PLSC 38510, NEHC 24800, NEHC 34800, PLSC 28510

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, 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, YDDH 37500
JWSC 22000-22100-22200. Elementary Classical Hebrew I-II-III.
The purpose of this three-quarter sequence is to enable the student to read biblical Hebrew prose with a high degree of comprehension. The sequence is divided into two segments: (1) the first two quarters are devoted to acquiring the essentials of descriptive and historical grammar (including translation to and from Hebrew, oral exercises, and grammatical analysis); and (2) the third quarter is spent examining prose passages from the Hebrew Bible and includes a review of grammar.

JWSC 22000. Elementary Classical Hebrew I. 100 Units.
The 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).
Instructor(s): S. Creason Terms Offered: Autumn
Note(s): This class meets 5 times a week
Equivalent Course(s): HEBR 10101

JWSC 22100. Elementary Classical Hebrew II. 100 Units.
The 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).
Instructor(s): S. Creason Terms Offered: Winter
Prerequisite(s): HEBR 10101 or equivalent
Note(s): This class meets 5 times a week
Equivalent Course(s): HEBR 10102

JWSC 22200. Elementary Classical Hebrew III. 100 Units.
The third quarter is spent examining prose passages from the Hebrew Bible and includes a review of grammar.
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 22300-22400-22500. Intermediate Classical Hebrew I-II-III.
A continuation of Elementary Classical Hebrew. The first quarter consists of reviewing grammar, and of reading and analyzing further prose texts. The last two quarters are devoted to an introduction to Hebrew poetry with readings from Psalms, Proverbs, and the prophets.

JWSC 22300. Intermediate Classical Hebrew I. 100 Units.
The first quarter consists of reviewing grammar, and of reading and analyzing further prose texts.
Instructor(s): D. Pardee Terms Offered: Autumn
Prerequisite(s): HEBR 10103 or equivalent
Equivalent Course(s): HEBR 20104

JWSC 22400. Intermediate Classical Hebrew II. 100 Units.
The last two quarters are devoted to an introduction to Hebrew poetry with readings from Psalms, Proverbs, and the prophets.
Instructor(s): D. Pardee Terms Offered: Winter
Prerequisite(s): HEBR 20104 or equivalent
Equivalent Course(s): HEBR 20105

JWSC 22500. Intermediate Classical Hebrew III. 100 Units.
The last two quarters are devoted to an introduction to Hebrew poetry with readings from Psalms, Proverbs, and the prophets.
Instructor(s): D. Pardee Terms Offered: Spring
Prerequisite(s): HEBR 20105 or equivalent
Equivalent Course(s): HEBR 20106

JWSC 25000-25100-25200. Introductory Modern Hebrew I-II-III.
This three-quarter sequence introduces students to reading, writing, and speaking modern Hebrew. All four language skills are emphasized: comprehension of written and oral materials; reading of nondiacritical text; writing of directed sentences, paragraphs, and compositions; and speaking. Students learn the Hebrew root pattern system and the seven basic verb conjugations in both the past and present tenses, as well as simple future. At the end of the year, students can conduct short conversations in Hebrew, read materials designed to their level, and write a short essay.

JWSC 25000. Introductory Modern Hebrew I. 100 Units.
No description available.
Instructor(s): A. Almog Terms Offered: Autumn
Equivalent Course(s): HEBR 10501
JWSC 25100. Introductory Modern Hebrew II. 100 Units.
No description available.
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.
No description available.
Instructor(s): A. Almog Terms Offered: Spring
Prerequisite(s): HEBR 10502 or equivalent
Equivalent Course(s): HEBR 10503

JWSC 25149. Anthropology of Israel. 100 Units.
This seminar explores the dynamics of Israeli culture and society through a combination of weekly screenings of Israeli fiction and documentary films with readings from ethnographic and other relevant research. Among the (often overlapping) topics to be covered in this examination of the institutional and ideological construction of Israeli identity/ies: the absorption of immigrants; ethnic, class, and religious tensions; the kibbutz; military experience; the Holocaust; evolving attitudes about gender and sexuality; the struggle for minorities' rights; and Arab-Jewish relations.
Instructor(s): Morris Fred Terms Offered: Spring,TBD
Prerequisite(s): Undergrads must be upper division (3rd and 4th years)
Equivalent Course(s): ANTH 35150,CMES 35150,NEHC 35147,NEHC 25147,ANTH 25150,MAPS 35150

JWSC 25300-25400-25500. Intermediate Modern Hebrew I-II-III.
The main objective of this sequence 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.
No description available.
Instructor(s): A. Almog Terms Offered: Autumn
Prerequisite(s): HEBR 20503 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.
No description available.
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 25600-25700-25800. Advanced Modern Hebrew I-II-III.
This sequence 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 sequence include both academic prose and literature. Students are exposed to semantics and morphology in addition to advanced grammar.

JWSC 25600. Advanced Modern Hebrew I. 100 Units.
No description available.
Instructor(s): A. Finkelstein Terms Offered: Autumn
Prerequisite(s): HEBR 20503 or equivalent

JWSC 25700. Advanced Modern Hebrew II. 100 Units.
No description available.
Instructor(s): A. Finkelstein Terms Offered: Winter
Prerequisite(s): HEBR 20503 or equivalent
JWSC 25800. Advanced Modern Hebrew III. 100 Units.
No description available.
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: Spring
Prerequisite(s): HEBR 20503 or equivalent
Equivalent Course(s): HEBR 30601

JWSC 28750. Memory Bound: Jewish Memory and the Binding of Isaac. 100 Units.
The story of the Binding of Isaac (Gen. 22:1-19) is perhaps the best known narrative in the Hebrew Bible. It may also be the least appreciated for its ongoing influence on Jewish identity and memory. We will apply social and memory theory to the Binding of Isaac (Genesis 22:1-19), and its interpretations in rabbinic literature, historical chronicles, and literature, in order to better understand the ways in which foundational narratives and cultural identities engage in a process of continuous mutual interpretation. We will also examine how technology and social media are customizing memory, and dramatically reshaping cultures and their collective memories.
Instructor(s): David Gottlieb Terms Offered: Winter

JWSC 29500. Holocaust Object. 100 Units.
In this course, we explore various ontological and representational modes of the Holocaust material object world as it was represented during World War II. Then, we interrogate the post-Holocaust artifacts and material remnants, as they are displayed, curated, controlled, and narrated in the memorial sites and museums of former ghettos and extermination and concentration camps. These sites which—once the locations of genocide—are now places of remembrance, the (post)human, and material remnants also serve educational purposes. Therefore, we study the ways in which this material world, ranging from infrastructure to detritus, has been subjected to two, often conflicting, tasks of representation and preservation, which we view through a prism of authenticity. In order to study representation, we critically engage a textual and visual reading of museum narrations and fiction writings; to tackle the demands of preservation, we apply a neo-materialist approach. Of special interest are survivors’ testimonies as appended to the artifacts they donated. The course will also equip you with salient critical tools for future creative research in Holocaust studies.
Instructor(s): Bozena Shallcross Terms Offered: Spring
Equivalent Course(s): REES 37019, ANTH 23910, ANTH 35035, REES 27019

JWSC 29700. Reading and Research Course. 100 Units.
No description available.
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.
No description available.
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.
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 about the minor follows the description of the major.

APPLICATION TO THE MAJOR PROGRAM

Students who plan to declare a major in Latin American Studies should follow the guidelines below. An informational meeting is held each autumn to describe the program and its requirements, as well as to explain and facilitate the declaration process.

1. As early as possible in their studies and in consultation with their College adviser and the CLAS program adviser, students should prepare a preliminary plan of study that would meet program requirements.

2. Students must meet with the CLAS program adviser no later than the Autumn Quarter of their third year to discuss their major progress and to discuss the BA Colloquium and their proposed BA thesis topic and relevant readings and resources. Students will choose a suitable faculty adviser to supervise the development of their BA essay project no later than Autumn Quarter of their fourth year.

NOTE: Students who plan to study abroad during the Winter or Spring Quarter of their third year should meet with the CLAS program adviser before leaving campus.

MAJOR PROGRAM REQUIREMENTS

As early as possible in their studies, students should obtain a worksheet from the CLAS program adviser, who will assist them with selecting the five required LACS content courses. For a list of approved courses, visit the CLAS website at clas.uchicago.edu or consult with the CLAS program adviser.

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.

GENERAL EDUCATION COURSES

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.

LANGUAGE COURSES

Students should complete three courses in second-year Spanish or Portuguese to meet the language requirement for the major. Eligible students may petition for credit.

CONTENT COURSES AND ELECTIVES

To meet requirements for the major 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. Students may find listings of quarterly Latin American themed courses on the CLAS website at clas.uchicago.edu.

BA COLLOQUIUM

All students who are majoring in Latin American Studies are required to participate in the BA Colloquium and to submit a BA essay. The BA Colloquium in Latin American Studies (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 for the colloquium 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.

**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 Spring Quarter of the year of graduation. During the Spring Quarter of their third year, all BA majors (double majors included) will be required to participate in a thesis proposal workshop series. This series will help third-year majors develop a thesis topic, find a faculty adviser, and begin conducting thesis research prior to the start of the Autumn Quarter of their fourth year. Students will be contacted in the Winter Quarter of their third year with information regarding the workshop series.

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 advising office. It must be completed and returned to the student’s College adviser by the end of Autumn Quarter of the student’s year of graduation.

**SUMMARY OF REQUIREMENTS: LATIN AMERICAN STUDIES MAJOR**

**GENERAL EDUCATION**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LACS 16100-16200</td>
<td>Introduction to Latin American Civilization I-II</td>
<td>200</td>
</tr>
<tr>
<td>or SOSC 24302</td>
<td>Latin American Civilization in Oaxaca I</td>
<td></td>
</tr>
<tr>
<td>&amp; SOSC 24402</td>
<td>and Latin American Civilization in Oaxaca II</td>
<td></td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>200</td>
</tr>
</tbody>
</table>

**MAJOR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LACS 16300</td>
<td>Introduction to Latin American Civilization III</td>
<td>0-100</td>
</tr>
<tr>
<td>or SOSC 24502</td>
<td>Latin American Civilization in Oaxaca III</td>
<td></td>
</tr>
<tr>
<td>Five courses dealing with Latin America (four in the social sciences)</td>
<td></td>
<td>500</td>
</tr>
<tr>
<td>Two courses in the social sciences **</td>
<td></td>
<td>200</td>
</tr>
<tr>
<td>LACS 29801</td>
<td>BA Colloquium</td>
<td>100</td>
</tr>
<tr>
<td>BA essay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>1100-1200</td>
</tr>
</tbody>
</table>

* Or credit for the equivalent as determined by petition.
** These courses must be chosen in consultation with the CLAS program adviser.

**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 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.

**MINOR PROGRAM REQUIREMENTS**

Students who elect the minor program should meet with the CLAS program adviser before the end of Spring Quarter of their third year to declare their intention to complete the program. The CLAS 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.

**GENERAL EDUCATION**

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.

**LANGUAGE**

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.

**CONTENT COURSES**

The minor requires three courses with an emphasis on Latin American themes. Students may find listings of quarterly Latin American themed courses on the CLAS website at clas.uchicago.edu.

**RESEARCH PAPER**

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 course's instructor. Completion of the course research paper must be demonstrated to the program adviser in Latin American Studies.

**SUMMARY OF REQUIREMENTS: LATIN AMERICAN STUDIES MINOR**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of the following if not taken to meet the general education requirement:</td>
<td>0-100</td>
</tr>
<tr>
<td>LACS 16300 Introduction to Latin American Civilization III</td>
<td></td>
</tr>
<tr>
<td>SOSC 24502 Latin American Civilization in Oaxaca III</td>
<td></td>
</tr>
<tr>
<td>One of the following sequences:</td>
<td>200</td>
</tr>
<tr>
<td>SPAN 20100-20200 Language, History, and Culture I-II</td>
<td></td>
</tr>
<tr>
<td>PORT 20100-20200 Intermediate Portuguese; Advanced Portuguese</td>
<td></td>
</tr>
<tr>
<td>Three courses dealing with Latin America</td>
<td>300</td>
</tr>
<tr>
<td>Total Units</td>
<td>500-600</td>
</tr>
</tbody>
</table>

Eligible students may petition for partial credit (for only one language course).

**LATIN AMERICAN STUDIES COURSES**

The following courses are for reference only. See Class Search at registrar.uchicago.edu/classes for specific offerings. See the Center for Latin American Studies Courses webpage at clas.uchicago.edu/page/courses 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.
May be taken in sequence or individually. This sequence meets the general education requirement in
civilization studies. This course is offered every year. 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): E. Kourí 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.
May be taken in sequence or individually. This sequence meets the general education requirement in
civilization studies. This course is offered every year. Winter Quarter addresses the evolution of colonial
societies, the wars of independence, and the emergence of Latin American nation-states in the changing
international context of the nineteenth century.
Instructor(s): D. Borges Terms Offered: Winter
Equivalent Course(s): ANTH 23102, CRES 16102, HIST 16102, HIST 36102, LACS 34700, SOSC 26200

LACS 16300. Introduction to Latin American Civilization III. 100 Units.
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). The third quarter
focuses on the twentieth century, with special emphasis on economic development and its political, social,
and cultural consequences.
Instructor(s): B. Fischer Terms Offered: Spring
Equivalent Course(s): ANTH 23103, CRES 16103, HIST 16103, HIST 36103, LACS 34800, SOSC 26300

LACS 22501-22502-22503. Elementary Haitian Kreyol I-II-III.
This three-course sequence will provide students with an in-depth study of the Haitian Kreyol language in its
modern context, with emphasis on developing students' proficiency in speaking and writing, and in listening and
reading comprehension. The course will also provide necessary cultural and historical context.

LACS 22501. Elementary Haitian Kreyol I. 100 Units.
This three-course sequence is designed to enable students to develop proficiency in listening, reading,
writing, and speaking the language. The course emphasizes the development of communication skills
to enable students to function effectively in real-life situations. In addition to expanding communicative
abilities, which include grammar and vocabulary, the course will introduce the historical, cultural, and social
context of Haitian Kreyol. New material is presented through a variety of formats that include textbooks,
audiotapes, music, films, and special events. Students achieve proficiency through dialogues, interviews,
reading passages, and listening to radio interviews. Although the three courses constitute a sequence, there
is enough review and recycling at every level for students to enter the sequence whenever it is appropriate
for them. This course is intended for students who have no previous knowledge of Haitian Kreyol and for
students who need an in-depth review of the basic patterns of the language.
Instructor(s): W. Balan-Gaubert Terms Offered: Autumn
Equivalent Course(s): LACS 32501

LACS 22502. Elementary Haitian Kreyol II. 100 Units.
This three-course sequence is designed to enable students to develop proficiency in listening, reading,
writing, and speaking the language. The course emphasizes the development of communication skills
to enable students to function effectively in real-life situations. In addition to expanding communicative
abilities, which include grammar and vocabulary, the course will introduce the historical, cultural, and social
context of Haitian Kreyol. New material is presented through a variety of formats that include textbooks,
audiotapes, music, films, and special events. Students achieve proficiency through dialogues, interviews,
reading passages, and listening to radio interviews. Although the three courses constitute a sequence, there
is enough review and recycling at every level for students to enter the sequence whenever it is appropriate
for them. This course is intended for students who have no previous knowledge of Haitian Kreyol and for
students who need an in-depth review of the basic patterns of the language.
Instructor(s): W. Balan-Gaubert Terms Offered: Winter
Equivalent Course(s): LACS 32502
LACS 22503. Elementary Haitian Kreyol III. 100 Units.
This three-course sequence is designed to enable students to develop proficiency in listening, reading, writing, and speaking the language. The course emphasizes the development of communication skills to enable students to function effectively in real-life situations. In addition to expanding communicative abilities, which include grammar and vocabulary, the course will introduce the historical, cultural, and social context of Haitian Kreyol. New material is presented through a variety of formats that include textbooks, audiotapes, music, films, and special events. Students achieve proficiency through dialogues, interviews, reading passages, and listening to radio interviews. Although the three courses constitute a sequence, there is enough review and recycling at every level for students to enter the sequence whenever it is appropriate for them. This course is intended for students who have no previous knowledge of Haitian Kreyol and for students who need an in-depth review of the basic patterns of the language.
Instructor(s): W. Balan-Gaubert Terms Offered: Spring 2017-2018
Equivalent Course(s): LACS 32503

LACS 25115. Nuevas formas de la intimidad: escrituras lat.am. actuales. 100 Units.
La literatura del siglo XX se caracterizó por poner el foco en el “yo” del escritor. Ya sea para ocultarlo, para mostrarlo tímidamente o para exhibirlo sin prejuicios, lo cierto es que ese “yo” se transformó en el protagonista de los cambios literarios que apuntaron al siglo XXI. Este fenómeno, que se produjo tanto en la poesía como en la narrativa y en el teatro, permite hoy el surgimiento de formas nuevas que descolocan los viejos géneros literarios. Formas donde los restos de las novelas en primera persona, del “yo lírico” de la poesía, del viejo diario íntimo, de narrativa y en el teatro, permite hoy el surgimiento de formas nuevas que descolocan los viejos géneros literarios. Este fenómeno, que se produjo tanto en la poesía como en la narrativa y en el teatro, permite hoy el surgimiento de formas nuevas que descolocan los viejos géneros literarios. Este fenómeno, que se produjo tanto en la poesía como en la narrativa y en el teatro, permite hoy el surgimiento de formas nuevas que descolocan los viejos géneros literarios.
Instructor(s): W. Balan-Gaubert Terms Offered: Spring 2017-2018
Equivalent Course(s): LACS 35115,SPAN 26117,SPAN 36117

LACS 25116. The Maroon Societies in South America. 100 Units.
This course will examine recent ethnographies on slave descendants societies in South America. Its main purpose is to explore current anthropological studies of the Maroon experience, focusing on new approaches on the relations of these communities with Ameridian, peasants, and other neighboring populations, as well as their dialogues with other non-human beings who inhabit their existential territories.
Instructor(s): O. Gomes da Cunha Terms Offered: Autumn
Note(s): This course will be taught in Spanish.
Equivalent Course(s): LACS 35115,SPAN 26117,SPAN 36117

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.
Instructor(s): John Lucy Terms Offered: Autumn
Prerequisite(s): Undergraduate students must have instructor consent to register.
Equivalent Course(s): CHDV 27901,CHDV 47901,LACS 47901

LACS 27902. Beginning Modern Spoken Yucatec Maya II. 100 Units.
The course will emphasize learning the rudiments of the contemporary spoken language to enable further work on the language (or related ones) and/or to facilitate the use of the language for other historical or anthropological projects. Regularly scheduled class time will be evenly divided between practice in speaking and hearing the language and discussions of basic grammar, resources (e.g., grammars, dictionaries, text collections, etc.), the language family, cultural and historical context, salient linguistic issues especially in the areas of morphology and semantics, pragmatics and usage, and practical research methods.
Instructor(s): John Lucy Terms Offered: Autumn
Prerequisite(s): Undergraduate students must have instructor consent to register.
Equivalent Course(s): CHDV 27902,CHDV 47902
LACS 27903. Beginning Modern Spoken Yucatec Maya III. 100 Units.
The course will emphasize learning the rudiments of the contemporary spoken language to enable further
work on the language (or related ones) and/or to facilitate the use of the language for other historical or
anthropological projects. Regularly scheduled class time will be evenly divided between practice in speaking
and hearing the language and discussions of basic grammar, resources (e.g., grammars, dictionaries, text
collections, etc.), the language family, cultural and historical context, salient linguistic issues especially in the
areas of morphology and semantics, pragmatics and usage, and practical research methods.
Instructor(s): J. Lucy Terms Offered: Spring
Prerequisite(s): Undergraduates must receive instructor consent to register.
Equivalent Course(s): CHDV 27903, CHDV 47903, LACS 47903

LACS 29700. Reading and Research in Latin American Studies. 100 Units.
Students and instructors can arrange a Reading and Research course in Latin American Studies when the
material being studied goes beyond the scope of a particular course, when students are working on material not
covered in an existing course, or when students would like to receive academic credit for independent research.
Instructor(s): Staff Terms Offered: Autumn, Spring, Summer, Winter
Prerequisite(s): Consent of faculty supervisor and program adviser
Note(s): College students are required to submit the College Reading and Research Course Form. Must be taken
for a quality grade.
Equivalent Course(s): LACS 40100

LACS 29801. BA Colloquium. 100 Units.
This colloquium, which is led by the LACS BA Preceptor, assists students in formulating approaches to the
BA essay and developing their research and writing skills, while providing a forum for group discussion and
critiques. Graduating students present their BA essays in a public session of the colloquium during the spring
quarter.
Instructor(s): E. Davila Terms Offered: Autumn
Prerequisite(s): For fourth year (graduating) students majoring in Latin American and Caribbean Studies.
Note(s): Required of students who are majoring in Latin American Studies. Students must participate in all three
quarters but register only in autumn quarter.

LACS 29900. Preparation of the BA Essay. 100 Units.
Independent BA thesis course.
Terms Offered: Autumn, Spring, Summer, Winter
Prerequisite(s): Consent of undergraduate thesis/project adviser required
Note(s): Typically taken for a quality grade.
The Law, Letters, and Society major will resume in Spring Quarter of 2018. This follows an extensive review of the program that has both confirmed the value of the major for the College and the need to enhance the program’s teaching and administrative resources. Given these needs, the faculty have decided not to accept applications to the major until Spring Quarter of 2018, with a new admissions process for members of the Class of 2021. Students admitted through that process will begin the program in Autumn Quarter 2018.

For current majors in the Classes of 2017 and 2018, the major requirements (described below) will remain unchanged. The requirements for the Class of 2021 will be announced before selection of the new cohort. For the coming year, all other students interested in the academic and scholarly study of the law should consult with their individual advisers to discuss complementary programs of study.

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.

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 establishes the intellectual moorings of the program. The importance of the Introductory Course lies not in its content (indeed, its precise focus and scope may be different from time to time) but on its approach to the nature of law. Recently, for example, the Introductory Course has been LLSO 24200 Legal Reasoning, a study, based primarily on cases, of the classic conventions of legal argument in the Anglo-American legal system. In other years, the Introductory Course might be Roman Law or Greek Law, Medieval Law, or a text-based course on ancient legal philosophy, or a comparison of modern legal categories and policies with those of former societies and cultures. The objective is not so much to establish a historical foundation for modern studies as to demonstrate that legal systems are culturally rooted; that urgent, present concerns may obscure important characteristics of legal ideas and behavior; and that many recurrent themes in Western legal thought are shaped or driven by both common and uncommon features. Unlike many legal studies programs that attempt to orient study of the law primarily in contemporary debates, usually in the field of American constitutional law, the program seeks to organize its exploration of law as a system rather than as a forum or an instrument.

Other Course Work

Students must also take two courses each in the Letters and Society divisions of the program, plus six other courses complementary to the required work, as outlined previously (the other six courses may be ones cross listed in the program or may be from other disciplines). Letters and Society are not meant as fixed or self-defining fields, but instead as organizational categories emphasizing two fundamental modes of examining law in a systemic fashion. Courses under the rubric of Letters (whether based in the program or in English, philosophy, or political theory) tend to be based on the study of literary and historical artifacts, such as cases, tracts, conventional literature, or other texts, and emphasize the ways in which law formally constitutes itself. Questions of interpretative and normative theory, rhetorical strategy, and the like are central to such courses. Society serves to organize studies from a variety of different disciplines (including history, political science, economics, and sociology) that try to measure, with different techniques and at different times, the effect of law on society. The combined objective is to treat law as an intellectual activity and as a phenomenon, and to emphasize that both occur in contexts that help to shape them, whether ancient or modern.

Research

In addition to satisfying the course requirements, each student in the program must produce evidence of sustained research in the form of a substantial research paper during either the junior or senior year and obtain...
approval of a member of the faculty, although not necessarily a member of the program faculty. Papers may be written in conjunction with Law, Letters, and Society courses, under the auspices of reading and research courses, or in a Research Seminar. (The paper is an independent requirement, however, and need not be accomplished in conjunction with enrollment in a specific course.) The scope, method, and objective of the paper, as well as its length, are subject to negotiation between the student and the instructor.

Summary of Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLSO 24200 Legal Reasoning (Introductory Course)</td>
<td>100</td>
</tr>
<tr>
<td>Two Letters courses (List II)</td>
<td>200</td>
</tr>
<tr>
<td>Two Society courses (List III)</td>
<td>200</td>
</tr>
<tr>
<td>Six Complementary courses *</td>
<td>600</td>
</tr>
<tr>
<td>Total Units</td>
<td>1100</td>
</tr>
</tbody>
</table>

* Complementary courses are courses from other departments that support work done in the major. Some students prefer to concentrate their work on a specific issue or problem, e.g., urban politics and policy, historic societal discrimination, or the role of international institutions in policy implementation. Other students prefer to examine a series of discrete topics that are not directly related but that concern the operation of regimes of social control. Lists of Pre-Approved Complementary Courses are published quarterly, and students who believe that a course not so listed nonetheless supports work in the major may petition the program chair for approval at any time while enrolled in the course or within one quarter of completing the course. Courses taken in Autumn Quarter of the second year simultaneously with the Introductory Course may count as Complementary Courses.

HONORS

Students who wish to be considered for honors must notify the 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.

COURSE DISTRIBUTION LISTS

I. The Introductory Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLSO 24200</td>
<td>Legal Reasoning (Not offered Autumn 2017)</td>
</tr>
</tbody>
</table>

II. Letters

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>LLSO 20019</td>
<td>Mesopotamian Law</td>
</tr>
<tr>
<td>LLSO 20601</td>
<td>American Revolution, 1763 to 1789</td>
</tr>
<tr>
<td>LLSO 21710</td>
<td>Machiavelli: The Prince and Discourses</td>
</tr>
<tr>
<td>LLSO 22401</td>
<td>Topics in Judicial Studies</td>
</tr>
<tr>
<td>LLSO 22403</td>
<td>Free Speech and the First Amendment</td>
</tr>
<tr>
<td>LLSO 22612</td>
<td>Introduction to Political Philosophy</td>
</tr>
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</table>
### III. Society

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLSO 20019</td>
<td>Mesopotamian Law</td>
</tr>
<tr>
<td>LLSO 20116</td>
<td>Global-Local Politics</td>
</tr>
<tr>
<td>LLSO 21001</td>
<td>Human Rights: Contemporary Issues</td>
</tr>
<tr>
<td>LLSO 21002</td>
<td>Human Rights: Philosophical Foundations</td>
</tr>
<tr>
<td>LLSO 21400</td>
<td>Health and Human Rights</td>
</tr>
<tr>
<td>LLSO 23100</td>
<td>Environmental Law</td>
</tr>
<tr>
<td>LLSO 24011</td>
<td>The Political Nature of the American Judicial System</td>
</tr>
<tr>
<td>LLSO 24901</td>
<td>U.S. Environmental Policy</td>
</tr>
<tr>
<td>LLSO 26201</td>
<td>Economics and Environmental Policy</td>
</tr>
<tr>
<td>LLSO 26802</td>
<td>Public Opinion</td>
</tr>
<tr>
<td>LLSO 26804</td>
<td>Insurgency, Terrorism, and Civil War</td>
</tr>
<tr>
<td>LLSO 27012</td>
<td>Histories of Violence in the United States</td>
</tr>
<tr>
<td>LLSO 27801</td>
<td>Media Ecology: Embodiment and Software</td>
</tr>
<tr>
<td>LLSO 28710</td>
<td>Democracy and the Politics of Wealth Redistribution</td>
</tr>
<tr>
<td>LLSO 28802</td>
<td>United States Labor History</td>
</tr>
<tr>
<td>LLSO 29050</td>
<td>Youth Law and Policy: Child Welfare and Juv. Just. in the U.S.</td>
</tr>
<tr>
<td>LLSO 29120</td>
<td>Poverty Law and Policy Reform</td>
</tr>
<tr>
<td>LLSO 29122</td>
<td>Comparative Law and the Welfare State</td>
</tr>
</tbody>
</table>

### IV. Research and Reading

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>LLSO 29400</td>
<td>Research Seminar</td>
</tr>
</tbody>
</table>

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### LAW, LETTERS, AND SOCIETY COURSES

**LLSO 20019. Mesopotamian Law. 100 Units.**

NEHC 30019. Mesopotamian Law (= LLSO 20019; SIGN 26002). Ancient Mesopotamia -- the home of the Sumerians, Babylonians, and Assyrians who wrote in cuneiform script on durable clay tablets -- was the locus of many of history’s “firsts.” No development, however, may be as important as the formations of legal systems and legal principles revealed in contracts, trial records, and law collections (“codes”), among which “The Laws of Hammurabi” (r. 1792-1750 BC) stands as most important for understanding subsequent legal practice and thought of Mesopotamia’s cultural heirs in the Middle East and Europe until today. This course will explore the rich source materials of the Laws and relevant judicial and administration documents (all in English translations) to investigate topics of legal, social, and economic practice including family formation and dissolution, crime and punishment (sympathetic or talionic “eye for an eye,” pecuniary, corporal), and procedure (contracts, trials, ordeals).

Instructor(s): Martha Roth Terms Offered: Winter

Equivalent Course(s): NEHC 20019, SIGN 26022, NEHC 30019

**LLSO 20116. Global-Local Politics. 100 Units.**

Globalizing and local forces are generating a new politics in the United States and around the world. This course explores this new politics by mapping its emerging elements: the rise of social issues, ethno-religious and regional attachments, environmentalism, gender and life-style identity issues, new social movements, transformed political parties and organized groups, and new efforts to mobilize individual citizens.

Instructor(s): T. Clark Terms Offered: Winter

Equivalent Course(s): HMRT 20116, HMRT 30116, PBPL 27900, SOCI 30116, SOCI 20116

**LLSO 20601. American Revolution, 1763 to 1789. 100 Units.**

This lecture and discussion course explores the background of the American Revolution and the problem of organizing a new nation. The first half of the course uses the theory of revolutionary stages to organize a framework for the events of the 1760s and 1770s, and the second half of the course examines the period of constitution making (1776–1789) for evidence on the ways in which the Revolution was truly revolutionary.

Instructor(s): E. Cook Terms Offered: Winter

Equivalent Course(s): HIST 35300, HIST 25300
LLSO 21001. Human Rights: Contemporary Issues. 100 Units.
This interdisciplinary course presents an overview of several major contemporary human rights problems as a means to explore the use of human rights norms and mechanisms. The course addresses the roles of states, inter-governmental bodies, national courts, civil society actors including NGOs, victims, and their families, and other non-state actors. Topics are likely to include universalism, enforceability of human rights norms, the prohibition against torture, U.S. exceptionalism, and the rights of women, racial minorities, and non-citizens.
Instructor(s): S. Gzesh Terms Offered: Autumn
Equivalent Course(s): LACS 21001, LACS 31001, HIST 29304, HIST 39304, LAWS 43245, HMRT 31001, HMRT 21001

LLSO 21002. Human Rights: Philosophical Foundations. 100 Units.
Human rights are claims of justice that hold merely in virtue of our shared humanity. In this course we will explore philosophical theories of this elementary and crucial form of justice. Among topics to be considered are the role that dignity and humanity play in grounding such rights, their relation to political and economic institutions, and the distinction between duties of justice and claims of charity or humanitarian aid. Finally we will consider the application of such theories to concrete, problematic and pressing problems, such as global poverty, torture and genocide. (A) (I)
Instructor(s): B. Laurence Terms Offered: Spring
Note(s): Undergrads enroll in sections 01 through 06. Graduates enroll in section 07.
Equivalent Course(s): PHIL 21002, PHIL 31002, HIST 29319, HIST 39319, MAPH 42002, LAWS 97119, HMRT 31002, INRE 31602, HMRT 21002

LLSO 21603. 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): CMLT 25801, FNDL 21603, ITAL 23000

LLSO 22401. Topics in Judicial Studies. 100 Units.
This seminar examines three topics in current judicial studies: the appointment process, judicial reputation, and ideological “drift.” Two short papers are required. Seminar.
Instructor(s): Dennis Hutchinson Terms Offered: Autumn
Prerequisite(s): Consent only

LLSO 22403. Free Speech and the First Amendment. 100 Units.
This course will examine the Supreme Court’s First Amendment jurisprudence, focusing on such issues as speech critical of the government, the hostile audience, classified information, commercial advertising, obscenity, symbolic expression, campaign finance regulation and the freedom of the press
Instructor(s): Geoffrey Stone Terms Offered: Winter

LLSO 22612. Introduction to Political Philosophy. 100 Units.
In this course 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 course 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: Spring
Note(s): Students should register via discussion section.
Equivalent Course(s): GNSE 21601, PLSC 22600, PHIL 21600

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 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: Winter
Equivalent Course(s): CHSS 35415, HIST 35415, HIPS 25415, HIST 25415

LLSO 24011. The Political Nature of the American Judicial System. 100 Units.

The purpose of this course is to introduce students to the political nature of the American judicial system. In examining foundational parts of the political science literature on courts understood as political institutions, the course will focus on the relationship between courts, other political institutions, and the broader society. The sorts of questions to be asked include: Are there interests that courts are particularly prone to support? What factors influence judicial decision-making? Are judicial decisions influenced by public opinion? What effects do congressional or executive actions 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 judicial system. The course is not case-based. No prior knowledge of the judicial system is necessary.

Instructor(s): G. Rosenberg Terms Offered: Winter
Equivalent Course(s): PLSC 42515, PLSC 22515

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. Not offered Autumn 2017.
Prerequisite(s): Open only to second-year students who are beginning the LLSO major.

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 24901. U.S. Environmental Policy. 100 Units.

Environmental policy is the product of political, historical, economic, and cultural factors that lead to certain outcomes (and not others). This course will examine each of these factors and their importance in shaping the environmental policies that exist in the United States, with consideration of both public lands and pollution control policies, as well as the theoretical underpinnings of environmental activism and policymaking.

Instructor(s): R. Lodato Terms Offered: Autumn
Equivalent Course(s): ENST 24701, PBPL 24701

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): PBPL 21800, ENST 21800
LLSO 26203. American Legal Culture. 100 Units.
This seminar examines how the values and norms of American Legal Culture are constructed through both the experiences of the general public and socialization of key actors in institutions such as law schools/firms, popular media, courts, police, and jails/prisons. Sessions combine discussion of relevant literature with presentations by Chicago-area experts from these various institutions. Seminar participants conduct fieldwork in related sites in the Chicago area, presenting the results of their research projects in the final session(s) of the course.
Instructor(s): M. Fred Terms Offered: TBD
Prerequisite(s): Third- or fourth-year standing for undergraduates
Equivalent Course(s): LAWS 93801, MAPS 46701, SOSC 30416, ANTH 30415

LLSO 26802. Public Opinion. 100 Units.
What is the relationship between the mass citizenry and government in the U.S.? Does the public meet the conditions for a functioning democratic polity? This course considers the origins of mass opinion about politics and public policy, including the role of core values and beliefs, information, expectations about political actors, the mass media, economic self-interest, and racial attitudes. This course also examines problems of political representation, from the level of political elites communicating with constituents, and from the possibility of aggregate representation.
Instructor(s): J. Brehm Terms Offered: Winter
Equivalent Course(s): PLSC 22400

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.
Instructor(s): P. Staniland Terms Offered: Winter
Equivalent Course(s): PLSC 26800

LLSO 27012. Histories of Violence in the United States. 100 Units.
How does violence change life stories and national narratives? How can a nation remember and retell obscured histories of violence, reconcile past violence, and resist future violence? What does it mean that lynching emerged at the same moment as the Bill of Rights and that certain kinds of violence have been central to American identity? The story of the United States is built on the inclusion or omission of violence: from the genocide of Native Americans to slavery to imperial conquest, from the ‘private’ pain of women to the nationalized pain of soldiers. This course brings violence to the center of U.S. history. Moving from early America to the present, we will discuss these overlapping stories in terms of their visibility and invisibility, addressing questions of representation and the haunting function of traumatic experience. Following an emerging subfield of scholarship in histories of violence, this course examines narrative, archival, and political issues around studying, teaching, and writing such stories. The final project emphasizes public history.
Instructor(s): K. Belew Terms Offered: Winter
Prerequisite(s): Basic working knowledge of US history or be prepared to do extra reading
Equivalent Course(s): AMER 27012, HIST 27012

LLSO 27801. 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, and 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): CMST 25204, HIPS 25203, TAPS 28452, HUMA 25202

LLSO 28010. United States Legal History. 100 Units.
This course focuses on the connections between law and society in modern America. It explores how legal doctrines and constitutional rules have defined individual rights and social relations in both the public and private spheres. It also examines political struggles that have transformed American law. Topics to be addressed include the meaning of rights; the regulation of property, work, race, and sexual relations; civil disobedience; and legal theory as cultural history. Readings include legal cases, judicial rulings, short stories, and legal and historical scholarship.
Instructor(s): A. Stanley Terms Offered: Autumn
Equivalent Course(s): AMER 27605, CRES 27605, GNSE 27605, HMRT 27061, HIST 27605
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.
Instructor(s): M. Albertus Terms Offered: Spring
Equivalent Course(s): PLSC 28710

LLSO 28802. United States 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, and race and sex difference in the workplace.
Instructor(s): A. Stanley Terms Offered: Autumn
Equivalent Course(s): GNSE 28802, HIST 28802

This course explores how legal institutions protect and punish children in the United States. We will spend the
first part of the course exploring the child welfare system, which purports to protect children from abuse and
neglect through various mechanisms including foster care and the termination of parental rights. We will spend
the second part of the course exploring the juvenile justice system, which purports to prosecute and rehabilitate
children for their criminal acts in a system separate from the criminal justice system. In the final part of the
course, we will consider special topics in this area of law and policy including “cross-over youth” (i.e. children
involved in both systems), unaccompanied immigrant children, homeless and runaway youth, and the so-called
“school-to-prison-pipeline.” This course will place special emphasis on the judges, lawyers, law enforcement
officers, and social workers that comprise these legal institutions.
Instructor(s): Andrew Hammond Terms Offered: Autumn
Equivalent Course(s): HMRT 29050, PBPL 29050

LLSO 29120. Poverty Law and Policy Reform. 100 Units.
This seminar seeks to give students a comprehensive understanding of the major anti-poverty programs in
the United States with an emphasis on current challenges and reform proposals. We will spend the first half of
the course exploring the implementation and evaluation of the programs that make up the traditional safety
net for poor Americans: income supports, health insurance, and housing assistance. We will spend the rest of
the quarter exploring topics that complicate the traditional social policy regime, including how the safety net
is more robust for some groups, such as the elderly and veterans, than others. We will explore how the legal
systems of immigration and incarceration hamper anti-poverty policy and how safety net programs address the
needs of rural and Native Americans. Finally, we will investigate two recent developments in the field: social
entrepreneurship and the critique of procedural rights.
Instructor(s): Hammond, A. Terms Offered: Spring
Prerequisite(s): No first year students; attendance on the first day of class is required.
Equivalent Course(s): HMRT 29120, PBPL 29120

LLSO 29122. Comparative Law and the Welfare State. 100 Units.
How do welfare states, complex public systems of the twentieth century, respond to various challenges of
the twenty-first? Drawing on both comparative legal methods and social science, this course explores how
contemporary societies manage globalization, population aging and inequality through social welfare law.
Specific areas of study may include old age insurance, childcare, healthcare, labor market regulation and
immigration law.
Instructor(s): Andrew Hammond Terms Offered: Winter
Equivalent Course(s): PBPL 29122

LLSO 29400. Research Seminar. 100 Units.
A seminar for students preparing BA papers in LLSO.
Instructor(s): D. Hutchinson Terms Offered: Autumn
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>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</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>
</tr>
</tbody>
</table>

Study of a non-Indo-European language

The language requirement is designed to ensure breadth of study in a non–Indo-European language. This requirement can be met in four different ways:

1. Registration in a three-quarter course in a non–Indo-European language on campus
2. Examination credit in a non–Indo-European language for which the University offers placement examinations
3. Registration for an intensive one-quarter course in the structure of a non–Indo-European language offered by a member of the linguistics faculty (or by another faculty member upon approval by the director of undergraduate studies)
4. Completion of an approved intensive language program taken elsewhere for languages not offered or tested for at the University of Chicago.

Students who fulfill the non–Indo-European language requirement with fewer than three quarters of study must substitute elective courses for the language course quarters not taken. At least six electives for the major must be courses offered by the Department of Linguistics (i.e., courses whose numbers begin with LING). For any further electives, a student may petition the department to substitute a related course that does not have a LING number.

The complete list of available languages can be viewed at humanities.uchicago.edu/about/languages-uchicago.

**Summary of Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>LING 20001</td>
<td>Introduction to Linguistics</td>
<td>100</td>
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<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>
</table>

Nine courses from the following:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>0-3 courses in a non-Indo-European language</td>
<td>* 900</td>
</tr>
<tr>
<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.

** 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:

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<tr>
<td>LING 20301</td>
<td>Introduction to Semantics and Pragmatics</td>
<td>100</td>
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</tbody>
</table>

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.

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<td>ASLG 10100</td>
<td>American Sign Language I. 100 Units.</td>
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</tr>
<tr>
<td>ASLG 10200</td>
<td>American Sign Language II. 100 Units.</td>
<td></td>
</tr>
<tr>
<td>ASLG 10300</td>
<td>American Sign Language III. 100 Units.</td>
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</table>

Instructor(s): Drucilla Ronchen
Terms Offered: Autumn/Winter/Spring

Prerequisite(s): ASLG 10100

ASLG 10100. American Sign Language I. 100 Units.
American Sign Language is the language of the deaf in the United States and much of Canada. It is a full-fledged autonomous language, unrelated to English or other spoken languages. This introductory course teaches the student basic vocabulary and grammatical structure, as well as aspects of deaf culture.

Instructor(s): Drucilla Ronchen
Terms Offered: Autumn

ASLG 10200. American Sign Language II. 100 Units.
American Sign Language is the language of the deaf in the United States and much of Canada. It is a full-fledged autonomous language, unrelated to English or other spoken languages. This introductory course teaches the student basic vocabulary and grammatical structure, as well as aspects of deaf culture.

Instructor(s): Drucilla Ronchen
Terms Offered: Winter

Prerequisite(s): ASLG 10100

ASLG 10300. American Sign Language III. 100 Units.
American Sign Language is the language of the deaf in the United States and much of Canada. It is a full-fledged autonomous language, unrelated to English or other spoken languages. This introductory course teaches the student basic vocabulary and grammatical structure, as well as aspects of deaf culture.

Instructor(s): Drucilla 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.
This course continues to increase grammatical structure, receptive and expressive skills, conversational skills, basic linguistic convergence, and knowledge of idioms. Field trip required.
Instructor(s): Drucilla Ronchen Terms Offered: Autumn
Prerequisite(s): ASLG 10300

ASLG 10500. Intermediate American Sign Language II. 100 Units.
No description available.
Instructor(s): Drucilla Ronchen Terms Offered: Winter
Prerequisite(s): ASLG 10400

ASLG 10600. Intermediate American Sign Language III. 100 Units.
This is the third course in the Intermediate series. In this course we continue to increase grammatical structure, receptive and expressive skills, conversational skills, basic linguistic convergence, and knowledge of idioms. Field trip required.
Instructor(s): Drucilla Ronchen Terms Offered: Spring
Prerequisite(s): ASLG 10500

LINGUISTICS - BASQUE COURSES

BASQ 12000-12100-12200. Elementary Basque I-II-III.
Elementary Basque I-II-III

BASQ 12000. Elementary Basque I. 100 Units.
This course will be an approach to the puzzling language and culture that defines Basque people. A challenge for those who dare to learn a language different from any they have ever heard. A journey to the wonderful land of the Basques, full of enigmas, strong traditions, and peculiar customs that will be discovered through very dynamic activities, such as interactive presentations, brief dialogues, games. The aim of the course is to introduce students to the Basque language through the development of some basic written and conversational skills and through structural analysis. The instructor will propose real communicative situations that will encourage the students to learn the language for the purpose of visiting the Basque Country and being able to communicate in basic ways with Basque speakers. These are usually small classes where it is easy to get a lot of first-hand exposure to the language, and the instructor creates an enriching atmosphere full of entertaining activities and possibilities to hone all skills: speaking, listening, reading, and writing—as well as gaining a good grasp of the structure of the language.
Instructor(s): Diana Palenzuela Terms Offered: Autumn

BASQ 12100. Elementary Basque II. 100 Units.
This course will be a continuation of Elementary Basque I, advancing the students’ knowledge of grammatical structure and their receptive, expressive, and conversational skills. The module uses a task-based approach to learning Basque. By means of this methodology, the accumulation of task cycles promotes the 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. This is achieved by creating a motivating atmosphere where all the students want to take part in the activities, while the teacher guides them during their learning process, providing them with the vocabulary and grammar they need to reach these goals.
Instructor(s): Diana Palenzuela Terms Offered: Winter
Prerequisite(s): BASQ 12000 or instructor’s consent

BASQ 12200. Elementary Basque III. 100 Units.
A continuation of Elementary Basque II, with more emphasis in reading/writing and conversation. To consolidate linguistic competence in Basque and expand knowledge of specific areas of grammar. Emphasis will be placed on oral and written competence. Teamwork and personal input will be essential aspects of this module. We will work on practical objectives and will enact real-life situations in groups. Our final aim will be to achieve a relevant and useful command of the Basque language. As in the previous levels, most activities will be very dynamic and interactive.
Instructor(s): Diana Palenzuela Terms Offered: Spring
Prerequisite(s): BASQ 12100 or instructor’s consent
BASQ 24700. Introduction to Basque Culture. 100 Units.
Straddling the border of southern France and northern Spain, the land of the Basques has long been home to a people who had no country of their own but have always viewed themselves as a nation. No one has ever been able to find their roots, and their peculiar language is not related to any other in the world, but they have managed to keep their mysterious identity alive, even if many other civilizations tried to blot it out. The aim of this course is to create real situations that will enable the students to learn the meaning of Basque culture. It will be a guided tour throughout Basque history and society. Students will learn about the mysterious origins of the language; they will visit the most beautiful places of the Basque country; they will get to know and appreciate Basque traditions, gastronomy, music . . . and most importantly, they will be able to compare and contrast their own cultures and share their ideas during the lessons, creating an enriching atmosphere full of entertaining activities, such as listening to music, reading legends and tales, watching documentaries, and much more. This course will be conducted in English. It is not necessary to have prior knowledge of Basque language or culture to take this course.
Instructor(s): Diana Palenzuela Terms Offered: Spring

LINGUISTICS - LINGUISTICS COURSES

LING 11100. 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): S. Mufwene, W. Wimsatt Terms Offered: Winter
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. CHDV Distribution: A Equivalent Course(s): CHDV 23930,ANTH 28615,ANTH 38615,CHSS 37900,LING 39286,CHDV 33930,BIOS 29286,HIPS 23900,PHIL 22500,PHIL 32500,NCDV 27400,BPRO 23900

LING 20001. Introduction to Linguistics. 100 Units.
This course offers a brief survey of how linguists analyze the structure and the use of language. Looking at the structure of language means understanding what phonemes, words, and sentences are, and how each language establishes principles for the combinations of these things and for their use; looking at the use of language means understanding the ways in which individuals and groups use language to declare their social identities and the ways in which languages can change over time. The overarching theme is understanding what varieties of language structure and use are found across the world’s languages and cultures, and what limitations on this variety exist.
Terms Offered: Autumn,Spring,Winter

LING 20100. Introduction to Linguistics I. 100 Units.
No description available.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): These courses must be taken in sequence
Equivalent Course(s): ANTH 27001,ANTH 37001,LING 30100,SOSC 21700

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): Staff Terms Offered: Autumn
Prerequisite(s): LING 20001
LING 20150. Language and Communication. 100 Units.
This course can also be taken by students who are not majoring in Linguistics but are interested in learning something about the uniqueness of human language, spoken or signed. It covers a selection from the following topics: What is the position of spoken language in the usually multimodal forms of communication among humans? In what ways does spoken language differ from signed language? What features make spoken and signed language linguistic? What features distinguish linguistic means of communication from animal communication? How do humans communicate with animals? From an evolutionary point of view, how can we account for the fact that spoken language is the dominant mode of communication in all human communities around the world? Why cannot animals really communicate linguistically? What do the terms language "acquisition" and "transmission" really mean? What factors account for differences between "language acquisition" by children and by adults? Are children really perfect language learners? What factors bring about language evolution, including language speciation and the emergence of new language varieties? How did language evolve in mankind? This is a general education course without any prerequisites. It provides a necessary foundation to those working on language at the graduate and undergraduate levels.
Instructor(s): Salikoko Mufwene Terms Offered: Autumn
Note(s): CHDV Distribution: B*,C*, 5*
Equivalent Course(s): CHDV 20150,CHDV 30150,LING 30150

LING 20200. Introduction to Linguistics II. 100 Units.
No description available.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): These courses must be taken in sequence
Equivalent Course(s): ANTH 27002,ANTH 37002,LING 30200,SOSC 21800

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): Chris Kennedy Terms Offered: Winter
Prerequisite(s): LING 20001

LING 20202. Advanced Syntax. 100 Units.
This course is a continuation of Introduction to Syntax (LING 20201). We will discuss movement and agreement phenomena in a variety of constructions, based on selected readings from the primary literature, and data from a number of typologically diverse languages, such as Irish, Wolof, Chamorro, Kinande, Berber, West Germanic languages.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): LING 20201

LING 20300. Introduction to Linguistics III. 100 Units.
No description available.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): These courses must be taken in sequence
Equivalent Course(s): ANTH 27003,ANTH 37003,LING 30300,SOSC 21900

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): Itamar Francez 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.
Terms Offered: Winter
Prerequisite(s): LING 20001

LING 21310. Introduction to Indo-European Linguistics. 100 Units.
An introduction to the comparative study of the Indo-European languages. We will survey the major branches of the Indo-European family and discuss various aspects of PIE grammar as it is currently reconstructed.
Instructor(s): Yaroslav Gorbachov Terms Offered: Spring
LING 21720. Sociophonetics. 100 Units.
This course examines the phonetic aspects of sociolinguistic variation and the social significance of phonetic variation, from the perspectives of both theory and methodology. By examining the relationship between social factors and phonetic detail, we also investigate how these different types of information are stored in the mind and accessed during the production and perception of speech. This course will focus on experimental techniques and mental representations of linguistic information. This course will give students hands-on experience with designing and conducting experiments. As part of the empirical foundation of this course, we will focus on sociophonetic variation across Chicago neighborhoods. For the final project, students are required to conduct a small-scale study investigating a research question of relevance to phonology and/or sociolinguistic theory.
Instructor(s): A. Yu Terms Offered: Autumn 2012
Equivalent Course(s):
LING 21920. The Evolution of Language. 100 Units.
How did language emerge in the phylogeny of mankind? Was its evolution saltatory or gradual? Did it start late or early and then proceed in a protracted way? Was the emergence monogenetic or polygenetic? What were the ecological prerequisites for the evolution, with the direct ecology situated in the hominine species itself, and when did the prerequisites obtain? Did there ever emerge a language organ or is this a post-facto construct that can be interpreted as a consequence of the emergence of language itself? What function did language evolve to serve, to enhance thought processes or to facilitate rich communication? Are there modern “fossils” in the animal kingdom that can inform our scholarship on the subject matter? What does paleontology suggest? We will review some of the recent and older literature on these questions and more.
Instructor(s): S. Mufwene Terms Offered: Winter
Equivalent Course(s): CHSS 41920,ANTH 47305,CHDV 41920,EVOL 41920,PSYC 41920,CHDV 21920,LING 41920
LING 22750. Laboratory Phonology. 100 Units.
This course is intended to provide a foundation for students to pursue the quantitative study of phonology in the context of human interaction, and of speech and perception in the context of language. Specifically, this course focuses on how to design, conduct, and analyze a phonological experiment. We will approach laboratory phonology from the perspectives of both the speaker and the listener, with each perspective constituting roughly half the course. In the process, we will gain and practice skills in experimental phonetic and psycholinguistic work, while testing aspects of current phonological theory.
Instructor(s): Alan Yu Terms Offered: Winter
Equivalent Course(s): LING 32750
LING 23660. Methods in Gesture and Sign Language Research. 100 Units.
In this course we will explore methods of research used in the disciplines of linguistics and psychology to investigate sign language and gesture. We will choose a set of canonical topics from the gesture and sign literature, such as pointing, use of the body in quotation, and the use of non-manuals, in order to understand the value of various effective methods in current use and the types of research questions they are best equipped to handle.
Instructor(s): D. Brentari, S. Goldin-Meadow Terms Offered: Autumn
Note(s): CHDV Distribution: M; M*
Equivalent Course(s): CHDV 23660,CHDV 33360,PSYC 33360,LING 33360,PSYC 23360
LING 23920. The Language of Deception and Humor. 100 Units.
In this course we will examine the language of deception and humor from a variety of perspectives: historical, developmental, neurological, and cross-cultural and in a variety of contexts: fiction, advertising, politics, courtship, and everyday conversation. We will focus on the (linguistic) knowledge and skills that underlie the use of humor and deception, and on what sorts of things they are used to communicate.
Instructor(s): Jason Riggle Terms Offered: Winter
Equivalent Course(s): SIGN 26030,LING 33920
LING 24960. Creole Genesis and Genetic Linguistics. 100 Units.
In this seminar course we will review the “creole exceptionalism” tradition against the uniformitarian view, according to which creoles have emerged and evolved like other, natural and non-creole languages. We will situate creoles in the context of the plantation settlement colonies that produced them and compare their emergence specifically with that of languages such as English and the Romance languages in Europe. We will also compare these evolutions with those of new colonial varieties of European languages (such as Amish English, mainstream American English varieties, Brazilian Portuguese, and Québécois French) which emerged around the same time but are not considered creoles. Using the comparative approach (in evolutionary theory), we will assess whether the criteria used in the genetic classification of languages have been applied uniformly to creole and non-creole languages. In return, we will explore ways in which genetic creolistics can inform and improve genetic linguistics (including historical dialectology).
Instructor(s): Salikoko Mufwene Terms Offered: Spring
Prerequisite(s): LING 21300/31300 (Historical Linguistics), LING 26310/36310 (Contact Linguistics), or consent of the instructor.
Equivalent Course(s): LING 34960
LING 26010. Code Making, Code Breaking. 100 Units.
This course investigates the nature and use of codes and ciphers: what they are, how they are constructed and solved, and the significant roles they have played throughout history. We will begin by looking at the development of writing, the most basic tool for encoding thought and experience, and at the techniques for deciphering it. We will then turn to a deeper examination of the ideas and methods of cryptography and cryptanalysis, and their roles in concealing and revealing information in different areas of humanistic inquiry, including literature, religion, and philosophy. Finally, we will turn to the role of code making and code breaking in contemporary society, with particular focus on the development of computation and computational theories of intelligence and the relation between encryption, privacy, and freedom of information in a democratic society.
Instructor(s): Chris Kennedy Terms Offered: Autumn
Equivalent Course(s): SIGN 26002

LING 26030. American Deaf Community: Language, Culture, and Society. 100 Units.
This course will focus on the Deaf community that uses American Sign Language (ASL) as a lens into the disciplines of linguistics, psychology, and cultural studies, and how the use of ASL contributes to individual identity and identity within society. In addition to these disciplinary foci, topics of Deaf literature and art forms will figure in the discussion and readings, which come from a variety of sources and include seminal works in the field from historical and contemporary perspectives.
Instructor(s): Diane Brentari Terms Offered: Winter
Equivalent Course(s): SIGN 26018

LING 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): Staff Terms Offered: Autumn

LING 27150. Chicago Linguistic Landscape. 100 Units.
The field of linguistic landscapes examines the public display of languages, dialects, and writing systems: Who is the author and audience of such messages? Which languages are chosen for official signage? What can we learn about present or past multilingualism? What is conveyed by nonstandard dialect forms or stylized writing? In this course, students will collaborate on creating an online map of Chicago with geo-tagged images. At least three weekend days will be spent on field trips to Chicago neighborhoods.
Instructor(s): Amy Dahlstrom Terms Offered: Autumn
Equivalent Course(s): LING 37150

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: TBD
Equivalent Course(s): ANTH 27505

LING 27430. Linguistic Politics: Language Revitalization. 100 Units.
Linguists and the general public have long been alarmed about the number of languages that disappear from use, and so are no longer spoken in the world. Their speakers shift to other languages. As part of the response, social groups have been mobilizing for many decades to prevent such lapses/losses and shifts in use and to document, revitalize, archive and mobilize the resources of communication. This course takes up the processes by which shift happens, asking what “language” is in these transformations; what and how linguistic forms, cultural values, and social institutions are involved and what social activism can or cannot accomplish in the “saving” of languages.
Instructor(s): S. Gal Terms Offered: Winter
Equivalent Course(s): ANTH 27430

LING 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
Prerequisite(s): Grad status, Undergrads in 3rd or 4th year, or permission of instructor.
Note(s): CHDV Distribution: B, C; 2*, 3*, 5*
Equivalent Course(s): ANTH 27605, ANTH 37605, CHDV 31901, PSYC 21950, PSYC 31900, LING 37605, CHDV 21901
LING 28355. A Linguistic Introduction to Swahili I. 100 Units.
Spoken in ten countries of Eastern and Central Africa, Swahili has more speakers than any other language in the Bantu family, a group of more than 400 languages most prevalent in sub-equatorial Africa. Based on Swahili Grammar and Workbook, this course helps the students master key areas of the Swahili language in a fast yet enjoyable pace. Topics include sound and intonation patterns, noun class agreements, verb moods, and sentence structures. Additionally, this course provides important listening and expressive reading skills. For advanced students, historical interpretations are offered for exceptional patterns observed in Swahili, in relation with other Bantu languages. This is a general introduction course with no specific prerequisites.
Instructor(s): Fidèle Mpiranya Terms Offered: Autumn

LING 28356. A Linguistic Introduction to Swahili II. 100 Units.
Based on Swahili Grammar and Workbook, this course is a continuation of Linguistic Introduction to Swahili I. It addresses complex issues related to grammatical agreement, verb moods, noun and verb derivation, non-typical adjectives and adverbs, double object constructions, subordinate / coordinated clause constructions, and dialectal variation. Additionally, this course provides important listening and expressive reading skills. For advanced students, historical interpretations are offered for exceptional patterns observed in Swahili, in relation with other Bantu languages. This course allows fulfilling the non-Indo-European language requirement.
Instructor(s): Fidele Mpiranya Terms Offered: Spring

LING 28380. Introduction to Kinyarwanda I. 100 Units.
Spoken by around 18 million in Central and Eastern Africa, Kinyarwanda / Kirundi is one of the most spoken Bantu languages and has the status of an official language in Rwanda and Burundi. Based on a conversation book and a grammar guide, this course integrates speaking practice and linguistic discussion. It will allow the students to understand fundamental structures of Kinyarwanda in various areas. Topics include sound and tonal patterns, noun class agreements, verb moods, and sentence structures. Additionally, this course provides important listening and expressive reading skills. It will allow the students to discover elements of the Rwandan culture and to participate in elementary conversation about everyday life in Kinyarwanda. This is a general introduction course with no specific prerequisites. It allows fulfilling the non-Indo-European language requirement.
Instructor(s): F. Mpiranya Terms Offered: Winter
Equivalent Course(s): LING 28380

LING 28381. Introduction to Kinyarwanda II. 100 Units.
This course is a continuation of Introduction to Kinyarwanda I. It integrates speaking practice and linguistic discussion. The students will be able to understand fundamental structures of Kinyarwanda in various areas. Topics include sound and tonal patterns, noun class agreements, verb moods, and sentence structures. Additionally, this course provides important listening and expressive reading skills. It allows the students to discover elements of the Rwandan culture and to participate in elementary conversation about everyday life in Kinyarwanda. This course allows fulfilling the non-Indo-European language requirement.
Instructor(s): Fidele Mpiranya Terms Offered: Spring
Equivalent Course(s): LING 28380/38380

LING 29700. Reading and Research Course. 100 Units.
No description available.
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.
No description available.
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 - MODERN GREEK COURSES
MOGK 10100-10200-10300. Elementary Modern Greek I-II-III.
Sequence description not available.

MOGK 10100. Elementary Modern Greek I. 100 Units.
This course aims to develop elementary proficiency in spoken and written Modern Greek and to introduce elements of cultural knowledge. The course will familiarize the students with the Greek alphabet, Modern Greek pronunciation rules and the basic morphology and syntax, with an emphasis on reading and conversational skills. The students will be able to communicate minimally with formulaic and rote utterances and produce words, phrases and lists.
Instructor(s): Chrysanthi Koutsiviti Terms Offered: Autumn
Equivalent Course(s): NELG 10100,MOGK 30100
MOGK 10200. Elementary Modern Greek II. 100 Units.
This course aims to develop elementary proficiency in spoken and written Modern Greek and to introduce elements of cultural knowledge. The course will familiarize the students with the basic morphology and syntax, with an emphasis on reading and conversational skills. The students will be able to handle a variety of tasks and manage an uncomplicated situation using mostly formulaic and rote utterances. They will also be able to express personal meaning forming paragraphs.
Instructor(s): Chrysanthi Koutsiviti Terms Offered: Winter
Prerequisite(s): MOGK 10100/30100 or consent of instructor
Equivalent Course(s): NELG 10200, MOGK 30200

MOGK 10300. Elementary Modern Greek III. 100 Units.
This course aims to develop elementary proficiency in spoken and written Modern Greek and to introduce elements of cultural knowledge.
Instructor(s): Chrysanthi Koutsiviti Terms Offered: Spring
Prerequisite(s): MOGK 10200/30200 or consent of instructor
Equivalent Course(s): NELG 10300, MOGK 30300

MOGK 20100-20200-20300. Intermediate Modern Greek I-II-III.
No sequence description available.

MOGK 20100. Intermediate Modern Greek I. 100 Units.
This course aims to enable students to attain conversational fluency and to become independent users of the language who deal effectively and with a good deal of accuracy. They are expected to handle successfully a variety of uncomplicated communicative tasks and to express personal meaning by creating with the language; to ask a variety of questions to obtain simple information to satisfy needs, such as directions, prices and services. Overall they are expected to have a significant quantity and quality of language.
Instructor(s): Chrysanthi Koutsiviti Terms Offered: Autumn
Prerequisite(s): MOGK 10300/30300
Equivalent Course(s): NELG 20100

MOGK 20200. Intermediate Modern Greek II. 100 Units.
This course aims to enable students to attain conversational fluency and to become independent users of the language who deal effectively and with a good deal of accuracy. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests and areas of competence. They can also speak about some topics related to employment, current events and matters of public and community interest. They are able to create with language, ask questions, narrate and describe in all major time frames using connected discourse of paragraph length.
Instructor(s): Chrysanthi Koutsiviti Terms Offered: Winter
Prerequisite(s): MOGK 20100
Equivalent Course(s): NELG 20200

MOGK 20300. Intermediate Modern Greek III. 100 Units.
This course aims to enable students to attain conversational fluency and to become independent users of the language who deal effectively and with a good deal of accuracy.
Instructor(s): Chrysanthi Koutsiviti Terms Offered: Spring
Prerequisite(s): MOGK 20200
Equivalent Course(s): NELG 20300

LINGUISTICS - SWAHILI COURSES

SWAH 25200-25300-25400. Swahili I-II-III.
No sequence description available.

SWAH 25200. Swahili I. 100 Units.
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.
Instructor(s): Fidele Mpiranya Terms Offered: Autumn

SWAH 25300. Swahili II. 100 Units.
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.
Instructor(s): Fidele Mpiranya Terms Offered: Winter
Prerequisite(s): SWAH 25200 or consent of instructor

SWAH 25400. Swahili III. 100 Units.
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.
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.
Students focus on broadening their listening, speaking, reading, and writing skills in this course. Instructor(s): F. Mpiranya Terms Offered: Autumn
Prerequisite(s): SWAH 25400 or consent of instructor

SWAH 26900. Intermediate Swahili II. 100 Units.
Students focus on broadening their listening, speaking, reading, and writing skills in this course. Instructor(s): Fidele Mpiranya Terms Offered: Winter
Prerequisite(s): SWAH 26800 or consent of instructor

SWAH 27000. Intermediate Swahili III. 100 Units.
Students focus on broadening their listening, speaking, reading, and writing skills in this course. Instructor(s): Fidele Mpiranya Terms Offered: Spring
Prerequisite(s): SWAH 26900 or consent of instructor
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. Scores on the Mathematics Placement Test, combined with a student’s high school record, determine the appropriate beginning mathematics course for each student: MATH 11200 Studies in Mathematics Placement be earned from the Department of Mathematics.

As of 2017-2018 The College Program of Study Department Website: http://math.uchicago.edu

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Calculus I. Currently no course credit or placement is offered in the Department of Mathematics at UChicago for work done in an International Baccalaureate Programme or for British A-level or O-level examinations, and students with these backgrounds are strongly encouraged to take the Calculus Accreditation Examination.

PROGRAM REQUIREMENTS

Undergraduate Programs

Four bachelor's degrees are available in the Department of Mathematics: the BA in mathematics, the BS in mathematics, the BS in applied mathematics, and the BS in mathematics with specialization in economics. Programs qualifying students for the degree of BA provide more elective freedom. Programs qualifying students for the degrees of BS require more emphasis in the physical sciences, while the BS in mathematics with specialization in economics has its own set of specialized courses with more electives in economics in place of electives in the physical sciences. All degree programs, whether qualifying students for a degree in mathematics or in applied mathematics, require fulfillment of the College's general education requirements. The general education sequence in the physical sciences must be selected from either first-year chemistry or first-year physics.

Except for the BS in mathematics with specialization in economics, each degree requires at least five courses outside mathematics (detailed descriptions follow for each degree). These courses must be within the Physical Sciences Collegiate Division (PSCD) or from Computational Neuroscience (CPNS). One of these courses must complete the three-quarter sequence in basic chemistry or basic physics. At least two of these courses must be from a single department and all must be chosen from among Astronomy (20000 or above), Chemistry, Computer Science (not including 10100, 10200, 11000, 11100, or 11200), Physics (12000s or above), Geophysical Sciences, Statistics (22000 or above), CPNS, or Molecular Engineering. 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 different requirements outside of mathematics described below in the degree program for the BS in mathematics with specialization in economics.

Degree Programs in Mathematics

Students who are majoring in mathematics are required to complete: a 10000-level sequence in calculus (or to demonstrate equivalent competence on the Calculus Accreditation Exam); either MATH 16300 Honors Calculus III or MATH 16310 Honors Calculus III (IBL) as the third quarter of the calculus sequence or MATH 15910 Introduction to Proofs in Analysis; the linear algebra course MATH 20250 Abstract Linear Algebra; a three-quarter sequence in analysis (MATH 20300-20400-20500 Analysis in Rn I-II-III or MATH 20310-20410-20510 Analysis in Rn I (accelerated); Analysis in Rn II (accelerated); Analysis in Rn III (accelerated) or MATH 20700-20800-20900 Honors Analysis in Rn I-II-III); and one quarter of an algebra sequence (MATH 25400-25500-25600 Basic Algebra I-II-III or MATH 25700-25800-25900 Honors Basic Algebra I-II-III). Students may not use both MATH 15910 Introduction to Proofs in Analysis and MATH 16300 Honors Calculus III (IBL) to meet major or minor requirements. For students whose first mathematics course at the University of Chicago is MATH 20700 Honors Analysis in Rn I, the MATH 15910 Introduction to Proofs in Analysis/MATH 16300 Honors Calculus III (IBL) requirement is waived. For students who complete MATH 20700 Honors Analysis in Rn I, the MATH 20250 Abstract Linear Algebra requirement is waived, but the student must then take an additional course from the List of Approved Courses.

Candidates for the BA and BS in mathematics take at least one course in basic algebra. BA candidates may opt for the first quarter of either the regular or the honors sequence (MATH 25400-25500-25600 Basic Algebra I-II-III or MATH 25700-25800-25900 Honors Basic Algebra I-II-III), whereas candidates for the BS degree must take the first two quarters of one of the two sequences. MATH 25700-25800-25900 Honors Basic Algebra I-II-III is designated as an honors version of Basic Algebra. Registration for this course is the option of the individual student, but consultation with one of the departmental counselors is strongly advised.

The remaining mathematics courses needed in the programs (three for the BA, two for the BS) must be selected, with due regard for prerequisites, from the following list of approved mathematics courses. Note that STAT 25100 Introduction to Mathematical Probability or STAT 25150 Introduction to Mathematical Probability-A also meet the requirement. BA candidates may include MATH 25500 Basic Algebra II or MATH 25800 Honors Basic Algebra II. Mathematics courses in the Paris Mathematics program each Spring Quarter may also be used to meet this requirement.

List of Approved Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 17500</td>
<td>Basic Number Theory</td>
<td>100</td>
</tr>
<tr>
<td>MATH 17600</td>
<td>Basic Geometry</td>
<td>100</td>
</tr>
<tr>
<td>MATH 21100</td>
<td>Basic Numerical Analysis</td>
<td>100</td>
</tr>
<tr>
<td>MATH 21200</td>
<td>Advanced Numerical Analysis</td>
<td>100</td>
</tr>
<tr>
<td>MATH 23500</td>
<td>Markov Chains, Martingales, and Brownian Motion</td>
<td>100</td>
</tr>
<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>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>MATH 24300</td>
<td>Introduction to Algebraic Curves</td>
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</tr>
<tr>
<td>MATH 24400</td>
<td>Introduction to Algebraic Geometry</td>
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</tr>
<tr>
<td>MATH 25600</td>
<td>Basic Algebra III</td>
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<tr>
<td>MATH 25900</td>
<td>Honors Basic Algebra III</td>
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</tr>
<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 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 27000</td>
<td>Basic Complex Variables</td>
<td>100</td>
</tr>
<tr>
<td>MATH 27100</td>
<td>Measure and Integration</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 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 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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</tr>
<tr>
<td>MATH 28410</td>
<td>Honors Combinatorics</td>
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</tr>
<tr>
<td>MATH 29200</td>
<td>Chaos, Complexity, and Computers</td>
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</tr>
<tr>
<td>MATH 29700</td>
<td>Proseminar in Mathematics</td>
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</tr>
<tr>
<td>MATH 30200</td>
<td>Computability Theory I</td>
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<tr>
<td>MATH 30300</td>
<td>Computability Theory II</td>
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<tr>
<td>MATH 30900</td>
<td>Model Theory I</td>
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<tr>
<td>MATH 31000</td>
<td>Model Theory II</td>
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</tr>
<tr>
<td>MATH 31200</td>
<td>Analysis I</td>
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<tr>
<td>MATH 31300</td>
<td>Analysis II</td>
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<tr>
<td>MATH 31400</td>
<td>Analysis III</td>
<td>100</td>
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<tr>
<td>MATH 31700</td>
<td>Topology and Geometry I</td>
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<tr>
<td>MATH 31800</td>
<td>Topology and Geometry II</td>
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<tr>
<td>MATH 31900</td>
<td>Topology and Geometry III</td>
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</tr>
<tr>
<td>MATH 32500</td>
<td>Algebra I</td>
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</tr>
<tr>
<td>MATH 32600</td>
<td>Algebra II</td>
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</tr>
<tr>
<td>MATH 32700</td>
<td>Algebra III</td>
<td>100</td>
</tr>
<tr>
<td>STAT 25100</td>
<td>Introduction to Mathematical Probability</td>
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</tr>
<tr>
<td>STAT 25150</td>
<td>Introduction to Mathematical Probability-A</td>
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</tr>
</tbody>
</table>

BS candidates are further required to select a minor field, which consists of three additional courses that are outside the Department of Mathematics and either are within the same department in the Physical Sciences Collegiate Division (PSCD) or are among Computational Neuroscience (CPNS) courses. These courses must be chosen in consultation with one of the departmental counselors.

**Summaries of Requirements**

**Summary of Requirements: Mathematics BA**

**GENERAL EDUCATION**

One of the following sequences:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</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>
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<tr>
<td>CHEM 11100-11200</td>
<td>Comprehensive General Chemistry I-II (or equivalent)</td>
<td>100</td>
</tr>
<tr>
<td>PHYS 12100-12200</td>
<td>General Physics I-II (or higher)</td>
<td>100</td>
</tr>
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</table>

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<table>
<thead>
<tr>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 13100-13200</td>
<td>Elementary Functions and Calculus I-II</td>
<td>200</td>
</tr>
<tr>
<td>MATH 15100-15200</td>
<td>Calculus I-II</td>
<td>100</td>
</tr>
<tr>
<td>MATH 16100-16200</td>
<td>Honors Calculus I-II</td>
<td>100</td>
</tr>
</tbody>
</table>
### MAJOR

#### One of the following:

<table>
<thead>
<tr>
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<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>

#### One of the following:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>MATH 16300</td>
<td>Honors Calculus III</td>
</tr>
<tr>
<td>MATH 16310</td>
<td>Honors Calculus III (IBL)</td>
</tr>
<tr>
<td>MATH 15910</td>
<td>Introduction to Proofs in Analysis</td>
</tr>
<tr>
<td>MATH 20250</td>
<td>Abstract Linear Algebra</td>
</tr>
</tbody>
</table>

#### One of the following:

<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 20310-20410-20510</td>
<td>Analysis in Rn I (accelerated); Analysis in Rn II (accelerated); Analysis in Rn III (accelerated)</td>
</tr>
<tr>
<td>MATH 20700-20800-20900</td>
<td>Honors Analysis in Rn I-II-III **</td>
</tr>
</tbody>
</table>

Two mathematics courses chosen from the List of Approved Courses

Four courses within the PSCD or from CPNS but outside of mathematics, at least two of which should be taken in a single department

### BA Specific

#### One of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 25400</td>
<td>Basic Algebra I</td>
</tr>
<tr>
<td>MATH 25700</td>
<td>Honors Basic Algebra I</td>
</tr>
</tbody>
</table>

#### One of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<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>

A course from the List of Approved Courses

### Total Units

- **400**
- **400**
- **1400**
- **400**
- **100**
- **100**
- **100**
- **100**
- **100**
- **100**

### Summary of Requirements: Mathematics BS

#### GENERAL EDUCATION

One of the following sequences:

<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>&amp; CHEM 10200</td>
<td>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>

One of the following sequences:

<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>
<tr>
<td>MATH 16110 &amp; MATH 16210</td>
<td>Honors Calculus I (IBL) and Honors Calculus II (IBL)</td>
</tr>
</tbody>
</table>

### Total Units

- **200**
- **200**
- **400**
### Degree Program in Applied Mathematics

Candidates for the BS in applied mathematics all take prescribed courses in numerical analysis, algebra, complex variables, ordinary differential equations, and partial differential equations. In addition, candidates are required to select, in consultation with one of the departmental counselors, a secondary field, which consists of three additional courses from a single department that is outside the Department of Mathematics but within the Physical Sciences Collegiate Division or among Computational Neuroscience (CPNS) courses.

### Summary of Requirements: BS in Applied Mathematics

#### GENERAL EDUCATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</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 (or equivalent)</td>
<td></td>
</tr>
<tr>
<td>PHYS 12100-12200</td>
<td>General Physics I-II (or higher)</td>
<td>* **</td>
</tr>
</tbody>
</table>

#### MAJOR

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 13100-13200</td>
<td>Elementary Functions and Calculus I-II</td>
<td>200</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>MATH 16110 &amp; MATH 16210</td>
<td>Honors Calculus I (IBL) and Honors Calculus II (IBL)</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
<td></td>
</tr>
</tbody>
</table>
| CHEM 11300 | Comprehensive General Chemistry III (or equivalent)  
* |
| PHYS 12300 | General Physics III (or higher)  
*  
+ |
| One of the following:  
** | 100 |
| MATH 16300 | Honors Calculus III |
| MATH 16310 | Honors Calculus III (IBL) |
| MATH 15910 | Introduction to Proofs in Analysis |
| MATH 20250 | Abstract Linear Algebra  
100 |
| One of the following:  
300 | |
| MATH 20300-20400-20500 | Analysis in Rn I-II-III |
| MATH 20310-20410-20510 | Analysis in Rn I (accelerated); Analysis in Rn II (accelerated); Analysis in Rn III (accelerated) |
| MATH 20700-20800-20900 | Honors Analysis in Rn I-II-III |
| One of the following:  
100 | |
| MATH 21100 | Basic Numerical Analysis |
| MATH 21200 | Advanced Numerical Analysis |
| One of the following:  
100 | |
| MATH 25400 | Basic Algebra I |
| MATH 25700 | Honors Basic Algebra I |
| All three of the following courses:  
300 | |
| MATH 27000 | Basic Complex Variables |
| MATH 27300 | Basic Theory of Ordinary Differential Equations |
| MATH 27500 | Basic Theory of Partial Differential Equations |
| Six courses that are not MATH courses but are either within the PSCD or from CPNS, at least three of which should be taken in a single department  
** | 600 |
| Total Units | 1700 |

* Credit may be granted by examination.
** See restrictions on certain courses listed under previous summary.
+ The sequence PHYS 13100-13200-13300 Mechanics; Electricity and Magnetism; Waves, Optics, and Heat is recommended for mathematics majors.

### Degree Program in Mathematics with Specialization in Economics

This is a version of the BS in mathematics. The BS degree is in mathematics with the designation “with specialization in economics” included on the final transcript. Candidates are required to complete a yearlong sequence in calculus, MATH 15910 Introduction to Proofs in Analysis if the calculus sequence did not terminate with MATH 16300 Honors Calculus III/MATH 16310 Honors Calculus III (IBL), the one-quarter course MATH 20250 Abstract Linear Algebra, a yearlong sequence in analysis (MATH 20300-20400-20500 Analysis in Rn I-II-III or MATH 20310-20410-20510 Analysis in Rn I (accelerated); Analysis in Rn II (accelerated); Analysis in Rn III (accelerated) or MATH 20700-20800-20900 Honors Analysis in Rn I-II-III), and one quarter of abstract algebra (MATH 25400 Basic Algebra I or MATH 25700 Honors Basic Algebra I), and earn a grade of at least C- in each course. Students must also take STAT 25100 Introduction to Mathematical Probability or STAT 25150 Introduction to Mathematical Probability-A. The remaining two mathematics courses must be among the following five: MATH 27000 Basic Complex Variables, MATH 27100 Measure and Integration, MATH 27200 Basic Functional Analysis, MATH 27300 Basic Theory of Ordinary Differential Equations, or MATH 27500 Markov Chains, Martingales, and Brownian Motion. A C average or higher must be earned in these two courses.

In addition to the third quarter of basic chemistry or basic physics, the eight courses required outside the Department of Mathematics must include STAT 23400 Statistical Models and Methods or STAT 24400 Statistical Theory and Methods I. The remaining seven courses should be in the Department of Economics and must include ECON 20000-20100-20200 The Elements of Economic Analysis I-II-III or ECON 20010-ECON 20110-ECON 20210 The Elements of Economic Analysis: Honors I-II-III and either ECON 20900 Econometrics: Honors or ECON 21000 Econometrics. The remaining two courses may be chosen from any undergraduate economics course numbered higher than ECON 20210 The Elements of Economic Analysis: Honors III. A University of Chicago Booth School of Business course may be considered for elective credit if the course requires the equivalent of ECON 20100 as a prerequisite and is numbered as a Chicago Booth 40000 or higher course. Additionally, the course needs to pertain to the application of economic theory to a course subject that is not offered by the Department of Economics. Courses such as accounting, investments, and entrepreneurship will not be considered for economics elective credit. Consideration for elective credit must be done by petition before
a student registers for the course. There will be no retroactive consideration for credit. Students must earn a
grade of C or higher in each course taken in economics to be eligible for this degree.

It is recommended that students considering graduate work in economics use some of their electives
to include at least one programming course (CMSC 15100 Introduction to Computer Science I is strongly
recommended) and an additional course in statistics (STAT 24400-24500 Statistical Theory and Methods I-II or
STAT 24410 Statistical Theory and Methods Ia and STAT 24500 Statistical Theory and Methods II are appropriate
two-quarter sequences). Students planning to apply to graduate economics programs are strongly encouraged to
meet with one of the economics undergraduate program directors before the beginning of their third year.

Summary of Requirements: BS in Mathematics with Specialization in Economics

GENERAL EDUCATION

One of the following sequences:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>CHEM 10100 &amp; CHEM 10200</td>
<td>Introductory General Chemistry I and Introductory General Chemistry II</td>
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<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>
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One of the following sequences:

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<td>MATH 13100-13200</td>
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<tr>
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<td>Calculus I-II</td>
</tr>
<tr>
<td>MATH 16100-16200</td>
<td>Honors Calculus I-II</td>
</tr>
<tr>
<td>MATH 16110 &amp; MATH 16210</td>
<td>Honors Calculus I (IBL) and Honors Calculus II (IBL)</td>
</tr>
</tbody>
</table>

Total Units: 400

MAJOR

One of the following:

<table>
<thead>
<tr>
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<th>Description</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:

<table>
<thead>
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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 16300</td>
<td>Honors Calculus III</td>
</tr>
<tr>
<td>MATH 16310</td>
<td>Honors Calculus III (IBL)</td>
</tr>
<tr>
<td>MATH 15910</td>
<td>Introduction to Proofs in Analysis</td>
</tr>
<tr>
<td>MATH 20250</td>
<td>Abstract Linear Algebra</td>
</tr>
</tbody>
</table>

One of the following:

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</tr>
</thead>
<tbody>
<tr>
<td>MATH 20300-20400-20500</td>
<td>Analysis in Rn I-II-III</td>
</tr>
<tr>
<td>MATH 20310-20410-20510</td>
<td>Analysis in Rn I (accelerated); Analysis in Rn II (accelerated); Analysis in Rn III (accelerated)</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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 25400</td>
<td>Basic Algebra I</td>
</tr>
<tr>
<td>MATH 25700</td>
<td>Honors Basic Algebra I</td>
</tr>
</tbody>
</table>

Two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 27000</td>
<td>Basic Complex Variables</td>
</tr>
<tr>
<td>MATH 27100</td>
<td>Measure and Integration</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 23500</td>
<td>Markov Chains, Martingales, and Brownian Motion</td>
</tr>
</tbody>
</table>

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 25100</td>
<td>Introduction to Mathematical Probability</td>
</tr>
<tr>
<td>STAT 25150</td>
<td>Introduction to Mathematical Probability-A</td>
</tr>
</tbody>
</table>

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 23400</td>
<td>Statistical Models and Methods</td>
</tr>
<tr>
<td>STAT 24400</td>
<td>Statistical Theory and Methods I</td>
</tr>
<tr>
<td>STAT 24410</td>
<td>Statistical Theory and Methods Ia</td>
</tr>
</tbody>
</table>
One of the following:  
ECON 20000-20100-20200 The Elements of Economic Analysis I-II-III  
ECON 20010-20110-20210 The Elements of Economic Analysis: Honors I-II-III  

One of the following:  
ECON 21020 Econometrics  
ECON 21030 Econometrics - Honors  

Three Economics courses numbered higher than 20210  

Total Units  

* Credit may be granted by examination.  
** See restrictions on certain courses listed under earlier summary.  
+ The sequence PHYS 13100-13200-13300 Mechanics; Electricity and Magnetism; Waves, Optics, and Heat is recommended for mathematics majors.  

**GRADING**  
Subject to College grading requirements and grading requirements for the major and with consent of instructor, students (except students who are majoring in mathematics or applied mathematics) may take any mathematics course beyond the second quarter of calculus for either a quality grade or for P/F grading. A Pass grade is given only for work of C- quality or higher.  

All courses taken to meet requirements in the mathematics major must be taken for quality grades. A grade of C- or higher must be earned in each calculus, analysis, or algebra course; and an overall grade average of C or higher must be earned in the remaining mathematics courses that a student uses to meet requirements for the major. Students must earn a grade of C or higher in each course taken in economics for the degree in mathematics with a specialization in economics. Mathematics or applied mathematics students may take any 20000-level mathematics courses elected beyond program requirements for P/F grading.  

Incompletees 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>Units</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 24400</td>
<td>Introduction to Algebraic Geometry</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>
</tr>
<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 Code</th>
<th>Course 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 23500</td>
<td>Markov Chains, Martingales, and Brownian Motion</td>
<td>100</td>
</tr>
<tr>
<td>MATH 27000</td>
<td>Basic Complex Variables</td>
<td>100</td>
</tr>
<tr>
<td>MATH 27100</td>
<td>Measure and Integration</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>
</tbody>
</table>

### Topology Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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>
<tr>
<td>MATH 31800</td>
<td>Topology and Geometry II</td>
<td>100</td>
</tr>
<tr>
<td>MATH 31900</td>
<td>Topology and Geometry III</td>
<td>100</td>
</tr>
</tbody>
</table>

With departmental approval, MATH 29700 Proseminar in Mathematics, or any course(s) in the Paris Mathematics Program, may be chosen so that it falls in one of the three groups. One of the three Paris courses each year will be designated as a replacement for MATH 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 16310 Honors Calculus III (IBL) is required in another degree program. If it is not used elsewhere, MATH 16300 Honors Calculus III or MATH 16310 Honors Calculus III (IBL) must be included in the minor, for a total of seven courses. The remaining six courses must include the linear algebra course MATH 20250 Abstract Linear Algebra, a three-course sequence in analysis MATH 20300-20400-20500 Analysis in Rn I-II-III or MATH 20310-20410-20510 Analysis in Rn I (accelerated); Analysis in Rn II (accelerated); Analysis in Rn III (accelerated) or MATH 20700-20800-20900 Honors Analysis in Rn I-II-III), and the first course in one of the algebra sequences (MATH 25400 Basic Algebra I or MATH 25700 Honors Basic Algebra I). The sixth course may be chosen from either the second course in one of the algebra sequences (MATH 25500 Basic Algebra II or MATH 25800 Honors Basic Algebra II) or a mathematics course numbered 23000 or higher chosen in consultation with the director of undergraduate studies or one of the departmental counselors. A student who completes MATH 20700 Honors Analysis in Rn I is not obligated to take MATH 20250 Abstract Linear Algebra, but should instead select another mathematics course numbered 23000 or higher. Under special circumstances and to avoid double counting, students may also use mathematics courses numbered 23000 or higher to substitute for up to two quarters of analysis or algebra, if these are required in another degree program.

No course in the minor can be double counted with the student’s major(s) or with other minors; nor can it be counted toward general education requirements. Students must earn a grade of at least C- in each of the courses in the mathematics minor. More than one-half of the requirements for a minor must be met by registering for courses bearing University of Chicago course numbers.

Students must meet with the director of undergraduate studies or one of the departmental counselors by Spring Quarter of their third year to declare their intention to complete a minor program in mathematics and to obtain approval for the minor on a form obtained from their College adviser. Courses for the minor are chosen in consultation with the director of undergraduate studies or one of the departmental counselors.

### PARIS MATHEMATICS PROGRAM (HTTP://STUDY-ABROAD.UCHICAGO.EDU/PROGRAMS/PARIS-MATHEMATICS)

Each Spring Quarter, the Department of Mathematics offers a study abroad opportunity for students to take upper-level mathematics electives at the University’s Center in Paris. Departmental faculty offer three successive three-week courses in specialized topics, and students also take a French language course from local French faculty. Students should have completed one of the analysis sequences (MATH 20300-20400-20500 Analysis in Rn I-II-III or MATH 20310-20410-20510 Analysis in Rn I (accelerated); Analysis in Rn II (accelerated); Analysis in Rn III (accelerated) or MATH 20700-20800-20900 Honors Analysis in Rn I-II-III) and at least one quarter of one of...
the algebra sequences (MATH 25400 Basic Algebra I or MATH 25700 Honors Basic Algebra I) before attending the Paris program. Applications are due the prior Spring Quarter and should be submitted to the Study Abroad office.

**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 Examination 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.

**Mathematics Courses**

**MATH 11200-11300. Studies in Mathematics I-II.**

MATH 11200 AND 11300 cover the basic conceptual foundations of mathematics by examining the ideas of number and symmetry. MATH 11200 addresses number theory, including a study of the rules of arithmetic, integral domains, primes and divisibility, congruences, and modular arithmetic. MATH 11300’s main topic is symmetry and geometry, including a study of polygons, Euclidean construction, polyhedra, group theory, and topology. These courses emphasize the understanding of ideas and the ability to express them through rigorous mathematical arguments. While students may take MATH 11300 without having taken MATH 11200, it is recommended that MATH 11200 be taken first. Either course in this sequence meets the general education requirement in mathematical sciences. These courses are at the level of difficulty of the MATH 13100-13200-13300 calculus sequence.

Terms Offered: Autumn, Spring

**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, Winter

Prerequisite(s): 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 11200 recommended

**MATH 13100-13200-13300. Elementary Functions and Calculus I-II-III.**

MATH 13100-13200-13300 is a sequence in calculus for students who need some precalculus reinforcement. The sequence completes the necessary background and covers basic calculus in three quarters. This is achieved through three regular one-hour class meetings and two mandatory one-and-one-half-hour tutorial sessions each week. A class is divided into tutorial groups of about eight students each, and these meet with an undergraduate junior tutor for problem solving related to the course. Students completing MATH 13100-13200-13300 have a command of calculus equivalent to that obtained in MATH 15100-15200-15300. Students may not take the first two quarters of this sequence for P/F grading. MATH 13100-13200 meets the general education requirement in the mathematical sciences.

**MATH 13100. Elementary Functions and Calculus I. 100 Units.**

MATH 13100 gives a careful treatment of limits, the continuity and differentiability of algebraic functions, and applications of the derivative.

Terms Offered: Autumn, Winter

Prerequisite(s): Invitation only, based on adequate performance on the mathematics placement test
MATH 13200. 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 of Calculus, and applications of the integral.
Terms Offered: Spring, Winter
Prerequisite(s): MATH 13100

MATH 13300. Elementary Functions and Calculus III. 100 Units.
In MATH 13300, subjects include more applications of the definite integral, an introduction to infinite sequences and series and Taylor expansions. MATH 13300 also includes an introduction to multivariable calculus, such as functions of several real variables, partial derivatives, gradients, and the total derivative, and integration of functions of several variables.
Terms Offered: Spring
Prerequisite(s): MATH 13200

MATH 15100-15200-15300. Calculus I-II-III.
This is the regular calculus sequence in the department. Students entering this sequence are to have mastered appropriate precalculus material and, in many cases, have had some previous experience with calculus in high school or elsewhere. All Autumn Quarter offerings of MATH 15100, 15200, and 15300 begin with a rigorous treatment of limits and limit proofs. Students may not take the first two quarters of this sequence for P/F grading. MATH 15100-15200 meets the general education requirement in mathematical sciences.

MATH 15100. Calculus I. 100 Units.
This is the first course in the regular calculus sequence in the department. Students entering this sequence are to have mastered appropriate precalculus material and, in many cases, have had some previous experience with calculus in high school or elsewhere. MATH 15100 undertakes a careful treatment of limits, the differentiation of algebraic and transcendental functions, applications of differentiation, and the Mean Value Theorem. All Autumn Quarter offerings of MATH 15100 begin with a rigorous treatment of limits and limit proofs. Students may not take the first two quarters of this sequence for P/F grading. MATH 15100-15200 meets the general education requirement in mathematical sciences.
Terms Offered: Autumn
Prerequisite(s): Superior performance on the mathematics placement test, 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. MATH 15200 covers integration, techniques of integration, applications of the integral, and transcendental functions. All Autumn Quarter offerings of MATH 15200 begin with a rigorous treatment of limits and limit proofs. Students may not take the first two quarters of this sequence for P/F grading. MATH 15100-15200 meets the general education requirement in mathematical sciences.
Terms Offered: Autumn, Winter
Prerequisite(s): MATH 15100; or placement based on the 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 covers applications of integration, an introduction to infinite sequences and series and Taylor expansions, and an introduction to multivariable calculus including functions of several real variables, partial derivatives, gradients, and the total derivative, and integration of functions of several variables. All Autumn Quarter offerings of MATH 15300 begin with a rigorous treatment of limits and limit proofs.
Terms Offered: Autumn, Winter
Prerequisite(s): MATH 15200; or placement based on the Calculus Accreditation Exam or appropriate AP score

MATH 15900. Introduction to Proofs in Analysis and Linear Algebra. 100 Units.
This course is intended for students who are making the transition from MATH 13300 or 15300 to MATH 20300, or for students who need more preparation in learning to read and write proofs. This course covers the fundamentals of theoretical mathematics and prepares students for upper-level mathematics courses beginning with MATH 20300. Topics include the axioms for 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, and linear transformations and matrices, up through properties of the determinant. Students who are majoring or minoring in mathematics may not use both MATH 15900 and MATH 16300 to meet program requirements.
Terms Offered: Autumn, Spring, Winter. Only offered in 2015-16; in subsequent years Math 15900 will be replaced by Math 15910
Prerequisite(s): Superior performance on the Calculus Accreditation Exam or MATH 15300 or 13300
MATH 15910. Introduction to Proofs in Analysis. 100 Units.
This course is intended for students who are making the transition from MATH 13300 or 15300 to MATH 20250 and MATH 20300, or for students who need more preparation in learning to read and write proofs. This course covers the fundamentals of theoretical mathematics and prepares students for upper-level mathematics courses beginning with MATH 20250 and MATH 20300. Topics include the axioms for the real numbers, completeness and the least upper bound property, the topology of the real line, and sequences and series of real and complex numbers. Students who are majoring or minoring in mathematics may not use both MATH 15910 and MATH 16300 to meet program requirements.
Terms Offered: Autumn, Spring, Winter
Prerequisite(s): MATH 15300 or MATH 13300 or superior performance on the Calculus Accreditation Exam

MATH 16100-16200-16300. Honors Calculus I-II-III.
MATH 16100-16200-16300 is an honors version of MATH 15100-15200-15300. A student with a strong background in the problem-solving aspects of one-variable calculus may, by suitable achievement on the Calculus Accreditation Exam, be invited to register for MATH 16100-16200-16300. This sequence emphasizes the theoretical aspects of one-variable analysis and, in particular, the consequences of completeness in the real number system. MATH 16300 also includes an introduction to multivariable calculus. At least one section of this sequence is offered as an inquiry-based learning (IBL) course. Students interested in IBL should have fluency in spoken English and an AP score of 5 on the BC Calculus exam or placement into MATH 15300. Students may not take the first two quarters of this sequence for P/F grading. MATH 16100-16200 meets the general education requirement in mathematical sciences.

MATH 16100. Honors Calculus I. 100 Units.
MATH 16100 emphasizes the theoretical aspects of one-variable analysis and, in particular, the consequences of completeness in the real number system. Topics include a rigorous treatment of the real numbers and the least upper bound property, limits, continuity, uniform continuity, and differentiation.
Terms Offered: Autumn
Prerequisite(s): Invitation only based on superior performance on the Calculus Accreditation Examination

MATH 16200. Honors Calculus II. 100 Units.
MATH 16200 covers integration, the Fundamental Theorem of Calculus, transcendental functions, and other topics.
Terms Offered: Winter
Prerequisite(s): MATH 16100

MATH 16300. Honors Calculus III. 100 Units.
MATH 16300 covers sequences and series, power series, and Taylor series. It also includes an introduction to multivariable calculus, such as functions of several real variables, partial derivatives, gradients, and the total derivative, and integration of functions of several variables.
Terms Offered: Spring
Prerequisite(s): MATH 16200

MATH 16110-16210-16310. Honors Calculus I (IBL); Honors Calculus II (IBL); Honors Calculus III (IBL)
This sequence is an Inquiry Based Learning version of MATH 16100-16200-16300 Honors Calculus I-II-III. In this alternate version of Honors Calculus, rather than having lectures from instructors, students are given "scripts" of carefully ordered theorems whose proofs they prepare outside of class and then present in class for comment and discussion. MATH 16110-16210 meets the general education requirement in mathematical sciences.

MATH 16110. Honors Calculus I (IBL) 100 Units.
MATH 16110 gives a rigorous axiomatic treatment of the continuum and its topological properties.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): Invitation only based on superior performance on the Calculus Accreditation Examination

MATH 16210. Honors Calculus II (IBL) 100 Units.
MATH 16210 puts an arithmetic structure on the continuum, and constructs the real numbers via Dedekind cuts. There follows a rigorous treatment of limits, continuity, differentiability, integrability, and the Fundamental Theorem of Calculus.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): MATH 16110

MATH 16310. Honors Calculus III (IBL) 100 Units.
MATH 16310 continues the rigorous treatment of single-variable Calculus with a discussion of infinite series. There follows an introduction to the main ideas of multivariable Calculus, including functions of several real variables, partial derivatives, gradients, the total derivative, and integration of functions of several variables.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): MATH 16210
MATH 17500. Basic Number Theory. 100 Units.
This course covers basic properties of the integers following from the division algorithm, primes and their
distribution, and congruences. Additional topics include existence of primitive roots, arithmetic functions,
quadratic reciprocity, and transcendental numbers. The subject is developed in a leisurely fashion, with many
explicit examples.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): MATH 16300 or MATH 16310 or MATH 15910 or MATH 15900 or MATH 19900

MATH 17600. Basic Geometry. 100 Units.
This course covers advanced topics in geometry, including Euclidean geometry, spherical geometry, and
hyperbolic geometry. We emphasize rigorous development from axiomatic systems, including the approach of
Hilbert. Additional topics include lattice point geometry, projective geometry, and symmetry.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): MATH 16300 or MATH 16310 or MATH 15910 or MATH 15900 or MATH 19900

MATH 19520. Mathematical Methods for Social Sciences. 100 Units.
MATH 19520 is a course in mathematical techniques for students in the social sciences. It covers the basic topics
of multivariable calculus including vectors and vector functions, partial derivatives, multiple integrals, and
Lagrange multipliers. It also covers an introduction to optimization, including linear programming, the simplex
method, the duality theorem, and the Kuhn-Tucker theorem.
Terms Offered: Autumn, Spring, Winter
Prerequisite(s): MATH 13300 or MATH 15300 or MATH 16300 or MATH 16310

MATH 19620. Linear Algebra. 100 Units.
This course takes a concrete approach to the basic topics of linear algebra. Topics include vector geometry,
systems of linear equations, vector spaces, matrices and determinants, and eigenvalue problems.
Instructor(s): Staff Terms Offered: Autumn, Spring, Winter
Prerequisite(s): MATH 13200 or MATH 15200 or MATH 16200 or MATH 16210.
Note(s): Recommended sequence for ECON majors: MATH 19620, STAT 23400, ECON 21000 in consecutive
quarters.

MATH 20000-20100. 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. Mathematical Methods for Physical Sciences I. 100 Units.
MATH 20000 covers multivariable calculus, including the algebra and geometry of Euclidean space,
differentiation and integration of functions of several variables, vector valued functions and the classical
theorems of vector analysis (i.e., theorems of Green, Gauss, and Stokes), and sequences and series of
numbers and functions, including an introduction to Fourier series.
Terms Offered: Autumn, Winter
Prerequisite(s): MATH 13300 or 15300 or 16300 or 16310; entering students by invitation only, based on
superior performance on the Calculus Accreditation Exam

MATH 20100. Mathematical Methods for Physical Sciences II. 100 Units.
MATH 20100 introduces ordinary differential equations (e.g., first and second order linear differential
equations, series solutions, and the Laplace transform) and complex analysis (i.e., basic properties of the
complex plane and analytic functions through Cauchy’s theorem).
Terms Offered: Spring, Winter
Prerequisite(s): MATH 20000 or (MATH 19520 and MATH 19620)

MATH 20250. Abstract Linear Algebra. 100 Units.
This is a theoretical course in linear algebra intended for students taking higher level mathematics courses.
Topics include vector spaces and linear transformations, matrices and the algebra of matrices, determinants and
their properties, the geometry of R^n and C^n, bases, coordinates and change of basis, eigenvalues, eigenvectors,
characteristic polynomial, diagonalization, special forms including QR factorization and Singular Value
Decomposition, and applications.
Terms Offered: Autumn, Spring, Winter
Prerequisite(s): MATH 16300 or MATH 16310 or MATH 15910 or MATH 15900 or MATH 19900
MATH 20300-20400-20500. Analysis in 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. All courses in the sequence require experience with a theoretical treatment
of the real numbers, and hence MATH 20300 has a prerequisite of either MATH 16300 or MATH 15910.
Additionally, MATH 20400 requires a serious treatment of linear algebra, and thus has a prerequisite of either
MATH 20250 or STAT 24300. MATH 20300 covers the construction of the real numbers, the topology of R^n
including the Bolzano-Weierstrass and Heine-Borel theorems, and a detailed treatment of abstract metric spaces,
including convergence and completeness, compact sets, continuous mappings, and more. MATH 20400 covers
differentiation in R^n including partial derivatives, gradients, the total derivative, the Chain Rule, optimization
problems, vector-valued functions, and the Inverse and Implicit Function Theorems. MATH 20500 covers
integration in R^n including Fubini’s Theorem and iterated integration, line and surface integrals, differential
forms, and the theorems of Green, Gauss, and Stokes. This sequence is the basis for all advanced courses in
analysis and topology.

MATH 20300. Analysis in Rn I. 100 Units.
MATH 20300 covers the construction of the real numbers, the topology of R^n including the Bolzano-
Weierstrass and Heine-Borel theorems, and a detailed treatment of abstract metric spaces, including
convergence and completeness, compact sets, continuous mappings, and more.
Instructor(s): Staff Terms Offered: Autumn,Spring,Winter
Prerequisite(s): MATH 16300 or MATH 16310 or MATH 15910 or MATH 15900 or MATH 19900

MATH 20400. Analysis in Rn II. 100 Units.
MATH 20400 covers differentiation in R^n including partial derivatives, gradients, the total derivative,
the Chain Rule, optimization problems, vector-valued functions, and the Inverse and Implicit Function
Theorems.
Terms Offered: Autumn,Spring,Winter
Prerequisite(s): MATH 20700 or ((MATH 20300 or MATH 20310) AND (MATH 20250 or STAT 24300))

MATH 20500. Analysis in Rn III. 100 Units.
MATH 20500 covers integration in R^n including Fubini’s Theorem and iterated integration, line and surface
integrals, differential forms, and the theorems of Green, Gauss, and Stokes.
Terms Offered: Autumn,Spring,Winter
Prerequisite(s): MATH 20400 or MATH 20410 or MATH 20800

MATH 20310-20410-20510. Analysis in Rn I (accelerated); Analysis in Rn II (accelerated); Analysis in Rn III
(accelerated)
This sequence is an accelerated version of MATH 20300-20400-20500 Analysis in Rn I-II-III.

MATH 20310. Analysis in Rn I (accelerated) 100 Units.
This is an accelerated version of MATH 20300.
Instructor(s): Staff Terms Offered: Autumn,Spring,Winter
Prerequisite(s): MATH 16300 or MATH 16310 or MATH 15910 or MATH 15900 or MATH 19900. Students
must have received a grade of B+ or better in MATH 16300, 16310, 15900, or 15910 in order to register for the
accelerated Analysis sequence.

MATH 20410. Analysis in Rn II (accelerated) 100 Units.
This is an accelerated version of MATH 20400.
Instructor(s): Staff Terms Offered: Autumn,Spring,Winter
Prerequisite(s): MATH 20700 or (MATH 20310 AND (MATH 20250 or STAT 24300))

MATH 20510. Analysis in Rn III (accelerated) 100 Units.
This is an accelerated version of MATH 20500.
Instructor(s): Staff Terms Offered: Autumn,Spring,Winter
Prerequisite(s): MATH 20800 or MATH 20410

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.
Instructor(s): Staff 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.
Instructor(s): Staff 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.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): MATH 20800

MATH 21100. Basic Numerical Analysis. 100 Units.
This course covers direct and iterative methods of solution of linear algebraic equations and eigenvalue problems. Topics include numerical differentiation and quadrature for functions of a single variable, approximation by polynomials and piece-wise polynomial functions, approximate solution of ordinary differential equations, and solution of nonlinear equations.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): MATH 20000 or 20250 or 20400 or 20410

MATH 21200. Advanced Numerical Analysis. 100 Units.
This course covers topics similar to those of Math 21100 but at a more rigorous level. The emphasis is on proving all of the results. Previous knowledge of numerical analysis is not required. Programming is also not required. The course makes extensive use of the material developed in the analysis sequence (ending in Math 20500 or MATH 20900) and provides an introduction to other areas of analysis such as functional analysis and operator theory.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): MATH 20500 or 20510 or 20900

MATH 23500. Markov Chains, Martingales, and Brownian Motion. 100 Units.
This course discusses three of the most important types of stochastic processes: Markov chains (in both discrete and continuous time), martingales (the mathematical model of "fair games"), and Brownian motion (random continuous motion). Applications will include random walk, queueing theory, and branching processes, and may also include other areas such as optimal stopping or stochastic integration.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): STAT 25100 or STAT 25150, or STAT 24400, or MATH 20500/MATH 20510/MATH 20900 and permission of the instructor

MATH 24100. Topics in Geometry. 100 Units.
This course focuses on the interplay between abstract algebra (group theory, linear algebra, and the like) and geometry. Several of the following topics are covered: affine geometry, projective geometry, bilinear forms, orthogonal geometry, and symplectic geometry.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): MATH 25500 or 25800
Note(s): This course is offered in alternate years.

MATH 24200. Algebraic Number Theory. 100 Units.
Topics include factorization in Dedekind domains, integers in a number field, prime factorization, basic properties of ramification, and local degree.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): MATH 25500 or 25800

MATH 24300. 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.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): MATH 25500 or 25800, or consent of instructor
Note(s): This course is offered in alternate years.

MATH 24400. Introduction to Algebraic Geometry. 100 Units.
This is a first course in algebraic geometry. Topics include: affine and projective varieties; coordinate rings; the Zariski topology; Nullstellensatz; Hilbert basis Theorem; the dictionary between algebraic geometry and commutative algebra; rational functions and morphisms; smoothness; theory of dimension. Other possible topics might include: the classification of plane cubics; elliptic curves; 27 lines on a cubic surface; introduction to the theory of curves (degree, divisors, Bezout’s Theorem, etc.). Although the formal algebra prerequisite is MATH 25500 or MATH 25800, in fact MATH 25600 or MATH 25900 is strongly recommended. Additionally, MATH 27000 and MATH 26200 are strongly recommended.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): (MATH 20500 or MATH 20510 or MATH 20900) and (MATH 25500 or MATH 25800)
Note(s): This course is offered in alternate years.
MATH 25400-25500-25600. Basic Algebra I-II-III.
This is the sequence in basic algebra. It requires a prior serious treatment of linear algebra, and thus has a prerequisite of MATH 20250. MATH 25400 covers groups, subgroups, permutation groups, and group actions. MATH 25500 covers rings and ideals, PIDs, Euclidean domains, UFDs, fields and field extensions, and canonical forms of matrices, quadratic forms, and multilinear algebra. MATH 25600 covers the Sylow theorems and the fundamentals of Galois theory.

MATH 25400. Basic Algebra I. 100 Units.
This course covers groups, subgroups, permutation groups, and group actions.
Terms Offered: Autumn, Winter
Prerequisite(s): MATH 20250 or MATH 20700

MATH 25500. Basic Algebra II. 100 Units.
This course covers rings and ideals, PIDs, Euclidean domains, UFDs, fields and field extensions, modules and canonical forms of matrices, quadratic forms, and multilinear algebra.
Terms Offered: Spring, Winter
Prerequisite(s): MATH 25400 or MATH 25700

MATH 25600. Basic Algebra III. 100 Units.
This course covers Sylow Theorems and the fundamentals of Galois theory.
Instructor(s): Staff
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, up through and including the proofs of the Sylow Theorems.
Terms Offered: Autumn
Prerequisite(s): MATH 20700 or MATH 20250; no entering student may begin this sequence in their first term.

MATH 25800. Honors Basic Algebra II. 100 Units.
Topics in MATH 25800 include commutative and noncommutative ring theory, modules, linear and multilinear algebra, and quadratic forms.
Instructor(s): Staff
Terms Offered: Winter
Prerequisite(s): MATH 25700

MATH 25900. Honors Basic Algebra III. 100 Units.
Topics in this course include basic field theory, the structure of p-adic fields, and Galois theory.
Instructor(s): Staff
Terms Offered: Spring
Prerequisite(s): MATH 25800

MATH 26200. Point-Set Topology. 100 Units.
This course examines topology on the real line, topological spaces, connected spaces and compact spaces, identification spaces and cell complexes, and projective and other spaces. With MATH 27400, it forms a foundation for all advanced courses in analysis, geometry, and topology.
Instructor(s): Staff
Terms Offered: Winter
Prerequisite(s): MATH 20300 or 20310 or 20700, and 25400 or 25700

MATH 26300. Introduction to Algebraic Topology. 100 Units.
Topics include the fundamental group of a space; Van Kampen’s theorem; covering spaces and groups of covering transformation; existence of universal covering spaces built up out of cells; and theorems of Gauss, Brouwer, and Borsuk-Ulam.
Instructor(s): Staff
Terms Offered: Spring
Prerequisite(s): MATH 26200

MATH 26700. Introduction to Representation Theory of Finite Groups. 100 Units.
Topics include group algebras and modules, semisimple algebras and the theorem of Maschke; characters, character tables, orthogonality relations and calculation; and induced representations and characters.
Applications to permutation groups and solvability of groups are also included.
Instructor(s): Staff
Terms Offered: Autumn
Prerequisite(s): MATH 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.
Instructor(s): Staff
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.
Instructor(s): Staff
Terms Offered: Autumn, Spring, Winter
Prerequisite(s): MATH 20500 or 20510 or 20900

MATH 27100. Measure and Integration. 100 Units.
Instructor(s): Staff
Terms Offered: Winter
Prerequisite(s): MATH 20500 or MATH 20510

MATH 27200. Basic Functional Analysis. 100 Units.
Terms Offered: Spring
Prerequisite(s): MATH 27000 and (MATH 20900 or MATH 27100)

MATH 27300. Basic Theory of Ordinary Differential Equations. 100 Units.
This course is an introduction to the theory of ordinary differential equations in Euclidean space. Topics covered include: first-order equations of one variable, solving higher order systems via reduction of order, linear ODEs in arbitrary dimension, real Jordan form and the matrix exponential, variation of parameters, existence and uniqueness of solutions for Lipschitz vector fields, local analysis near equilibria, stability of solutions, introduction to dynamical systems and the global analysis of flows.
Instructor(s): Staff
Terms Offered: Autumn, Winter
Prerequisite(s): MATH 20500 or MATH 20510 or MATH 20900 or PHYS 22100

MATH 27400. Introduction to Differentiable Manifolds and Integration on Manifolds. 100 Units.
Topics include exterior algebra; differentiable manifolds and their basic properties; differential forms; integration on manifolds; and the theorems of Stokes, DeRham, and Sard. With MATH 26200, this course forms a foundation for all advanced courses in analysis, geometry, and topology.
Instructor(s): Staff
Terms Offered: Spring
Prerequisite(s): MATH 26200

MATH 27500. Basic Theory of Partial Differential Equations. 100 Units.
This course covers classification of second-order equations in two variables, wave motion and Fourier series, heat flow and Fourier integral, Laplace's equation and complex variables, second-order equations in more than two variables, Laplace operators, spherical harmonics, and associated special functions of mathematical physics.
Instructor(s): Staff
Terms Offered: Spring
Prerequisite(s): MATH 27000 and MATH 27300

MATH 27700-27800. Mathematical Logic I-II.
Mathematical Logic I-II

MATH 27700. Mathematical Logic I. 100 Units.
This course introduces mathematical logic. Topics include propositional and predicate logic and the syntactic notion of proof versus the semantic notion of truth (e.g., soundness, completeness). We also discuss the Gödel completeness theorem, the compactness theorem, and applications of compactness to algebraic problems.
Instructor(s): Staff
Terms Offered: Autumn
Prerequisite(s): MATH 25400 or MATH 25700 or (CMSC 15400 and (MATH 15910 or MATH 15900 or MATH 19900 or MATH 16300 or MATH 16310))
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 CMSC 27700.
Equivalent Course(s): CMSC 27800

MATH 28000. Introduction to Formal Languages. 100 Units.
This course is a basic introduction to computability theory and formal languages. Topics include automata theory, regular languages, context-free languages, and Turing machines.
Instructor(s): S. Kurtz Terms Offered: Spring
Prerequisite(s): CMSC 12300 or CMSC 15400, or MATH 15900 or MATH 25500.
Equivalent Course(s): CMSC 28000

MATH 28100. Introduction to Complexity Theory. 100 Units.
Computability topics are discussed (e.g., the s-m-n theorem and the recursion theorem, resource-bounded computation). This course introduces complexity theory. Relationships between space and time, determinism and non-determinism, NP-completeness, and the P versus NP question are investigated.
Instructor(s): K. Mulmuley Terms Offered: Autumn
Prerequisite(s): CMSC 27100, or MATH 15900 or MATH 25500; experience with mathematical proofs.
Equivalent Course(s): CMSC 28100

MATH 28410. Honors Combinatorics. 100 Units.
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.
Instructor(s): Staff Terms Offered: Winter. in alternate years
Prerequisite(s): MATH 25500 or 25800

MATH 29700. Proseminar in Mathematics. 100 Units.
Consent of instructor and departmental counselor. Students are required to submit the College Reading and Research Course Form. Must be taken for a quality grade.
Instructor(s): Staff Terms Offered: Autumn, Spring, Winter
Prerequisite(s): Completion of general education mathematics sequence
Program of Study

The undergraduate program in medieval studies offers an interdisciplinary major that allows students to explore the history, philosophy, theology, and cultural production of the Middle Ages in an integrated and nuanced fashion, through engagement with a diverse array of textual and material artifacts.

Program Requirements

Students interested in majoring in medieval studies must consult the program 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, archeology, architecture, or music, two courses in philosophy or theology, one course in methods and materials, and at least two electives. Students should determine these courses in consultation with the program coordinator.

The program also requires all students to participate in a one-quarter reading and research course, usually in Autumn or Winter Quarter of their fourth year. This course is typically conducted as an independent study with the student’s BA paper advisor. The program requires completion of a BA paper of around 25 pages to be submitted by the sixth week of the quarter in which the student is graduating. All papers require a faculty director and a second reader.

Summary of Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
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<tbody>
<tr>
<td>Two courses in history</td>
<td>200</td>
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<tr>
<td>Two courses in medieval language or literature*</td>
<td>200</td>
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<tr>
<td>Two courses in art, archeology, architecture, or music</td>
<td>200</td>
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<tr>
<td>Two courses in philosophy or theology</td>
<td>200</td>
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<tr>
<td>Two electives</td>
<td>200</td>
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<tr>
<td>One course in methods and materials**</td>
<td>100</td>
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<tr>
<td>One reading and research course</td>
<td>100</td>
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<tr>
<td>BA paper</td>
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<tr>
<td>Total Units</td>
<td>1200</td>
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* 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>Requirement</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>One course in history</td>
<td>100</td>
</tr>
<tr>
<td>One course in medieval language or literature*</td>
<td>100</td>
</tr>
<tr>
<td>One course in art, archeology, architecture, or music</td>
<td>100</td>
</tr>
<tr>
<td>One course in philosophy or theology</td>
<td>100</td>
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</tbody>
</table>
Two electives  

Total Units  

* 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/minor_consent_form.pdf), which requires the signature of the director of the undergraduate program in medieval studies. Students must submit a copy of the signed approval form to their College adviser by the deadline on the form.

Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for a quality grade, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

**MEDIEVAL STUDIES COURSES**

Students completing a major or minor in medieval studies may take courses from across the University. Course offerings may include those listed below. For an updated listing of courses being offered in a given quarter please consult medieval.uchicago.edu/baCourses.shtml.

**ENGL 15302. King Arthur in Legend and History. 100 Units.**

We will consider the historical origins of the Arthurian Legend and some of the ways in which it has subsequently been reshaped and used in Great Britain. We will concern ourselves first with how the legend was treated in the Middle Ages, most importantly by Geoffrey of Monmouth in the twelfth century and Thomas Malory in the fifteenth. Then we will turn to the extraordinary revival of interest in the legend that started with the Victorians and which has continued almost unabated to the present. In our discussions we will consider such matters as the various political uses that have been made of the legend as well as some of the reasons for its enduring popularity. We will end with a viewing of the 1975 Film *Monty Python and the Holy Grail.* (B, E)

Instructor(s): C. Von Nolcken  
Terms Offered: Autumn  
Equivalent Course(s): ENGL 35302

**NEAA 20522. Archaeology of Islamic Syria-Palestine. 100 Units.**

This course is an exploration of the cultural patterns in the Levant from the late Byzantine period down to modern times, a span of some 1,500 years. While the subject matter will be archaeological sites of this period in Syria, Lebanon, Jordan, and Israel, the focus will be on the role of medieval archaeology in amplifying the history of economic and social systems. It is this connective quality of Islamic archaeology which contributes to an understanding of the earlier history and archaeology of this region.

Instructor(s): D. Whitcomb  
Terms Offered: Autumn  
Prerequisite(s): Introductory course in archaeology

**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): F. Donner  
Terms Offered: Autumn

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 30501,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): NEHC 30502,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 liberalization; 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 30503

NEHC 20601-20602-20603. Islamic Thought and Literature I-II-III.
This sequence explores the thought and literature of the Islamic world from the coming of Islam in the seventh century C.E. through the development and spread of its civilization in the medieval period and into the modern world. Including historical framework to establish chronology and geography, the course focuses on key aspects of Islamic intellectual history: scripture, law, theology, philosophy, literature, mysticism, political thought, historical writing, and archaeology. In addition to lectures and secondary background readings, students read and discuss samples of key primary texts, with a view to exploring Islamic civilization in the direct voices of the people who participated in creating it. All readings are in English translation. No prior background in the subject is required. This course sequence meets the general education requirement in civilization studies. Taking these courses in sequence is recommended but not required.

NEHC 20601. Islamic Thought and Literature I. 100 Units.
This 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): Staff Terms Offered: Autumn
Equivalent Course(s): NEHC 30601, RLST 20401, SOSC 22000, HIST 25610, HIST 35610, ISLM 30601

NEHC 20602. Islamic Thought and Literature II. 100 Units.
This course covers the period from ca. 950 to 1700, surveying works of literature, theology, philosophy, sufism, politics, history, etc., written in Arabic, Persian and Turkish, as well as the art, architecture and music of the Islamicate traditions. Through primary texts, secondary sources and lectures, we will trace the cultural, social, religious, political and institutional evolution through the period of the Fatimids, the Crusades, the Mongol invasions, and the “gunpowder empires” (Ottomans, Safavids, Mughals).
Instructor(s): 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 30602, RLST 20402, SOSC 22100, ISLM 30602, CMES 30602

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): A. El Shamsy Terms Offered: Spring
Note(s): This course does not apply to the medieval studies major or minor.
Equivalent Course(s): NEHC 30603, RLST 20403, SOSC 22200

ITAL 26401. Torquato Tasso. 100 Units.
This course investigates the entire corpus of Torquato Tasso, the major Italian poet of the second half of the sixteenth century. We read in detail the Gerusalemme Liberata and Aminta, his two most famous works, in the context of their specific literary genre. We then spend some time examining the intricacies of his vast collection of lyric poetry, including passages from his poem "Il mondo creato." We also consider some of his dialogues in prose that address essential issues of Renaissance culture, such as the theories of love, emblematic expression, and the meaning of friendship.
Instructor(s): A. Maggi Terms Offered: Autumn
Note(s): Taught in Italian.
Equivalent Course(s): ITAL 36401, FNDL 26401
NEHC 20030. Introduction to the Qur’an. 100 Units.
This course introduces the historical context, thematic and literary features, major biblical figures, and exegetical literature on the Qur’an, with a focus on the early (8th-10th century CE) and medieval periods (11th - 15th century CE). We will read select English translations from the Qur’an and its commentators, accompanied by academic secondary literature that emphasize the Qur’an’s literary structure, theological underpinnings, historical, geographical, social, political and cultural contexts in early and medieval Islamic civilization, and the role of the Qur’an as both a fixed and a living and dynamic text in Muslim devotional life.
Instructor(s): Yousef Casewit Terms Offered: Autumn
Prerequisite(s): Knowledge of Arabic is not a prerequisite, but general knowledge about Islam or an “Introduction to Islam” course is highly recommended.
Equivalent Course(s): NEHC 30030, RLST 11030, ISLM 30030

ARTH 17612. The Art of Michelangelo. 100 Units.
The focus of this course will be Michelangelo’s sculpture, painting and architecture while making use of his writings and his extensive body of drawings to understand his artistic personality, creative processes, theories of art, and his intellectual and spiritual biography, including his changing attitudes towards Neoplatonism, Christianity and politics. Our structure will be chronological starting with his juvenilia of the 1490s in Florence at the court of Lorenzo the Magnificent through his death in Rome in 1564 as an old man who was simultaneously the deity of art and a lonely, troubled, repentant Christian. Beyond close examination of the works themselves, among the themes that will receive attention for the ways they bear upon his art are Michelangelo’s fraught relationship with patrons; his changing attitude towards religion, especially his engagement with the Catholic Reform; his sexuality and how it might bear on the representation of gender in his art and poetry; his “official” biographies during Michelangelo’s lifetime and complex, ambivalent, reception over the centuries; new ideas about Michelangelo that have emerged from the restoration and scientific imaging of many of his works. At the same time, the course will be an introduction of students with little or no background in art history to some of the major avenues for interpretation in this field, including formal, stylistic, iconographical, psychological, social, feminist, theoretical and reception.
Instructor(s): C. Cohen Terms Offered: Autumn
Note(s): This course meets the general education requirement in the arts.
Equivalent Course(s): FNDL 21411

ARTH 17311. Art of the Book in the Middle Ages. 100 Units.
Many of the greatest works of art from the Middle Ages come in the form of illuminated books. This course will introduce students to the history of the art of the book in the medieval West, exploring what kinds of books were made by medieval scribes and artists, how they were made, and what they meant to the men and women who gazed at their pages. We will meet in the Special Collections Research Center of the Regenstein Library, allowing us to explore the history of medieval book arts through close examinations of original medieval books and rare facsimiles. A wide range of illuminated books will be discussed—from those used in church rituals to those made for private aristocratic amusement.
Instructor(s): A. Kumler Terms Offered: Autumn
Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

FREN 21700. Le Roman de la rose. 100 Units.
The mid-thirteenth-century Roman de la Rose was arguably the single most influential vernacular text of the (French) Middle Ages. A sprawling, encyclopedic summa composed by two separate authors writing some forty years apart, whether taken as a source of inspiration or an object of condemnation, the Roman de la Rose became an obligatory point of reference for generations of authors. Over the course of the quarter, we will read the conjoined text, each student focusing their reading through a critical optic of their choice (e.g., gender studies, animal studies, ethics and philosophy, reception studies, manuscript studies, etc.). Students will select and read ancillary texts to enrich their understanding of the Rose, and will collaborate with one another to chart a rich and diverse set of interpretive paths through this complex work.
Instructor(s): D. Delogu Terms Offered: Autumn
Prerequisite(s): FREN 20500 and at least one other literature course taught in French.
Note(s): Taught in English, with readings in French.
Equivalent Course(s): FREN 31700, GNSE 27300, FNDL 21700

ENGL 15700. Ethics, Politics and Aesthetics in Medieval Literature. 100 Units.
This course will explore the experimental poetics of Chaucer, Gower, and Langland, with a focus on the relations between aesthetic form and ethical and political forms. (C, E)
Instructor(s): M. Miller Terms Offered: Winter
RLST 21601. Saints and Barbarians: The Conversion of Europe. 100 Units.
How did Europe become Christian, and why? Who were these new Christians, and how did they shape what it meant to be Christian? What happened to those who were left out? And did Europe need to become Christian before it could become Europe? This course will examine these questions and more from the earliest stirrings of the new religion, through the fall of Rome and the barbarian invasions, the expansion of the Carolingian world, and the age of the Vikings. We will consider the relationship between the Church and the Roman state, Christian attitudes toward the barbarians, and the missions to northern Europe, as well manifestations of religion in "popular" Christianity and the emergence of consciously Christian monarchies.
Instructor(s): L. Pick Terms Offered: Winter

NEHC 20840. Radical Islamic Pieties, 1200 to 1600. 100 Units.
Some knowledge of primary languages (i.e., Arabic, French, German, Greek, Latin, Persian, Spanish, Turkish) helpful. This course examines responses to the Mongol destruction of the Abbasid caliphate in 1258 and the background to formation of regional Muslim empires. Topics include the opening of confessional boundaries; Ibn Arabi, Ibn Taymiyya, and Ibn Khaldun; the development of alternative spiritualities, mysticism, and messianism in the fifteenth century; and transconfessionalism, antimessianism, and the articulation of sacral sovereignties in the sixteenth century. All work in English. This course is offered in alternate years.
Instructor(s): C. Fleischer Terms Offered: Winter
Prerequisite(s): Consent of instructor
Equivalent Course(s): HIST 25901, HIST 35901, RLST 20840

ARTH 23202. Byzantium: Art, Religion, Culture I. 100 Units.
In this introductory seminar we will explore works of art and architecture as primary sources for Byzantine civilization. Through the close investigation of artifacts of different media and techniques, students will gain insight into the artistic production of the Byzantine Empire from its foundation in the 4th century A.D. to the Ottoman conquest in 1453. We will employ different methodological approaches and resources that are relevant for the fruitful investigation of artifacts in their respective cultural setting. In order to fully assess the pivotal importance of the visual arts in Byzantine culture, we will address a wide array of topics, including art and ritual, patronage, the interrelation of art and text, classical heritage, art and theology, Iconoclasm, etc.
Instructor(s): K. Krause Terms Offered: Winter
Equivalent Course(s): RLST 28310, RLVC 32302, ARTH 32302, HCHR 32302

ARTH 20609. Early Christian Art. 100 Units.
This course will focus on the visual arts as ubiquitous, understanding them as an essential part of early Christian culture and identity. Close attention will be paid throughout to interdisciplinary scholarly methods that have been developed in order to approach early Christian art within the larger framework of late antique culture and to decode the symbolism that characterizes it. Some sample questions we are going to discuss include: What do the earliest Christian images in the catacombs and on sarcophagi convey about the hopes and fears of those who commissioned them? In which ways did the design and furnishing of religious architecture respond directly to needs associated with the celebration of the liturgy or other cultic activities? What were the functions and messages of the splendid mosaic programs that survive, for instance, in various churches in Rome and Ravenna?
To what extent may they be understood (possibly until today) as an aid to religious imagination and worship? How were visual means employed to provide complex theological exegesis, and what is the relation of the imagery to religious writings? What is the place of early Christian manuscript illumination within the larger context of late antique book culture? What do we know about viewer response to Christian art both in the private and the public spheres?
Instructor(s): Karin Krause Terms Offered: Winter
Equivalent Course(s): ARTH 30609, RLVC 43107, HCHR 43107

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: Winter
Prerequisite(s): SPAN 20300 or consent of instructor
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 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 Poesia.
Instructor(s): A. Maggi Terms Offered: Winter
Note(s): Taught in English.
Equivalent Course(s): ITAL 39300, CMLT 26701, CMLT 36701, FNDL 21103

ARTH 16709. Islamic Art and Architecture, 1100 to 1500. 100 Units.
This course surveys the art and architecture of the Islamic world from 1100-1500. In that period, political fragmentation into multiple principalities challenged a deeply rooted ideology of unity of the Islamic world. The courts of the various principalities competed not only in politics, but also in the patronage of architectural projects and of arts such as textiles, ceramics, woodwork, and the arts of the book. While focusing on the central Islamic lands, we will 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: Winter
Note(s): This course meets the general education requirement in the arts.
Equivalent Course(s): NEAA 10630, NEHC 16709

FREN 23217. La réalité et ses contraires du moyen âge au XVIIe siècle. 100 Units.
What if I told you that the real was imaginary and the imaginary was real? This course will explore the concepts of the marvelous, the imaginary, and the real through a selection of French literature from the Middle Ages to the 17th century. The Middle Ages are often perceived as a rigid feudal society. Yet, fairies abound in stories, people shape-shift, and objects magically transform under our eyes. In the 16th century truth appears to harden through advances in science, mathematics, and art. But simultaneously religious schisms, the discovery of the New World, and political anarchy shake the notion of the world’s stable limits to the core. The 17th century is known for Descartes’ rationalism and classical regularity. But even here there is the unexpected, the surprising non-sens qua and overwhelming ineffable. Through the literature of each era, we will see how reality often mixes with the marvelous and everything is not always as it seems.
Instructor(s): E. Van Dyke Terms Offered: Spring
Prerequisite(s): FREN 20500
Note(s): Taught in French.

HIST 22407. Medieval England. 100 Units.
How merry was “Olde England”? This course is intended as an introduction to the history of England from the withdrawal of the Roman legions in the early fifth century to the defeat of Richard III at the Battle of Bosworth Field in AD 1485. Sources will include chronicles, biographies, laws, charters, spiritual and political treatises, romances and parodies. Themes will include the conversion of the Anglo-Saxons to Christianity, the Viking and Norman invasions, the development of the monarchy and parliament, monastic, peasant, and town life, the role of literacy and education in the development of a peculiarly “English” society, and the place of devotion, art, and architecture in medieval English culture. Students will have the opportunity to do a research paper or craft a project of their choice based on the themes of the course.
Instructor(s): R. Fulton Brown Terms Offered: Spring
Equivalent Course(s): HIST 32407

ITAL 26002. Philosophical Petrarchism. 100 Units.
This course is a close reading of Petrarch’s Latin corpus. Readings include the Coronation Oration, The Secret, and selections from Remedies for Fortune Fair and Foul, On Illustrious Men, On Religious Leisure, and The Life of Solitude. Special attention is devoted to Petrarch’s letter collections (Letters on Familiar Matters, Letters of Old Age, Book without a Name, etc.) and his invectives. The aim of the course is to familiarize the student with the new and complete Petrarch that emerged in 2004 on the occasion of the 700th anniversary of his birth. Discussion will focus on Petrarch’s self-consciousness as the “father of humanism,” his relationship to Dante, autobiobiogrpahism, dialogical inquiry, anti-scholasticism, patriotism, and Petrarch’s “civic” reception in the Quattrocento as well as on a comparative evaluation of the nineteenth-century Petrarchs of Alfred Mézières, Georg Voigt, and Francesco De Sanctis.
Instructor(s): R. Rubini Terms Offered: Spring
Note(s): Taught in Italian.
Equivalent Course(s): FNDL 25802, ITAL 36002
ARTH 14200. Introduction to Medieval Art. 100 Units.
This course explores the challenging world of medieval art. Beginning with the fourth-century fusion of Imperial and Christian images and ending with the advent of print, we trace how images and art-making took on new roles—and re-invented old ones—over the course of the Middle Ages. We consider architecture, sculpture, wall-painting, manuscript painting, stained glass, metalwork, and textiles in their historical contexts, questioning why medieval objects look the way they do and how they were seen and used by medieval viewers. Readings include medieval sources (in translation) and exemplary modern scholarship.
Instructor(s): A. Kumler Terms Offered: Spring

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 (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

ARTH 24711. Raphael and the High Renaissance. 100 Units.
This course concentrates on Raphael, perhaps historically the most influential figure of the outsized trio (including Leonardo and Michelangelo), who embody the “culminating moment” of the Renaissance. Some attention will be given to the history of the idea and to the style concept “High Renaissance” and its usefulness as a vehicle for understanding three such diverse personalities. While we will try to do justice to the enormously diverse, if short, career of Raphael, the investigation of the High Renaissance will lead us to examine the mature works of Leonardo and Michelangelo’s painting and sculpture through 1520 (including the Sistine Ceiling and the Julius Tomb), which is the part of their careers that overlap with Raphael. Special attention will be given to the writings and drawings of the major artists as a means of interpreting their works.
Instructor(s): C. Cohen Terms Offered: Spring
Equivalent Course(s): ARTH 34711
Molecular Engineering

Department Website: http://ime.uchicago.edu/students/undergraduates

Engineering is the science of solving complex technological problems and, in the case of molecular engineering, using tools and concepts that arise from the fundamentals of science at the nanoscale. The tools of engineering are important in making and translating basic discoveries in other fields into new intellectual opportunities and, sometimes, useful technologies.

Institute for Molecular Engineering

The Institute for Molecular Engineering (IME) is founded on the principle of collaborative problem-solving, not rigid academic disciplines. It 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 IME 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.

Major Program in Molecular Engineering

The BS degree program in Molecular Engineering offers undergraduates a cutting-edge engineering curriculum built on a strong foundation in mathematics, physics, chemistry, and biology. Courses are designed to develop quantitative reasoning and problem-solving skills; to introduce engineering analysis of physical, chemical, and biological systems; and to address open-ended technological questions across a spectrum of disciplines. The program will both prepare undergraduates for a wide variety of careers in technology-focused industries and position graduates for further postgraduate study in such fields as science, engineering, medicine, business, or law. The aim is to introduce invention and design, along with inquiry and discovery, as fruitful and complementary intellectual activities.

Majors are able to choose from three quantitative engineering analysis tracks: one aimed at engineering with a chemical and soft materials emphasis, one with a focus on biology, and one geared toward applied physics. The applied physics track, offered in close collaboration with the Department of Physics, is one of the first initiatives worldwide to formally educate quantum engineers at the undergraduate level. MENG 29500 Engineering Design is a 300-unit design course offered as a capstone, in which student teams spend an intensive quarter working with a faculty mentor to solve an open-ended problem, for example, analyzing chemical and biological properties of cancer cells to develop new treatment and delivery vehicles or harnessing the properties of electrons in materials to develop quantum information technologies. The course also combines technical skills with an exploration of economics, regulatory and legal issues, and ethics.

Major Program Requirements

1. A strong and broad background in mathematics, physics, chemistry, and biology. It is imperative for a modern engineer to have a strong and broad background in the sciences. Traditional engineering disciplines have had requirements in math, chemistry, and physics for decades and many programs have evolved to require biology as well. The highly interdisciplinary nature of Molecular Engineering requires a foundation built across the mathematical, physical, and biological sciences. Students are encouraged to complete their general education requirements at the highest level for which they are prepared. This will position them better to take advantage of advanced electives and research opportunities.

As discussed in more detail below, there will be three tracks for Molecular Engineering majors: the Chemical & Soft Materials Track, the Biological Sciences Track, and the Quantum Track. Students in the first two tracks will follow precedents set by Chemistry and Biological Sciences majors in that they will likely take chemistry in year 1, physics in year 2, and follow the recommended mathematics courses in the Chemistry curriculum. Students in the quantum track will follow precedent set by Physics majors in that they will likely take physics in year 1, follow the mathematics guidelines of Physics majors, and take chemistry in year 2.

2. MENG 26030 Introduction to Engineering Analysis. One of the first courses for all Molecular Engineering majors, this course teaches students to apply mathematical methods towards solving problems that cut across multiple engineering sub-disciplines. A major objective of the course is to teach simple programming skills and computational methods in applied mathematics, including the use of engineering software such as Matlab, Mathematica, Comsol, and elements of Python. The skills that are introduced here will be further developed and strengthened throughout the rest of the curriculum.

3. Three Molecular Engineering tracks. Reflecting the research and education themes of the IME, three highly intertwined but recognizably different tracks for the major are available to students. One is aimed at preparing students oriented towards biological engineering, another is aimed toward chemical and soft materials, and the other is aimed at preparing students oriented towards engineering of quantum-based
materials, devices, and processes. The latter track is offered in close collaboration with the Department of Physics. The main differences in the tracks relate to a choice between two sequences of three courses under the heading of quantitative engineering analysis and in the requirements for advanced electives.

4. MENG 29500 Engineering Design (300-unit capstone course). This “immersion” design course teaches students how to bring combinations of fundamental science and engineering together to solve open-ended and challenging engineering problems. It also serves as a vehicle to teach other equally important non-technical skills, including:

- Problem identification: technology analysis, competitive analysis, market analysis, stakeholder analysis, product definition
- Impact of the project, including sociological and engineering ethics
- Project planning
- Project economics: costs, value/investment analysis, risk analysis and adjustment
- Prototyping, experimental design, data analysis, error analysis
- IP: patenting, prior art, patentability
- Legal and regulatory analysis
- Proposing, presenting and reporting
- Teamwork

IME faculty and fellows will propose open-ended projects for which they will serve as mentors. Students will work together in groups of three.

5. Advanced electives (3 required courses in the major). The major is offered in such a way as to allow for considerable flexibility for students to tailor their programs along individualized trajectories, with help from faculty advisors. Not only can students choose between multiple tracks, but they can further build breadth or depth through their choice of and advanced electives. Moreover, we anticipate that our students will use their general electives outside of the major requirements to strengthen their backgrounds in specific areas of interest, also in consultation with Molecular Engineering advisors, to achieve desired outcomes such as preparation for graduate school in more traditional engineering disciplines.

6. Laboratory skills and hands-on experience. Critical skills that molecular engineers must acquire as part of their educational program include the ability to apply knowledge of mathematics, science, and engineering and the ability to design and conduct experiments, as well as the ability to analyze and interpret data. Molecular Engineering majors develop these skills through lab components associated with required courses in the physical and biological sciences. Molecular Engineering courses including MENG 26101-26102 Transport Phenomena I: Forces + Flows; Transport Phenomena II, MENG 26201-26202 Thermodynamics and Statistical Mechanics I-II, MENG 29500 Engineering Design, and some of the advanced electives such as MENG 27300 Polymer Physics and Engineering. We also anticipate that many Molecular Engineering students will receive advanced laboratory experience pursuing undergraduate research projects.

7. Non-technical skills. Many decades of workshops and panels engaging stakeholders in academia and industry, often associated with the Accreditation Board for Engineering and Technology (ABET), have identified criteria for outcomes of students in accredited engineering education programs. Although there is no thought of seeking ABET accreditation for the Molecular Engineering major, many ABET criteria, particularly those related to non-technical skills, are viewed as essential to incorporate into the Molecular Engineering major. Examples of student outcomes that fall into this category include: (a) an ability to formulate or design a system, process, or program to meet desired needs, (b) an ability to function on multidisciplinary teams, (c) an understanding of professional and ethical responsibility, (d) an ability to communicate effectively, (e) the broad education necessary to understand the impact of solutions in a global and societal context, (f) a recognition of the need for and an ability to engage in life-long learning, and (g) a knowledge of contemporary issues. Many of these outcomes will be addressed through both the Molecular Engineering degree curriculum (emphasized in the design sequence and the research colloquium) and the College general education requirements. Students who are able to both develop and articulate these skills will be positioned favorably for employment in industry and for postgraduate study (engineering, medicine, law, and business administration).

Entering the Program

Students must indicate their intent to pursue the BS program at the end of the Autumn Quarter in their second year of study by completing the Intent to Pursue Molecular Engineering questionnaire (available on the IME website). They begin the engineering curriculum in the following Spring Quarter with enrollment in either MENG 26010 Engineering Principles of Conservation or MENG 26020 Engineering Electrodynamics. Both courses require the completion of their stated prerequisites. Students should work with their advisors early in their first year of study to plan for those prerequisites to be completed in a timely manner.

Summary of Requirements for the Major in Molecular Engineering: Chemical and Soft Materials Track

<table>
<thead>
<tr>
<th>GENERAL EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 10100 &amp; CHEM 10200</td>
</tr>
</tbody>
</table>

1 Required
**Molecular Engineering**

One of the following sequences:
- **MATH 13100-13200** Elementary Functions and Calculus I-II (requires a grade of A- or higher)
- **MATH 15100-15200** Calculus I-II ¹
- **MATH 16100-16200** Honors Calculus I-II

One of the following sequences:
- **BIOS 10602** & **BIOS 10603** Multiscale Modeling of Biological Systems I and Multiscale Modeling of Biological Systems II
- **BIOS 20186-20187** Fundamentals of Cell and Molecular Biology; Fundamentals of Genetics ²
- **BIOS 20234-20235** Molecular Biology of the Cell; Biological Systems ³

| Total Units | 600 |

**MAJOR**

| CHEM 11300 | Comprehensive General Chemistry III (or higher) ¹ | 100 |
| PHYS 13100-13200-13300 | Mechanics; Electricity and Magnetism; Waves, Optics, and Heat (or higher) | 300 |

One of the following sets of three courses:
- **MATH 13300** Elementary Functions and Calculus III OR **MATH 15300** Calculus III OR **MATH 16300** Honors Calculus III OR **MATH 19620** Linear Algebra, AND **MATH 20000-20100** Mathematical Methods for Physical Sciences I-II ⁴

**OR**
- **MATH 16300** Honors Calculus III, AND **MATH 20500** Analysis in Rn III OR **MATH 20900** Honors Analysis in Rn III, AND **MATH 27300** Basic Theory of Ordinary Differential Equations

| MENG 26010 | Engineering Principles of Conservation | 100 |
| MENG 26030 | Introduction to Engineering Analysis | 100 |
| MENG 26101-26102 | Transport Phenomena I: Forces + Flows; Transport Phenomena II | 200 |
| MENG 26201-26202 | Thermodynamics and Statistical Mechanics I-II | 200 |
| MENG 29501 | Undergraduate Research Colloquium | 000 |
| MENG 29500 | Engineering Design | 300 |

Three advanced electives selected in consultation with the advisor for the Chemical and Soft Materials Track. ⁵

| Total Units | 1900 |

¹ Credit may be granted by examination.
² Molecular Engineering majors can take these courses without the Biological Sciences prerequisites (BIOS 20150-20151) unless they pursue a double major in the Biological Sciences. They are expected to show competency in mathematical modeling of biological phenomena covered in BIOS 20151 Introduction to Quantitative Modeling in Biology.
³ Open only to students with a 4 or 5 on the AP Biology exam. Upon completion of BIOS 20234-20235-20236 Molecular Biology of the Cell; Biological Systems; Biological Dynamics, students will be awarded a total of 200 units to be counted toward the general education requirement in the biological sciences.
⁴ MATH 13300 requires a grade of A- or higher.
⁵ Students should seek approval for their major electives before registering for and completing the course.

**SUMMARY OF REQUIREMENTS FOR THE MAJOR IN MOLECULAR ENGINEERING:**

**BIOLOGY TRACK**

**GENERAL EDUCATION**

| CHEM 10100 & CHEM 10200 | Introductory General Chemistry I and Introductory General Chemistry II (or higher) | 200 |

One of the following sequences:
- **MATH 13100-13200** Elementary Functions and Calculus I-II (requires a grade of A- or higher)
- **MATH 15100-15200** Calculus I-II ¹
- **MATH 16100-16200** Honors Calculus I-II

One of the following sequences:
- **BIOS 20186-20187** Fundamentals of Cell and Molecular Biology; Fundamentals of Genetics ²
- **BIOS 20234-20235** Molecular Biology of the Cell; Biological Systems ³

| Total Units | 600 |

**MAJOR**
### CHEM 11300
Comprehensive General Chemistry III (or higher)

### PHYS 13100-13200-13300
Mechanics; Electricity and Magnetism; Waves, Optics, and Heat (or higher)

One of the following sets of three courses:

<table>
<thead>
<tr>
<th>Course Sets</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 13300 Elementary Functions and Calculus III OR MATH 15300 Calculus III OR MATH 16300 Honors Calculus III OR MATH 19620 Linear Algebra, AND MATH 20000-20100 Mathematical Methods for Physical Sciences I-II</td>
<td>300</td>
</tr>
<tr>
<td>OR MATH 16300 Honors Calculus III, AND MATH 20500 Analysis in Rn III OR MATH 20900 Honors Analysis in Rn III, AND MATH 27300 Basic Theory of Ordinary Differential Equations</td>
<td>300</td>
</tr>
</tbody>
</table>

Three advanced electives selected in consultation with the Biology Track advisor (at least two should be in the Biological Sciences above BIOS 20242).

**Total Units:** 1900

1. Credit may be granted by examination.
2. Molecular Engineering majors can take these courses without the Biological Sciences prerequisites (BIOS 20150-20151) unless they pursue a double major in the Biological Sciences. They are expected to show competency in mathematical modeling of biological phenomena covered in BIOS 20151 Introduction to Quantitative Modeling in Biology (Basic).
3. Open only to students with a 4 or 5 on the AP Biology exam. Upon completion of BIOS 20234-20235-20236, students will be awarded a total of 200 units to be counted toward the general education requirement in the biological sciences.
4. MATH 13300 requires a grade of A- or higher.
5. Students should seek approval for their major electives before registering for and completing the course.

### Summary of Requirements for the Major in Molecular Engineering: Quantum Track

#### General Education

<table>
<thead>
<tr>
<th>Course Sets</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 13100-13200 Mechanics; Electricity and Magnetism (or higher)</td>
<td>200</td>
</tr>
<tr>
<td>One of the following sequences:</td>
<td></td>
</tr>
<tr>
<td>MATH 13100-13200 Elementary Functions and Calculus I-II (requires a grade of A- or higher)</td>
<td>200</td>
</tr>
<tr>
<td>MATH 15100-15200 Calculus I-II</td>
<td></td>
</tr>
<tr>
<td>MATH 16100-16200 Honors Calculus I-II</td>
<td></td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td>400</td>
</tr>
</tbody>
</table>

#### Major

<table>
<thead>
<tr>
<th>Course Sets</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 13300 Waves, Optics, and Heat (or higher)</td>
<td>100</td>
</tr>
<tr>
<td>One of the following:</td>
<td></td>
</tr>
<tr>
<td>MATH 13300 Elementary Functions and Calculus III (requires a grade of A- or higher)</td>
<td>100</td>
</tr>
<tr>
<td>MATH 15300 Calculus III</td>
<td></td>
</tr>
<tr>
<td>MATH 16300 Honors Calculus III</td>
<td></td>
</tr>
<tr>
<td>PHYS 22000 Introduction to Mathematical Methods in Physics</td>
<td></td>
</tr>
<tr>
<td>CHEM 10100 &amp; CHEM 10200 &amp; CHEM 11300 Introductory General Chemistry I and Introductory General Chemistry II and Comprehensive General Chemistry III (or higher)</td>
<td>300</td>
</tr>
<tr>
<td>One of the following:</td>
<td></td>
</tr>
<tr>
<td>PHYS 22100 Mathematical Methods in Physics</td>
<td>100</td>
</tr>
<tr>
<td>MATH 20500 Analysis in Rn III</td>
<td></td>
</tr>
<tr>
<td>MATH 20900 Honors Analysis in Rn III</td>
<td></td>
</tr>
<tr>
<td>PHYS 15400 Modern Physics</td>
<td>100</td>
</tr>
<tr>
<td>PHYS 23400-23500 Quantum Mechanics I-II</td>
<td>200</td>
</tr>
<tr>
<td>MENG 26020 Engineering Electrodynamics</td>
<td>100</td>
</tr>
</tbody>
</table>
MENG 26030  Introduction to Engineering Analysis  100
One of the following sets of two courses: 2  200
MENG 26201-26202  Thermodynamics and Statistical Mechanics I-II
OR
PHYS 19700 Statistical and Thermal Physics AND PHYS 23600 Solid State Physics OR PHYS 25000 Computational Physics OR CHEM 26300 Chemical Kinetics and Dynamics
OR
CHEM 26200 Thermodynamics AND PHYS 23600 Solid State Physics OR PHYS 25000 Computational Physics OR CHEM 26300 Chemical Kinetics and Dynamics
MENG 29501  Undergraduate Research Colloquium  000
MENG 29500  Engineering Design  300
Three advanced electives selected in consultation with the Quantum Track advisor.  300
Total Units  1900

1  Credit may be granted by examination; consult quantum track advisor.
2  Note: PHYS 19700 requires, and CHEM 26200 expects, prior experience with intermediate quantum mechanics; these options are well-suited to, but not exclusively for, students double-majoring in Physics or Chemistry.

Approved Quantum Track Advanced Electives
All 20000-level Molecular Engineering courses not otherwise required for the major (except those numbered MENG 20XXX and 29XXX)
All 20000-level Physics courses (except 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</th>
<th>Description</th>
</tr>
</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 (Neither MATH 20500 nor MATH 20900 can be counted toward electives if substituted for PHYS 22100.)</td>
</tr>
<tr>
<td>or MATH 20900</td>
<td>Honors Analysis in Rn III</td>
</tr>
<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>
</tr>
<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>
</tr>
</tbody>
</table>

Other courses in the physical sciences:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<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 23710</td>
<td>Scientific Visualization</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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 29326</td>
<td>Introduction to Medical Physics and Medical Imaging</td>
</tr>
</tbody>
</table>

Courses not listed here can satisfy the elective requirement if explicitly approved, on a case-by-case basis, by the program advisor for the IME Quantum Track.

Sample Major Programs

Below is a sample four-year program for the Chemical and Soft Materials Track. Students should rely on relevant placement tests and on the direction of the College advisors in creating a personal four-year program that accommodates their individual backgrounds and interests. Again, we recommend that students complete their science and mathematics general education requirements at the highest level for which they are prepared.

<table>
<thead>
<tr>
<th>First Year</th>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MATH 15100</td>
<td>MATH 15200</td>
<td>MATH 15300</td>
</tr>
</tbody>
</table>

484  Molecular Engineering
Below is a sample four-year program for the Quantum Track. Students should rely on relevant placement tests and on the direction of the College advisors in creating a personal four-year program that accommodates their individual backgrounds and interests. Again, we recommend that students complete their science and mathematics general education requirements at the highest level for which they are prepared.

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.

Minor Program Requirements

Before a student can declare the minor in molecular engineering, the student must complete the general education requirements in mathematics and physical sciences along with the course prerequisites for MENG 26010 Engineering Principles of Conservation. Following completion of all requirements, 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.

To earn the minor in molecular engineering, a student must complete six courses as outlined below. Advanced electives must be chosen in consultation with the director of undergraduate studies. All courses in molecular engineering are pre-approved as advanced electives for the minor. Students should seek pre-approval for all advanced electives that are outside of molecular engineering. Before meeting with the director, students should invest some thought into which courses they would like to complete for the minor and how those courses relate as a set.

Courses in the minor program may not be (1) double counted with the student’s major(s) or with other minors, or (2) counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Summary of Requirements for the Minor in Molecular Engineering

MENG 26010 Engineering Principles of Conservation
MENG 26030  Introduction to Engineering Analysis  100

One of the following sequences:

MENG 26201-26202  Thermodynamics and Statistical Mechanics I-II  200
MENG 26101-26102  Transport Phenomena I: Forces + Flows; Transport Phenomena II  
MENG 26101  Transport Phenomena I: Forces and Flows  
&MENG 26201  and Thermodynamics and Statistical Mechanics I  

Two advanced electives selected in consultation with the director of undergraduate studies. **  200

Total Units  600

** Students must secure approval before enrolling in courses they wish to use as advanced electives in the minor program.

MINOR PROGRAM IN MOLECULAR ENGINEERING TECHNOLOGY AND INNOVATION

The overall objective of the minor program in Molecular Engineering Technology and Innovation is to introduce basic engineering concepts as they relate to evolving technologies, scientific innovation and entrepreneurship, scientific policy, and the broader impacts of engineering in society. The minor program is open to undergraduates from any major interested in these topics.

Minor Program Requirements

Students must complete the general education requirements in mathematics and physical sciences before declaring the minor in Molecular Engineering Technology and Innovation. Following completion of these requirements, students must meet with Mark Stoykovich (stoykovich@uchicago.edu) of the Institute for Molecular Engineering to plan a course of study for the minor. This meeting is mandatory and students who fail to have it may not be allowed to complete the minor. Prior to the meeting, students should invest some thought into which courses they would like to complete for the minor and how those courses relate as a set.

The student and Dr. Stoykovich will fill out the Consent to Complete a Minor form jointly, and once the form is signed the student must bring it to the student’s College adviser. Deviations from the course plan agreed upon in the Consent to Complete a Minor form require the approval of Dr. Stoykovich and submission of a revised Consent to Complete a Minor form prior to their implementation.

To earn the minor in Molecular Engineering Technology and Innovation, a student must complete six courses as outlined below. Advanced electives must be chosen in consultation with Dr. Stoykovich. All courses in Molecular Engineering are pre-approved as advanced electives for the minor.

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 Technology and Innovation

MENG 20000  Introduction to Emerging Technologies  100

2 to 5 additional courses in Molecular Engineering  200-500

0 to 3 elective courses selected in consultation with the IME adviser  *  000-300

Total Units  600

* The following courses are pre-approved for the minor: BIOS 11140, BUSF 34103, BUSF 34106, BUSF 42703, ECON 22600, ECON 22650, ENST 23900, ENST 24705, ENST 26420, HIPS 17502, HIPS 21301, HIPS 25506, PBPL 21800, PBPL 23100, PBPL 24701, PBPL 29000, PHSC 12400, PHSC 12500. Students must secure approval before enrolling in courses that they wish to use as electives in the minor program and that are not on this pre-approved list.

GRADING

In order to qualify for the BS degree, a GPA of 2.0 or higher (with no grade lower than C-) is needed in all courses required in the major. Students majoring in Molecular Engineering must receive quality grades in all courses required in the degree program. All courses in the minor must be taken for quality grades. Nonmajors and nonminors may take Molecular Engineering courses on a P/F basis; only grades of C- or higher constitute passing work.

HONORS

Students who pursue a substantive research project with a faculty member of the Institute for Molecular Engineering are encouraged to write and defend an honors thesis based on their work. Students who wish to be considered for honors are expected to complete their arrangements with the director of undergraduate studies before the end of their third year and to register for one quarter of MENG 29700 Undergraduate Research for Molecular Engineering during their third or fourth years.
To be eligible to receive honors, students in the BS degree program must write a creditable honors paper describing their research. The paper must be submitted before the deadline established by the director of undergraduate studies and must be approved by the department chairperson. 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/BS paper or project requirement in another major.

To earn a BS degree with honors in Molecular Engineering, students must also have an overall GPA of 3.0 or higher.

**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 20200. Introduction to Materials Science and Engineering. 100 Units.**
Synthesis, processing and characterization of new materials are the pervasive, fundamental necessities for molecular engineering. Understanding how to design and control 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 21100. Molecular Science and Engineering of Water. 100 Units.**
This course will cover the properties of the water molecule, hydrogen bonding, clusters, supercritical water, condensed phases, solutions, confined and interfacial water, clathrates, and nucleation. In addition, methods of water purification, water splitting and fuel cells, water in atmospheric and climate science, and water in biology, health and medicine will be discussed.

Instructor(s): James Skinner Terms Offered: Autumn
Prerequisite(s): For undergraduates, CHEM 26200 or MENG 26202 or PHYS 23500

**MENG 21400. Computational Materials Science. 100 Units.**
The course will cover simulations techniques for soft and hard materials, including molecular dynamics (MD) and monte carlo and basic electronic structure methods, e.g., density functional theory (DFT), as well as verification and validation of computational methods and codes against available experiments. It will also cover applications of these methods to structural, electronic, and transport properties of materials, with hands-on practice using classical MD and DFT codes.

Instructor(s): Giulia Galli Terms Offered: Autumn
Prerequisite(s): MENG 26102 or PHYS 23500 or CHEM 26200 or CMSC 15100 or CMSC 16100 or CMSC 12100

**MENG 21600. Kinetics in Molecular Engineering. 100 Units.**
This course focuses on the kinetics of biochemical reactions at the molecular level. It aims to address basic questions at the interface between molecular engineering and cell biology. This course will equip students with knowledge and tools to quantitatively solve problems in biochemical systems at dynamics and equilibrium of molecular reactions.

Instructor(s): Jun Huang Terms Offered: Spring
Prerequisite(s): Completion of the first three quarters of a Biological Fundamentals Sequence.
MENG 23310. Experimental Techniques and Advanced Instrumentation. 100 Units.
This course aims to provide students with a knowledge of state-of-the-art experimental measurement techniques and laboratory instrumentation for applications in broad scientific research environments, as well as industrial and general engineering practice. Topics include atomic-scale structural and imaging methods, electronic transport in low dimensional matter, magnetic and optical characterization of materials. Basic concepts in electronic measurement such as lock-in amplifiers, spectrum and network analysis, noise reduction techniques, cryogenics, thermometry, and vacuum technology, as well as statistical analysis and fitting of data will also be discussed. 
Instructor(s): David Awschalom Terms Offered: Spring
Prerequisite(s): Completion of PHYS 23400 & PHYS 23500 for undergraduates.
Equivalent Course(s): MENG 33310

MENG 23330. Physics of Solid State Nano-electronic Devices. 100 Units.
This course covers the fundamental concepts needed to understand nanoelectronic solid-state devices. After an overview of the basic properties of semiconductors and electronic transport in semiconductors, the p-n junction, the metal-insulator-semiconductor (MIS) structure and diode are introduced. Following this, we will describe the physics behind four types of devices that all of us use every day and which have collectively changed the world: transistors, light emitting diodes (LEDs), lasers, and solid state memories. We will study the field effect transistor (FET) and describe metal-oxide-semiconductor-field-effect-transistor (MOSFET) technology, then introduce the light-emitting diode (LED) and the semiconductor injection laser. Following this, we will cover the physics behind some of the most common memories used today: the dynamic random access memory (DRAM) and Flash memories. Some simple circuits using these solid-state elements will be covered if time permits. The course is specifically tailored for undergraduate students, however it is also appropriate for graduate students who have less exposure to device physics and would like to learn about the subject.
Instructor(s): Supratik Guha Terms Offered: Autumn
Prerequisite(s): PHYS 23400 or CMSC 12300 or CMSC 15200 or CMSC 16200

MENG 23700. Quantum Computation. 100 Units.
This course provides an introduction to the fundamentals of quantum information to students who have not had training in quantum computing or quantum information theory. Some knowledge of quantum mechanics is expected, including bra-ket notation and the time-dependent form of Schrodinger’s equation. Students will learn how to carry out calculations and gain a fundamental grasp of topics that will include some or all of: entanglement, teleportation, quantum algorithms, cryptography, and error correction.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): PHYS 22100 or equivalent
Equivalent Course(s): MENG 33700

MENG 24100-24200. Selected Topics in Molecular Engineering: Molecular/Materials Modelling I-II.
Molecular modeling seeks to develop models and computational techniques for prediction of the structure, thermodynamic properties, and non-equilibrium behavior of gases, liquids, and solids from knowledge of intermolecular interactions.

MENG 24100. Selected Topics in Molecular Engineering: Molecular/Materials Modelling I. 100 Units.
This course will introduce students to the methods of molecular modeling. The topics covered will include an introduction to the origin of molecular forces, a brief introduction to statistical mechanics and ensemble methods, and an introduction to molecular dynamics, 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
Equivalent Course(s): MENG 34100

MENG 24200. Selected Topics in Molecular Engineering: Molecular/Materials Modelling II. 100 Units.
This course provides a continuation of the topics covered in Molecular/Materials Modelling 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 Schrödinger 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): MENG 24100
Equivalent Course(s): MENG 34200
MENG 24300. Selected Topics in Molecular Engineering: The Engineering and Biology of Tissue Repair. 100 Units.
In this course, students will gain an understanding of the science and application of tissue engineering, a field that seeks to develop technologies for restoring lost function in diseased or damaged tissues and organs. The course will first introduce the underlying cellular and molecular components and processes relevant to tissue engineering; extracellular matrices, cell/matrix interactions such as adhesion and migration, growth factor biology, stem cell biology, inflammation, and innate immunity. The course will then discuss current approaches for engineering a variety of tissues, including bone and musculoskeletal tissues, vascular tissues, skin, nerve, and pancreas. Students will be assessed through in-class discussions, take-home assignments and exams, and an end-of-term project on a topic of the student's choice.
Instructor(s): Jeffrey Hubbell
Terms Offered: Spring
Prerequisite(s): Completion of the first three quarters of a Biological Sciences Fundamentals Sequence
Equivalent Course(s): BIOS 21507

MENG 24310. Cellular Engineering. 100 Units.
Cellular engineering is a field that studies cell and molecule structure-function relationships. It is the development and application of engineering approaches and technologies to biological molecules and cells. This course is intended to be a bridge between engineers and biologists, to quantitatively study cells and molecules and develop future clinical applications. Topics include fundamental cell and molecular biology; immunology and biochemistry; receptors, ligands, and their interactions; nanotechnology/biomechanics; enzyme kinetics; molecular probes; cellular and molecular imaging; single-cell genomics and proteomics; genetic and protein engineering; and drug delivery and gene delivery.
Instructor(s): Jun Huang
Terms Offered: Winter
Prerequisite(s): Completion of first three quarters of Biological Fundamentals Sequence.
Equivalent Course(s): BIOS 21508, MENG 34310

MENG 24500. Microfluidics and Its Applications. 100 Units.
Precision control of fluids at the micrometer scale (hence microfluidics) provides unprecedented capabilities in manipulation and analysis of cells and proteins. Moreover, fluids and particles behave in fundamentally different ways when confined to small dimensions, making microfluidics an interesting topic of basic research. This course aims to provide students with theoretical knowledge and practical skills on the use of microfluidics for the manipulation and analysis of physical, chemical, and biological systems. We will first survey theoretical concepts regarding microfluidics. We will then focus on design considerations and fabrication methods for multi-layer microfluidic chips using PDMS soft-lithography. We will learn how to fabricate, multiplex, and control PDMS membrane valves and integrate them into high-throughput analytical systems. We will survey recent developments in microfluidics and its scientific and industrial applications. Biological systems analysis in cell sorting, culture, cell signaling, single molecule detection, digital nucleic acid and protein quantification, and biosensing are some of the applications we will cover. This course will have a laboratory component where students will design, fabricate, and use microfluidic devices and therefore acquire hands-on skills in microfluidic engineering.
Instructor(s): Savas Tay
Terms Offered: Spring
Prerequisite(s): This course is open to graduate students from all STEM fields; undergraduates must have completed three quarters of a Biological Sciences Fundamentals Sequence or MENG 26202 or CHEM 26200 or PHYS 23500.

MENG 24600. Quantitative Systems Biology. 100 Units.
This course aims to provide students with knowledge on the use of modern methods for the analysis, manipulation, and modeling of complex biological systems, and to introduce them to some of the most important applications in quantitative and systems biology. We will first survey theoretical concepts and tools for analysis and modeling of biological systems like biomolecules, gene networks, single cells, and multicellular systems. Concepts from information theory, biochemical networks, control theory, and linear systems will be introduced. Mathematical modeling of biological interactions will be discussed. We will then survey quantitative experimental methods currently used in systems biology. These methods include single cell genomic, transcriptomic, and proteomic analysis techniques, in vivo and in vitro quantitative analysis of cellular and molecular interactions, single molecule methods, live cell imaging, high throughput microfluidic analysis, and gene editing. Finally, we will focus on case studies where the quantitative systems approach made a significant difference in understanding of fundamental phenomena like signaling, immunity, and development, and diseases like infection, autoimmunity, and cancer.
Instructor(s): Savas Tay
Terms Offered: Winter
Prerequisite(s): For undergraduates, completion of the first 3 quarters of a Biological Fundamentals Sequence
MENG 26010. Engineering Principles of Conservation. 100 Units.
This course is a precursor to both the thermodynamics and transport sequences. Students will be introduced to the mathematical framework of Reynold's transport theorem from a general perspective and in different forms (algebraic, integral and differential), and apply that framework to a wide variety of problems that involve changes in mass, energy, and momentum. Using scaling approximations and dimensional analysis to obtain an intuitive understanding of the mathematical framework will also be emphasized throughout. These concepts will then be carried over to, and reinforced in, the transport and thermodynamics courses that follow sequentially.
Terms Offered: Spring
Prerequisite(s): MATH 20100, 20500 or PHYS 22100, plus CHEM 11300 or PHYS 13300

MENG 26020. Engineering Electrodynamics. 100 Units.
This is an advanced course in electromagnetism with an engineering focus. Requires good preparation in freshman-level, calculus-based, electrostatics and magnetostatics; also preparation in vector calculus.
Terms Offered: Spring
Prerequisite(s): PHYS 13300 or PHYS 14300 and MATH 20100 or PHYS 22100 or concurrent enrollment in MATH 20500 or MATH 20900.

MENG 26030. Introduction to Engineering Analysis. 100 Units.
This course will expose students to enabling numerical algorithms and computational methods for molecular engineering. These include solution of systems of linear and non-linear systems of equations, general minimization techniques, and optimization strategies. They also include finite-difference and finite-element methods for numerical treatment of time-dependent differential equations encountered in engineering problems such as mass, momentum, or energy transport across different classes of materials. Students will also be exposed to introductory techniques used to simulate fluids and materials by relying on quantum-mechanical and classical molecular-level descriptions of matter.
Terms Offered: Autumn
Prerequisite(s): MENG 26010 or MENG 26020

MENG 26101-26102. Transport Phenomena I: Forces + Flows; Transport Phenomena II.
The sequence will expose students to basic topics in continuum mechanics, with a focus on momentum transfer (part I) and energy and mass transfer (part II).

MENG 26101. Transport Phenomena I: Forces and Flows. 100 Units.
This course will expose students to basic topics in continuum mechanics, with a focus on momentum transfer. Course topics include an overview of tensor mathematics, forces and inertia, Bernoulli’s Equation, Navier-Stokes Equations, and standard examples of Navier-Stokes flows, including Poiseuille flow, falling films, and flow around a sphere. For each of these topics, examples will be provided with dimensionless and scaling analysis to accompany problem solution. Analysis will include computation of approximate solutions, determination of when an approximate solution is adequate and, given the assumptions made, what the limitations of any solution are. Laboratory exercises in microfluidics will be included.
Terms Offered: Autumn
Prerequisite(s): MENG 26010

MENG 26102. Transport Phenomena II. 100 Units.
This course will expose students to basic topics in continuum mechanics, with a focus on energy and mass transfer. Course topics include and overview of the physical and mathematical basis of Diffusion, Fick’s law and definition of fluxes for description in the form of differential equations, a reminder of the Reynolds Transport Theorem and differential forms for mass and energy transfer, mass balances in non-reacting systems (with multiple examples), mass balances with chemical reactions, energy balances, and combined energy and mass balances with chemical reactions. Laboratory exercises in microfluidics will be included.
Terms Offered: Winter
Prerequisite(s): MENG 26101

MENG 26201-26202. Thermodynamics and Statistical Mechanics I-II.
This sequence covers Thermodynamics and Statistical Mechanics.

MENG 26201. Thermodynamics and Statistical Mechanics I. 100 Units.
This course will include an introduction to postulates of thermodynamics, thermodynamic properties of pure substances, and engineering applications relying on thermodynamic cycles (including engines, heat pumps, and refrigeration). An introduction to statistical mechanics and its connection to molecular thermodynamics will also be included among the course topics.
Terms Offered: Winter
Prerequisite(s): MENG 26030
MENG 26202. Thermodynamics and Statistical Mechanics II. 100 Units.
This course will address the thermodynamics of mixtures. It will include an introduction to phase transformations in mixtures and engineering applications (including separation processes), an introduction to molecular models and simple statistical mechanical theories of mixtures, and prediction of thermodynamic properties from molecular models.
Terms Offered: Spring
Prerequisite(s): MENG 26201

MENG 27100. Biological Materials. 100 Units.
In this course, students will gain an understanding of the science and application of biomaterials, a field that utilizes fundamental principles of materials science with cell biology for applications in therapeutics and diagnostics. The course will introduce the basic classes of biomaterials, considering metals used in medicine, ceramic and biological inorganic materials such as hydroxyapatite, and polymers used in medicine. The basis of protein adsorption modulating biological interactions with these materials will be elaborated. Examples to be covered in the course will include polymers used in drug delivery, polymers used in protein therapeutics, polymers used in degradable biomaterial implants, polymers used in biodiagnostics, and hybrid and polymeric nanomaterials used as bioactives and bioactive carriers. An emphasis in the course will be placed on bioactive materials development. Students will be assessed through in-class discussions, take-home assignments and exams, and an end-of-term project on a topic of the student's choice.
Instructor(s): Staff Terms Offered: TBD
Prerequisite(s): Undergraduates must have completed BIOS 20186 and BIOS 20187. This course does not meet the requirements for the Biological Sciences major.
Equivalent Course(s): BIOS 29328

MENG 27200. Electronic and Quantum Materials for Technology. 100 Units.
This is a one-quarter introductory course on the science and engineering of electronic and quantum materials. The intended audience is upper-level undergraduate students and first-year graduate students in Molecular Engineering and other related fields, including Chemistry and Physics. We will learn the basics of electrical and optical properties of electronic materials, including semiconductor, metal, and insulators starting from a simple band picture and discuss how these materials enable modern electronic and optoelectronic devices and circuitry. We will also explore the modern synthesis techniques for these materials and the effects of reduced dimensions and emergent quantum properties. No comprehensive exposure to quantum mechanics, thermodynamics, or advanced mathematical skills will be assumed, even though working knowledge of these topics will be helpful.
Instructor(s): Jiwoong Park Terms Offered: Spring
Prerequisite(s): MENG 26202 or CHEM 26200 or PHYS 23500

MENG 27300. Polymer Physics and Engineering. 100 Units.
This course is an advanced introduction to polymer physics and engineering taught at a level suitable for senior undergraduates and graduate students in STEM fields. Topics that will be covered include the statistics and conformations of linear chain molecules, thermodynamics and dynamics of polymers, polymer blends and polymer solutions, phase equilibria, networks, gels, and rubber elasticity, linear viscoelasticity, thermal and mechanical properties. A laboratory component will supplement the lectures.
Terms Offered: Autumn
Prerequisite(s): PHYS 19700 or CHEM 26100 (or concurrent registration)

MENG 27320. Polymer Synthesis. 100 Units.
This course introduces the most important polymerization reactions, focusing on their reaction mechanisms and kinetic aspects. Topics include free radical and ionic chain polymerization, step-growth polymerization, ring-opening, insertion, controlled addition polymerization, crosslinking, and chemical modification of preformed polymers.
Instructor(s): Stuart Rowan Terms Offered: Spring
Prerequisite(s): For undergraduates, completion of the CHEM 22000-22100-22200 Organic Chemistry I-II-III sequence.

MENG 29500. Engineering Design. 300 Units.
This 300 unit "immersion" design course teaches students how to bring combinations of the fundamental science and engineering pieces of the curriculum together to solve open-ended and challenging engineering problems. It also serves as a vehicle to teach other equally important non-technical skills.
Prerequisite(s): MENG 26202 and MENG 29501

MENG 29501. Undergraduate Research Colloquium. 000 Units.
Required research colloquium for all 4th year Molecular Engineering majors. Meeting once per week, colloquium topics will include problem identification and exploration, experimental design, data analysis, project planning, professional and ethical responsibilities in scientific research, and the impact of engineering solutions in a societal context.
Terms Offered: Autumn
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., through 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.
MUSIC

Department Website: http://music.uchicago.edu

PROGRAM OF STUDY

The Department of Music aims to broaden the exposure to and enrich the understanding of the various 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 the arts with music courses must choose from among the following:

- MUSI 10100 Introduction to Western Art Music 100
- MUSI 10200 Introduction to World Music 100
- MUSI 10300 Introduction to Music: Materials and Design 100
- MUSI 10400 Introduction to Music: Analysis and Criticism 100

Students seeking to meet the general education requirement in civilization studies may select the following two-quarter sequence. These courses are open to all students, regardless of previous musical background.

- MUSI 12100-12200 Music in Western Civilization I-II 200

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.

BA PROGRAM REQUIREMENTS

The program for the bachelor’s degree in music offers a balance of practical, historical, and conceptual approaches to music.

Students are required to earn at least 1200 units of music course work and participate for at least three quarters in one of the Music Department’s major ensembles (numbered MUSI 17000-MUSI 17999).

Students should begin the major by taking the three-quarter, 300-unit sequence MUSI 15100-15200-15300 Harmony and Voice Leading. Students follow this introductory sequence with the following:

1. MUSI 27100-27200-27300 Topics in the History of Western Music I-II-III, a yearlong sequence that covers topics in the history of Western art music,
2. MUSI 23300 Introduction to the Social and Cultural Study of Music,
3. MUSI 28500 Musicianship Skills, a yearlong course (see below for details), and
4. Four additional courses numbered MUSI 20000 or above.

MUSI 27100-27200-27300 Topics in the History of Western Music I-II-III is now offered every year, thus making it possible to complete the major within the space of two years. However, it is highly advisable for students to take MUSI 15100-15200-15300 Harmony and Voice Leading before the MUSI 2700 sequence, i.e., during their first or second year.

MUSI 28500 Musicianship Skills is a yearlong, 100-unit course that should be taken after the MUSI 15100-15200-15300 Harmony and Voice Leading sequence. Though students are expected to participate in Musicianship Skills for the full year, the Autumn and Winter Quarter enrollments are worth zero units; credit is earned upon completion of the yearlong course via enrollment in Spring Quarter. To meet requirements for full-time student status, students must be enrolled in at least three other courses (300–400 units) during Autumn and Winter Quarters.

Students must arrange a formal consultation with the director of undergraduate studies before declaring music as their major. Declaration is formalized via my.uchicago.edu.
SUMMARY OF REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
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<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 I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>Four 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>
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<tr>
<td><strong>Total Units</strong></td>
<td></td>
<td><strong>1200</strong></td>
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* MUSI 28500 Musicianship Skills is a yearlong course. One quarter's credit (100 units) is granted by completion of the Spring Quarter enrollment. To meet requirements for full-time student status, students must carry at least three additional courses in Autumn and Winter Quarters.

Composition

Students whose interest lies in composition are advised to take MUSI 26100 Introduction to Composition as one of their electives in the major. It 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:

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<tr>
<th>Course Number</th>
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<th>Units</th>
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<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>
<tr>
<td>MUSI 26800</td>
<td>Sixteenth-Century Counterpoint</td>
<td>100</td>
</tr>
<tr>
<td>MUSI 26900</td>
<td>Eighteenth-Century Counterpoint</td>
<td>100</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 for their general education requirement in the arts 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 courses 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 arts must be taken for a quality grade. Courses taken to meet requirements in the major or minor 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 during the student's fourth year. 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 third-year students to write an honors essay. Students seeking honors should speak with the director of undergraduate studies no later than Winter 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

MUSI 15100-15200-15300  Harmony and Voice Leading  300
Four additional music courses numbered as MUSI 20000 or above  400
Participation for at least three quarters in one of the Music Department's major ensembles

Total Units  700

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 visit the University of Chicago Music Performance Program website at music.uchicago.edu/page/ensembles-and-program-overview or contact Barbara Schubert, director of performance programs, at b-schubert@uchicago.edu.

MUSI 17000  University Chorus
MUSI 17001  Motet Choir
MUSI 17002  Women's Ensemble
MUSI 17003  Rockefeller Chapel Choir
MUSI 17010  University Symphony Orchestra
MUSI 17011  University Chamber Orchestra
MUSI 17012  University Wind Ensemble
MUSI 17020  Early Music Ensemble
MUSI 17021  Jazz X-tet
MUSI 17022  Jazz Combo
MUSI 17023  Middle East Music Ensemble
MUSI 17024  New Music Ensemble
MUSI 17025  South Asian Music Ensemble

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 the Chamber Music Program (http://music.uchicago.edu/page/related-programs/#Chamber%20Music%20Program), Piano Program (http://music.uchicago.edu/page/related-programs/#Piano%20Program), Vocal Studies Program (http://music.uchicago.edu/page/related-programs/#Vocal%20Studies%20Program), the Tea Time Concert Series (http://music.uchicago.edu/page/tea-time-concert-series), Gilbert and Sullivan Opera Company (http://www.gilbertandsullivanoperacompany.org), and many other campus opportunities (http://music.uchicago.edu/page/other-campus-opportunities).

Music Courses

MUSI 10100. Introduction to Western Art Music. 100 Units.
This one-quarter course is designed to enrich the listening experience of students, particularly with respect to the art music of the Western European and American concert tradition. Students are introduced to the basic elements of music and the ways that they are integrated to create works in various styles. Particular emphasis is placed on musical form and on the potential for music to refer to and interact with aspects of the world outside.
Terms Offered: Autumn, Spring, Winter
Note(s): Background in music not required. Students must confirm enrollment by attending one of the first two sessions of class. This course meets the general education requirement in the arts.

MUSI 10200. Introduction to World Music. 100 Units.
This course is a selected survey of classical, popular, and folk music traditions from around the world. The goals are not only to expand our skills as listeners but also to redefine what we consider music to be and, in the process, stimulate a fresh approach to our own diverse musical traditions. In addition, the role of music as ritual, aesthetic experience, mode of communication, and artistic expression is explored.
Terms Offered: Autumn, Spring, Winter
Note(s): Background in music not required. Students must confirm enrollment by attending one of the first two sessions of class. This course meets the general education requirement in the arts.
Equivalent Course(s): CRES 10200
MUSI 10300. Introduction to Music: Materials and Design. 100 Units.
This introductory course in music is intended for students who are interested in exploring the language, interpretation, and meaning of music through coordinated listening, analysis, and creative work. By listening to and comprehending the structural and aesthetic considerations behind significant written and improvised works, from the earliest examples of notated Western music to the music of living composers and performers, students will be prepared to undertake analytical and ultimately creative projects. The relationship between cultural and historical practices and the creation and reception of music will also be considered. The course is taught by a practicing composer, whose experience will guide and inform the works studied. No prior background in music is required.
Terms Offered: Autumn, Spring, Winter
Note(s): Background in music not required. Students must confirm enrollment by attending one of the first two sessions of class. This course meets the general education requirement in the arts.

MUSI 10400. Introduction to Music: Analysis and Criticism. 100 Units.
This course aims to develop students’ analytical and critical tools by focusing on a select group of works drawn from the Western European and American concert tradition. The texts for the course are recordings. Through listening, written assignments, and class discussion, we explore topics such as compositional strategy, conditions of musical performance, interactions between music and text, and the relationship between music and ideology as they are manifested in complete compositions.
Terms Offered: Autumn, Spring, Winter
Note(s): Background in music not required. Students must confirm enrollment by attending one of the first two sessions of class. This course meets the general education requirement in the arts.

MUSI 12100-12200. Music in Western Civilization I-II.
This two-quarter sequence explores musical works of broad cultural significance in Western civilization. We study pieces not only from the standpoint of musical style but also through the lenses of politics, intellectual history, economics, gender, cultural studies, and so on. Readings are taken both from our music textbook and from the writings of a number of figures such as St. Benedict of Nursia and Martin Luther. In addition to lectures, students discuss important issues in the readings and participate in music listening exercises in smaller sections.

MUSI 12100. Music in Western Civilization I: To 1750. 100 Units.
This 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.
Instructor(s): Robert Kendrick Terms Offered: Winter
Note(s): Prior music course or ability to read music not required. Students must confirm enrollment by attending one of the first two sessions of class. This two-quarter sequence meets the general education requirement in civilization studies; it does not meet the general education requirement in the arts.
Equivalent Course(s): HIST 12700, SOSC 21100

MUSI 12200. Music in Western Civilization II: 1750 to the Present. 100 Units.
No description available.
Terms Offered: Spring
Note(s): Prior music course or ability to read music not required. Students must confirm enrollment by attending one of the first two sessions of class. This two-quarter sequence meets the general education requirement in civilization studies; it does not meet the general education requirement in the arts.
Equivalent Course(s): HIST 12800, SOSC 21200

MUSI 14300. Music Theory Fundamentals. 100 Units.
This one-quarter elective course covers the basic elements of music theory, including music reading, intervals, chords, meter, and rhythm.
Instructor(s): Various Terms Offered: Various

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.
The first quarter focuses on fundamentals: scale types, keys, basic harmonic structures, voice-leading and two-voice counterpoint. Musicianship labs in ear training and keyboard skills required.
Instructor(s): Olga Sanchez-Kisielewska Terms Offered: Autumn
Prerequisite(s): Ability to read music.
MUSI 15200. Harmony and Voice Leading. 100 Units.
The second quarter explores extensions of harmonic syntax, the basics of classical form, further work with counterpoint, and nondiatonic seventh chords. Musicianship labs in ear training and keyboard skills required.
Instructor(s): Olga Sanchez-Kisielewska Terms Offered: Winter
Prerequisite(s): MUSI 15100

MUSI 15300. Harmony and Voice Leading. 100 Units.
The third quarter undertakes the study of modulation, sequences, and additional analysis of classical forms. Musicianship labs in ear training and keyboard skills required.
Instructor(s): Olga Sanchez-Kisielewska Terms Offered: Spring
Prerequisite(s): MUSI 15200

MUSI 20918. Listening to Movies. 100 Units.
This course shifts our critical attention from watching movies to listening to them. Amid a strong emphasis on cinema—ranging from musical accompaniment during the silent era to sound in experimental films; or from classical Hollywood underscoring to Bollywood musical numbers—we will consider the soundtrack of moving pictures within a growing variety of audiovisual media, including television, music videos, and computer games. Interactive lectures (Mondays and Wednesdays) and discussion sections (Fridays) combine a historical overview with transhistorical perspectives. Supplemented by screenings and readings, the course will address a variety of topics: aesthetic and psychological (such as representation, narration, affect); cultural and political (such as race, ethnicity, propaganda); social and economic (such as technology, production, dissemination).
Instructor(s): Berthold Hoeckner Terms Offered: Spring
Equivalent Course(s): SIGN 26021

MUSI 21814. Introduction to Conducting. 100 Units.
No description available.
Instructor(s): Various Terms Offered: Various
Prerequisite(s): 100-level music course or consent of instructor.

MUSI 22318. Music and Disability Studies. 100 Units.
This course studies the ways that attitudes toward disability are constructed within a cultural sphere. From the perspective of disability studies, bodies and minds have many kinds of differences, but what is considered "disability" is determined by culture, not given by nature. Music, as well as film, literature, visual art, theatre, and so on, participate in the complex process of constructing and modulating attitudes toward disability. In this course, we will examine the interaction of disability and music in several ways: composers and performers whose creative production is shaped by bodily difference and disability; opera and film characters who embody and stage disability for our consumption; and more abstractly, music whose formal, sonic unfolding seems to engage issues of disability, even in purely instrumental art-pour-l'art works. We will read from the disability studies literature that critiques and theorizes disability themes in literature, film, and visual art, as well as musicology, music theory, and ethnomusicology literature that shows how disability themes are crucial in music. In this interdisciplinary class, students will gain a much more intimate understanding of the ways that attitudes toward abilities and bodies are constructed in art works, as well as be able to think, analyze, critique, write, and create with this understanding in mind. It is not necessary to read music notation for this course.
Instructor(s): Jennifer Iverson Terms Offered: Spring,TBD
Equivalent Course(s): MUSI 32318,ENGL 25969,ENGL 45969,TAPS 22318,TAPS 32318

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.

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
Equivalent Course(s): ANTH 25905,EEUR 23400,EEUR 33400,MUSI 33503,NEHC 30765,NEHC 20765
MUSI 23706. Music of South Asia. 100 Units.
The course explores some of the music traditions that hail from South Asia—a region defined by the countries of India, Pakistan, Sri Lanka, Nepal, Bhutan, Afghanistan, Maldives, and their diasporas. The course will study music and some of its inextricably linked forms of dance and theatre through the lens of ethnomusicology, where music is considered in its social and cultural contexts. Students will develop tools to listen, analyze, watch, and participate in South Asian forms of music-making, using case-study based inquiries as guides along the way.
Instructor(s): Ameera Nimjee Terms Offered: Spring
Equivalent Course(s): MUSI 33700

MUSI 23718. Research and Performance: Latin American Baroque Music. 100 Units.
This course will examine the musical document as a source of musico-cultural studies and its relationship to performance. We will look at various types of documents and assess specific problems of each age and geographical area. Topics include: major reservoirs of music documents in Latin America; the early music ensemble, Ars Longa, and the rescue of opera omnia; recording and performing Cuban and Latin American music in a historically informed way; the Sacred Music Collection from eighteenth century Cuba. There is a performance component to this course. Students are encouraged to have some background in music or Latin American history prior to entering the course.
Instructor(s): M. Escudero Terms Offered: Spring
Prerequisite(s): Recommended background of MUSI 153 or MUSI 272 OR SPAN 103 plus a course in Latin American history or literature
Equivalent Course(s): LACS 35114,MUSI 33718,SPAN 23117,SPAN 33117,LACS 25114

MUSI 24000. Composition Lessons. 100 Units.
This course consists of individual weekly composition lessons.
Instructor(s): Various Terms Offered: Autumn,Spring,Winter
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 24416. Opera As Idea and As Performance. 100 Units.
Is opera an archaic and exotic pageant for fanciers of overweight canaries, or a relevant art form of great subtlety and complexity that has the power to be revelatory? In this course of eight sessions, jointly taught by Professor Martha Nussbaum and Anthony Freud, General Director of Lyric Opera of Chicago, we explore the multi-disciplinary nature of this elusive and much-maligned art form, with its four hundred-year-old European roots, discussing both historic and philosophical contexts and the practicalities of interpretation and production in a very un-European, twenty-first century city. Anchoring each session around a different opera, we will be joined by a variety of guest experts, including a director, conductor, designer and singer, to enable us to explore different perspectives. The tentative list of operas to be discussed include Monteverdi’s The Coronation of Poppea, Mozart’s Don Giovanni, Rossini’s La Cenerentola, Verdi’s Don Carlos, Puccini’s Madama Butterfly, Wagner’s Ring, Strauss’s Elektra, and Britten’s Billy Budd. (A) (I)
Instructor(s): A. Freud; M. Nussbaum Terms Offered: Spring
Prerequisite(s): Students do not need to be able to read music, but some antecedent familiarity with opera would be extremely helpful. CD’s and DVD’s of the operas will be placed on reserve.
Note(s): Students should register via discussion section.
Equivalent Course(s): PHIL 31102,MUSI 30716,LAWS 43264,PHIL 21102

MUSI 24618. Literature of the Fantastic and Operatic Adaptation. 100 Units.
This co-taught interdisciplinary course, offered through the Gray Center for Arts and Inquiry, explores literature of the fantastic (here including ghost stories and fairy tales) and the adaptation of such materials into opera, primary “Western-style” opera but also including some examples from Chinese opera. We will read some theoretical essays on adaptation, trans- or re-mediality, and the uncanny, but our focus will be on concrete examples and the historical arc of their transformation (which often entailed at least one intermediary step from story to play on the way to opera). This history, as in the famous case of Turandot, often involves an interesting chain of East-West crossings, misappropriations, and reappropriations; Chinoiserie has been a potent force in the history of Western opera and, in a new form, is currently in vogue again (at least judging from the recent proliferation of Chinese-themed Western-style or fusion operas being created and staged). We will select several specific operas or excerpts from opera as cases, reading their libretti, studying their music, and watching select productions on recorded media.
Instructor(s): J. Zeitlin Terms Offered: Spring
Equivalent Course(s): EALC 36515,TAPS 26515,TAPS 36515,MUSI 34618,EALC 26515
MUSI 25300. Analysis of Twentieth-Century Music. 100 Units.
This course introduces theoretical and analytical approaches to twentieth-century music. The core of the course involves learning a new theoretical apparatus—often called "set theory"—and exploring how best to apply that apparatus analytically to pieces by composers such as Schoenberg, Bartók, and Stravinsky. We also explore the relevance of the theoretical models to music outside of the high-modernist canon, including some jazz. The course provides an opportunity to confront some foundational questions regarding what it means to "theorize about music."
Instructor(s): Various Terms Offered: Various
Prerequisite(s): MUSI 15300 or equivalent
Note(s): This course typically is offered in alternate years.

MUSI 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 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 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 26618. Electronic Music I. 100 Units.
Electronic Music I presents an open environment for creativity and expression through composition in the electronic music studio. The course provides students with a background in the fundamentals of sound and acoustics, covers the theory and practice of digital signal processing for audio, and introduces the recording studio as a powerful compositional tool. The course culminates in a concert of original student works presented in multi-channel surround sound. Enrollment gives students access to the Electronic Music Studio in the Department of Music. No prior knowledge of electronic music is necessary.
Instructor(s): Sam Pluta Terms Offered: Winter
Equivalent Course(s): MUSI 36618

MUSI 26718. Approaches to Live Electronics. 100 Units.
Hand-built circuits, tape loops, feedback, filters, ring modulators, turntables, live-processing software environments, microphones, and human-machine interface designs. In this course, we will study current and historical approaches to the performative use of hardware and software environments in music, and will follow the practice as it continues to redefine music composition and improvisation in the 21st century. Study will be repertoire-based, drawing from the work of artists ranging from David Tudor to Herbie Hancock to Grandmaster Flash to Kaija Saariaho.
Instructor(s): Sam Pluta Terms Offered: Autumn
Equivalent Course(s): MUSI 36718

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.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): MUSI 15300 or equivalent
Note(s): This course typically is offered in alternate years.
MUSI 26818. History of Electronic Instruments. 100 Units.
This class surveys the history of electronic music in the 20th century by examining its organs—musical and bodily—extended and expanded by the science and technology of electricity. It uses these instruments as conduits to explore tensions latent in electronic music: organic vs. synthetic, analogue vs. digital, and signal vs. noise. We will explore how these tensions manifest in the materials and ideologies of electronic music, contributing to concepts of modernity, sound, and embodiment.
Instructor(s): Theodore Gordon Terms Offered: Spring

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*.
Instructor(s): M. Ptaszynska Terms Offered: Winter
Prerequisite(s): MUSI 15300 or equivalent
Note(s): This course typically is offered in alternate years.

MUSI 26918. The Jazz Orchestra and Orchestral Approaches to Jazz. 100 Units.
This course offers several views of what it has meant to write for the “jazz orchestra.” In the history of jazz, which has largely been defined by solo improvisation, valued individualism of language and technique, and has since the advent of bebop been primarily associated with small combos, what does it mean for composers who have ambitions that extend beyond typical expectations of instrumental forces, duration, and form? Instead of offering a comprehensive overview of large ensemble jazz writing, we will focus on specific examples that have challenged conventions and redefined idioms. From the innovations in orchestration and scale of the Duke Ellington Orchestra and the classic Gil Evans/Miles Davis albums, to the “progressive” experiments of Stan Kenton (and later Don Ellis), to the intergalactic theater of the Sun Ra Arkestra, we will examine complex issues of tradition, community, and race that have accompanied these collaborations, and the compatibility (or not) of musical challenges regarding improvisation, notation, and pedagogy. An important though less emphasized component of our discussion will be the response of primarily orchestral composers who incorporate elements of jazz scoring and improvisation, and the impact of movements such as Third Stream on such confluences of tradition.
Instructor(s): Anthony Cheung Terms Offered: Spring
Equivalent Course(s): MUSI 36918

MUSI 27100-27200-27300. Topics in the History of Western Music I-II-III.
This sequence is a three-quarter investigation into Western art music, with primary emphasis on the vocal and instrumental repertories of Western Europe and the United States. This sequence is now offered every year, allowing students to complete the music major within the space of two years.

MUSI 27100. Topics in the History of Western Music I. 100 Units.
Part I of a three-quarter investigation into Western art music, with primary emphasis on the vocal and instrumental repertories of Western Europe and the United States. MUSI 27100 begins with the earliest notated music and considers monophonic liturgical chant and the development of sacred and secular vocal polyphony through the sixteenth century. This course is part of the College Course Cluster, The Renaissance.
Terms Offered: Autumn
Prerequisite(s): MUSI 14300 or 15300. Open to nonmajors with consent of instructor.

MUSI 27200. Topics in the History of Western Music II. 100 Units.
MUSI 27200 addresses topics in music from 1600 to 1800, including opera, sacred music, the emergence of instrumental genres, the codification of tonality, and the Viennese classicism of Haydn and Mozart.
Terms Offered: Winter
Prerequisite(s): MUSI 14300 or 15300. Open to nonmajors with consent of instructor.

MUSI 27300. Topics in the History of Western Music III. 100 Units.
MUSI 27300 treats music since 1800. Topics include the music of Beethoven and his influence on later composers; the rise of public concerts, German opera, programmatic instrumental music, and nationalist trends; the confrontation with modernism; and the impact of technology on the expansion of musical boundaries.
Terms Offered: Spring
Prerequisite(s): MUSI 14300 or 15300. Open to nonmajors with consent of instructor.
MUSI 27813. Music in the German Imagination. 100 Units.
What does music mean? This question grew urgent in the late 18th-century, as a range of German-speaking writers came to celebrate music as a “language beyond language”—an art-form that ostensibly contained “deeper” or “higher” meanings than verbal language. In this course we examine through close reading a range of music narratives that plumb the depths of music, while also situating each narrative in the context of German social and political history. We explore how perspectives on music’s significance shifted together with the seismic changes that took place in German society between the French Revolution and World War I. Readings include works of fiction by E. T. A. Hoffmann, Heinrich von Kleist, Franz Grillparzer, Eduard Mörike, Richard Wagner, Thomas Mann, and Franz Kafka, as well as brief excerpts of critical works by A. B. Marx, Richard Wagner, and Theodor Adorno.
Instructor(s): Colin Benert Terms Offered: TBD
Equivalent Course(s): GRMN 23613

MUSI 27918. Catalan Multipart Singing in Modern and Contemporary History. 100 Units.
To sing together “a veus” (multipart) has historically been an experiential way to build social groups. The aim of this course is to present this activity across Catalonia from the 16th to the 21st century, paying special attention to how multipart singing has articulated a large part of association and shared community life since the middle 19th century. The Catalan example will be placed among multipart singing in Mediterranean Latin countries, where the phenomenon is shared with great intensity.
Instructor(s): J. Ayats Terms Offered: Spring
Prerequisite(s): Reading knowledge of Arabic, Catalan, French, Italian, Portuguese or Spanish. Prerequisite for students taking course for music credit: MUSI 23300.
Equivalent Course(s): CATA 37917, SPAN 27917, SPAN 37917, MUSI 37918, CATA 27917

MUSI 28000. Orchestral Conducting. 100 Units.
This two-quarter introductory course focuses on the art as well as the craft of orchestral conducting. Designed primarily for undergraduate students who have had experience playing in an orchestra, wind ensemble, chamber group, or choral ensemble, the curriculum includes practical instruction, podium experience, background reading, and concert/conductor observation. Through a combination of classroom work, individual instruction, and supplemental ensemble sessions, students will gain significant practical experience in conducting. Weekly class meetings will incorporate singing, keyboard work, and instrumental participation by class members and guest musicians. Important technical exercises will be assigned every week, along with modest reading selections. Several short papers and classroom presentations will be assigned each quarter, in conjunction with background readings and classroom topics. The overall goal of the course is to promote the students’ understanding and appreciation of the technical responsibilities and the artistic possibilities of the conductor’s role, and to promote a basic proficiency in the craft of conducting an instrumental ensemble.
Instructor(s): B. Schubert Terms Offered: Various
Note(s): This is a 2-quarter course, and 100 units will be awarded upon completion of the final quarter.
Equivalent Course(s): MUSI 38115

MUSI 28500. Musicianship Skills. VAR 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): Dan Wang Terms Offered: Autumn, Spring, Winter
Prerequisite(s): MUSI 15300. Open only to students who are majoring in music.
Note(s): 100 units credit is granted only after successful completion of the year’s work.

MUSI 29500. Undergraduate Honors Seminar. 100 Units.
The seminar guides students through the preliminary stages of selecting and refining a topic, and provides an interactive forum for presenting and discussing the early stages of research, conceptualization, and writing. The course culminates in the presentation of a paper that serves as the foundation of the honors thesis. The instructors work closely with honors project supervisors, who may be drawn from the entire music faculty.
Terms Offered: Spring
Prerequisite(s): Consent of instructor. Open only to third years who are majoring in music and wish to develop a research project and prepare it for submission for departmental honors.

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, Spring, Winter
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.
No description available.
Terms Offered: Autumn, Spring, Winter
Prerequisite(s): Consent of instructor and director of undergraduate studies
Note(s): Students are required to submit the College Reading and Research Consent Form.
Near Eastern Languages and Civilizations

Department Website: http://nelc.uchicago.edu

Program of Study

Majors in Near Eastern Languages and Civilizations (NELC) at the University of Chicago pursue rigorous knowledge about a region of the world that is known as “the cradle of civilization” and the home of several important religious and cultural traditions, as well as one of the most important geopolitical areas of our contemporary world. NELC majors acquire languages; learn how archaeologists, economists, historians, linguists, literary scholars, and careful readers of legal, religious, economic, and other kinds of texts critically evaluate evidence; and acquire, largely in small class settings, analytical writing, thinking, and research skills that will help prepare them for a variety of careers.

Geographically centered on the Nile to Oxus and Danube to Indus region, NELC also embraces North Africa and Islamic Spain, as well as Central Asia and the Balkans in its ambit, from the early Bronze Age to the recent era of revolutions. Students can gain expertise in a wide variety of languages, including the living spoken tongues of the modern Middle East and Central Asia (Arabic, Armenian, modern Hebrew, Kazakh, Persian, Turkish, and Uzbek) or languages that open gateways onto the ancient past (Akkadian, Aramaic, Biblical Hebrew, Coptic, Egyptian Hieroglyphics, Elamite, Ge’ez, Hittite, Middle and Old Persian, Ottoman, Syriac, Ugaritic, etc.).

In an interdisciplinary area studies department like NELC, majors learn about the region through primary sources (material, oral, or textual) and scholarly analysis, structuring their curriculum around various disciplines and methodologies, including stratigraphy and paleobotany, comparative literature, cultural and civilizational studies, economics and numismatics, gender studies, history (economic, political, religious, and social), human rights, public policy, and digital humanities approaches.

Areas of specialization within NELC include:

- Arabic Studies
- Armenian Studies
- Archaeology and Art of the Ancient Near East
- Classical Hebrew Language and Civilization
- Cuneiform Studies (including Assyriology, Hittitology, and Sumerology)
- Egyptian Languages and Civilization
- History (Ancient Near East, Islamic History, Modern Middle Eastern History)
- Islamic Thought (including Law, Sufism)
- Israeli and Jewish Studies (including Biblical and Modern Hebrew, Aramaic, Syriac)
- Persian and Iranian Studies (Culture, Language, Literature, History, Religion)
- Semitic Languages and Literatures (Comparative Semitics, Northwest Semitics)
- Turkish and Ottoman Studies (Culture, History, Languages, Literatures)

Students who major in NELC learn one or more of the primary native languages as a means of access to the cultures of the ancient Near East and/or the modern Middle East. In consultation with the Director of Undergraduate Studies, each student chooses an area of specialization and devises a program of study that provides a sound basis for graduate work in that area or for a career in business, education, government, journalism, law, museology, public policy, public service, or a variety of other disciplines and professions.

Major Requirements

Requirements for the NELC major are described below. The Director of Undergraduate Studies and the Department Coordinator are available to answer questions, discuss programs of study, and support students as they make their way through the major in NELC. Students are encouraged to track their progress through requirements by using our major worksheet (available on the department website (http://nelc.uchicago.edu/undergraduate)). NELC strongly encourages students to study abroad if they are able.

Thirteen courses and a BA paper are required for a NELC major.

Summary of Requirements

Two or three quarters of one of the following civilization sequences: *

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<td>Archaeology of the Ancient Near East I-II-III-IV-V-VI</td>
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<td>NEHC 20001-20002-20003</td>
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</tbody>
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Six courses in one of the Near Eastern languages (e.g., Akkadian, Arabic, Armenian, Egyptian, Hebrew, Kazakh, Persian, Turkish, Uzbek)  

Three or four elective courses in the student’s area of specialization §

NEHC 29800 BA Paper Seminar  

Total Units in the Major  

Note that the course sequence on “Archaeology of the Ancient Near East” does not fulfill the general education requirement in civilization studies. All of the other NELC civilization sequences do fulfill the general education requirement. If a Near Eastern civilization sequence is used to meet the College general education requirement, a second Near Eastern civilization sequence is required for the NELC major.

Students may also opt to take two or three courses from the Jewish Civilization course clusters. These have course codes in the ranges JWSC 20120–20199 (ancient/medieval) and JWSC 20220–20299 (modern), and are cross-listed with varying NEHC numbers. Jewish civilization courses may be taken in any order and may be used to fulfill the College’s general education requirement in civilization studies. In this sequence, to fulfill the general education civilization requirement, at least one course must pertain to the ancient or medieval periods (JWSC 20120–20199) and at least one course must pertain to the modern period (JWSC 20220–20299).

Credit for language courses may not be granted by examination or petition.

Projects 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 29999 may be counted towards the elective requirement.

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 Director of Undergraduate Studies to plan their programs of study. In Autumn Quarter of their fourth year, all NELC students must see the Director of Undergraduate Studies with an updated degree program and transcript.

BA PAPER

NELC majors are required to write a substantial BA paper during their fourth year. The BA paper should be an original academic paper/research project of approximately 30 to 50 pages. The BA paper provides majors the opportunity to develop research, writing, and presentation skills while working closely with a faculty adviser. The BA paper can be used in graduate school applications or as part of job application portfolios, and some recent NELC graduates have been able to publish their papers. The process of declaring a paper topic and choosing an adviser begins in the third year.

The timeline below assumes a Spring Quarter graduation. Students who expect to graduate in other quarters should consult the Director of Undergraduate Studies.

Year 3: Spring Quarter

NELC majors in their third year should discuss possible BA paper topics with NELC faculty members with whom they have worked or who have expertise in their topic. This may grow out of a paper written from a course or may be an entirely new project.

After choosing a topic and narrowing down its focus, students are responsible to request a member of the NELC faculty to serve as their research adviser, who will help them further conceive the scope and aims of the project and provide guidance about methods and sources for carrying out their research. Students must formally file their proposed BA paper topic with their faculty adviser’s signature in the NELC department office before the end of their third year (by Monday of tenth week of Spring Quarter). Forms to register the topic are available on our website (http://nelc.uchicago.edu/undergraduate).

Year 4: Autumn Quarter
Students are required to register for NEHC 29800 BA Paper Seminar in Autumn Quarter of their fourth year on a P/F basis. 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. The course is run by a BA preceptor, typically an advanced PhD student in NELC. Preceptors work closely with students and their faculty advisers to assist in all aspects of conceiving, researching, and writing. A passing grade (P) for the BA Paper Seminar depends on full attendance and participation throughout the quarter.

Year 4: Winter Quarter
NELC majors are strongly encouraged to register for an optional one-quarter independent study course NEHC 29999 BA Paper Preparation with their BA preceptor that will allow time in their schedules over Winter Quarter to write and revise their papers. Students will receive a quality grade for this course, equivalent to the final BA paper grade, reported in the Spring Quarter.

Year 4: Spring Quarter
The completed BA paper must be submitted to the Department Coordinator by Monday of third week in Spring Quarter. Students should submit two bound hard copies and one pdf of the paper. The Department Coordinator will distribute the BA papers to the faculty adviser. Students who fail to meet the deadline will not be eligible for honors and may not be able to graduate in that quarter.

The faculty adviser will grade the paper and submit grades and honors recommendations to the Director of Undergraduate Studies by Monday of fifth week in Spring Quarter.

Double Majors
Students taking a double major may, with the permission of the NELC Director of 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.

Research Funding
Students are encouraged to begin the reading/research for the BA paper in the summer before their fourth year. Research grants are available to undergraduates. Please discuss the availability of grants with the Department Coordinator and/or Director of Undergraduate Studies early in the third year and visit the department website for updated information.

NELC is a participant in the PRISM program (https://careeradvancement.uchicago.edu/jobs-internships-research/prism-grants) and majors are encouraged to apply for PRISM grants.

Honors
Students who complete their course work and their 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.

Prizes
The department awards the Justin Palmer Prize annually to the BA paper judged to be the most outstanding. The Director of Undergraduate Studies makes this determination in consultation with the department chair and faculty members. This monetary prize is made possible by a generous gift from the family of Justin Palmer, AB’04, who completed a minor in NELC.

MINOR PROGRAM IN NEAR EASTERN LANGUAGES AND CIVILIZATIONS
Students in the College with an interest in the languages and cultures of the Middle East or of the ancient Near East may pursue a minor in NELC. Completion of this minor certifies that your undergraduate course work at the University of Chicago has prepared you with language skills and cultural competency that can give you an advantage on the job market for a wide variety of careers—in business, in medicine or law, or in the public sector.

Students who wish to take a minor in NELC must meet with the Director of Undergraduate Studies before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students must submit the Consent to Complete a Minor Program (https://college.uchicago.edu/sites/college.uchicago.edu/files/Consent_Minor_Program.pdf) form to their College adviser by the deadline above. The Director of Undergraduate Studies and the Department Coordinator are available to answer questions, discuss programs of study, and support students as they make their way through the minor in NELC. Students are encouraged to track their progress through requirements by using our minor worksheet, which can be found on our website (http://nelc.uchicago.edu/undergraduate).

PROGRAM REQUIREMENTS FOR THE MINOR
Students may choose one of two tracks: language or culture. Both tracks require a two- or three-quarter NELC civilization sequence (see Major Requirements for more detail on civilization sequences). In addition, the
Language Track requires three courses of one NELC language at any level. Students using a NELC sequence to satisfy the general education requirement in civilization studies may seek approval from the department to substitute additional language course work in place of the civilization requirement in the minor. The Culture Track allows students to focus on topics such as archaeology, history, religion, or literature in translation and does not have a language requirement.

The six courses in the minor may not be double counted with a student's major(s) or with other minors, and they may not be counted toward general education requirements. Courses in the minor must be taken for quality grades.

Language Track Sample Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AKKD 10101-10102-10103 Elementary Akkadian I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>NEHC 20001-20002-20003 Ancient Near Eastern History and Society I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>Total Units</td>
<td>600</td>
</tr>
</tbody>
</table>

Language Track Sample Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARAB 20101-20102-20103 Intermediate Arabic I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>NEHC 20601-20602-20603 Islamic Thought and Literature I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>Total Units</td>
<td>600</td>
</tr>
</tbody>
</table>

Culture Track Sample Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEHC 20011-20012-20013 Ancient Empires I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>NEHC 20004-20005-20006 Ancient Near Eastern Thought and Literature I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>Total Units</td>
<td>600</td>
</tr>
</tbody>
</table>

All undergraduate courses being offered in the 2017–18 academic year are listed below, by subject. Upper-level courses and the most up-to-date course information can be found in the NELC section of Class Search (http://registrar.uchicago.edu/classes).

**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): John Wee 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): Herve Reculeau Terms Offered: Spring
Prerequisite(s): AKKD 10102 or equivalent

AKKD 20602. Intermediate Akkadian. 100 Units.
This course is Intermediate Akkadian: NB and NA Letters
Instructor(s): Martha Roth Terms Offered: Autumn
Prerequisite(s): 1 year of Akkadian

**NEAR EASTERN LANGUAGES & CIVILIZATIONS - ANCIENT ANATOLIAN LANGUAGES COURSES**

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): Theo Van Den Hout Terms Offered: Autumn
Prerequisite(s): Elementary Hittite
AANL 20401. Lydian and Carian. 100 Units.
We will look at the grammar of Lydian and Carian and read several texts.
Instructor(s): Theo van den Hout Terms Offered: Spring

NEAR EASTERN LANGUAGES & CIVILIZATIONS - ARABIC COURSES

ARAB 10101-10102-10103. Elementary Arabic I-II-III.
This course sequence concentrates on the acquisition of speaking, reading, and aural skills in modern formal Arabic. The class meets for six hours a week.

**ARAB 10101. Elementary Arabic I. 100 Units.**
This sequence concentrates on the acquisition of speaking, reading, and aural skills in modern formal Arabic.
Instructor(s): N. Forster, 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.**
This sequence concentrates on the acquisition of speaking, reading, and aural skills in modern formal Arabic.
Instructor(s): L. Choudar, 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.**
This sequence concentrates on the acquisition of speaking, reading, and aural skills in modern formal Arabic.
Instructor(s): 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 10123. Summer Intensive Arabic Level 1. 300 Units.**
Summer Intensive Arabic Level 1 is an eight-week course designed to introduce complete novices to the fundamentals of Arabic in the four language skills (speaking, listening, reading, and writing). Classes are small and use the Alif Baa’ and al-Kitaab textbook (2nd edition), supplemented by authentic materials, both to learn the language and to experience the culture. Cultural proficiency is an integral part of the language instruction (forms of address, youth phrases, phrases used among intimate friends, etc.). Students will spend 4–5 hours per day practicing using Arabic in classroom activities and should plan on studying an additional 3–4 hours most afternoons and evenings. In addition to class time, a full day trip to an Arab neighborhood in Chicago provides an opportunity to use Arabic in an authentic cultural context. Cultural exposure will also be supplemented through guest speakers, songs, and films. At the conclusion of the course, students can expect to have mastered the sounds and shapes of the Arabic alphabet and to be able to speak about themselves and their world in Modern Standard Arabic, as well as to engage in conversations about familiar topics with native speakers, to comprehend basic texts, and to use some common phrases in colloquial Egyptian and Shaami. After the eight-week course, students can expect to advance to the Intermediate Low level on the ACTFL scale.
Instructor(s): Staff
Terms Offered: Summer. Summer 2017 dates: 6/19/17-8/11/17

**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: Winter

**ARAB 10254. Egyptian Colloquial Arabic. 100 Units.**
Colloquial 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.
Instructor(s): H. Abdel Mobdy
Terms Offered: Spring
Prerequisite(s): ARAB 10102 or equivalent

**ARAB 10257. Colloquial Levantine Arabic II. 100 Units.**
Colloquial Levantine Arabic is a proficiency-based course designed to develop the linguistic skills necessary for personal day-to-day life. The course focuses on spoken rather than Standard written Arabic, and will therefore target primarily the oral/aural skills. Through the knowledge of Modern Standard Arabic and the introduction of colloquial vocabulary, expressions, and grammar, the course will build the students’ competence in spoken Arabic. Students will also be introduced to the Levantine culture.
Instructor(s): Osama Abu-Eledam
Terms Offered: Spring
ARAB 10456. Summer Intensive Arabic Level 1.5. 300 Units.
Summer Arabic Level 1.5 is designed for the student who has begun studying Arabic, but who is not yet fully comfortable in speaking, listening, and/or writing on a wide range of common topics. In this eight-week course, students will consolidate and advance their Arabic language skills (reading, writing, speaking, and listening) to move confidently into the Intermediate range. The class materials (al-Kitaab Part 1, 2nd edition, children’s stories, popular songs, film excerpts) as well as a number of extra activities (a field trip to an Arab neighborhood, guest lecturers) will be geared to integrating language and culture and encouraging students to communicate in culturally rich ways. At the conclusion of the sequence, students should be able to speak about themselves and their world in Modern Standard Arabic, as well as to engage in conversations about familiar topics with native speakers, to comprehend basic texts, and to use some common phrases in colloquial Egyptian and Shaami. At the end of the sequence, students should advance to the Intermediate Low/Intermediate Mid level on the ACTFL scale.
Instructor(s): Staff Terms Offered: Summer. Summer 2017 dates: 6/19/17-8/11/17

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.
This sequence concentrates on speaking, reading, and aural skills at the intermediate level of modern formal Arabic.
Instructor(s): H. Abdel Mobdy, L. Choudar, K. Heikkinen Terms Offered: Autumn
Prerequisite(s): ARAB 10103 or equivalent

ARAB 20102. Intermediate Arabic II. 100 Units.
No description available.
Instructor(s): H. Abdel Mobdy, L. Choudar, K. Heikkinen Terms Offered: Winter
Prerequisite(s): ARAB 20101 or equivalent

ARAB 20103. Intermediate Arabic III. 100 Units.
No description available.
Instructor(s): H. Abdel Mobdy, K. Heikkinen Terms Offered: Spring
Prerequisite(s): ARAB 20102 or equivalent

ARAB 20123. Summer Intensive Arabic Level 2. 300 Units.
Summer Intensive Arabic Level 2 is designed for students who have completed the equivalent of Alif Baa’ and al-Kitaab part 1, or attained a minimum Novice High proficiency on the ACTFL scale. In this eight-week summer course in Arabic, students will improve and refine their language skills using al-Kitaab part 2 (2nd edition), along with authentic stories, poems, and articles. Cultural proficiency is an integral part of the language instruction, as students immerse themselves in readings (literary and journalistic) and engage in conversations with their classmates, with the Arabic-speaking community in Chicago, and with guest lecturers/presenters. Students will also extend their language and cultural skills by working on songs and film extracts. The class will help students develop their ability to initiate and sustain discussion on topics of general interest and to present information and simple narratives in Modern Standard Arabic; to understand a wide range of written genres in Arabic, including formal writing, journalistic texts, and less formal styles; to write and speak with increasing accuracy and fluency; and to carry out basic research with non-technical texts. After the eight-week course, students can expect to reach the Intermediate Mid or Intermediate High level on the ACTFL scale.
Instructor(s): Staff Terms Offered: Summer. Summer 2017 dates: 6/19/17-8/11/17

ARAB 29001. Arabic through Film. 100 Units.
This course immerses the student in Arabic through the genre of film, specifically, Egyptian film, a potent and pervasive medium since Arabs started making films in the 1920s, but more pervasive with the advent of television in the early 1960s. Proceeding chronologically, we examine the Egyptian film through distinct stages, from the early musicals and romantic comedies of the forties and fifties, to the slew of post-1952 films offering new notions of the nation, of citizens, of womanhood, to the films of the 1970s with their commentary on the new capitalist society Sadat espoused, to the nuanced realism and focus on individual angst of the 1980s and 90s, to the gritty realism of the pre and post Arab Spring period.
Instructor(s): N. Forster Terms Offered: Autumn
Prerequisite(s): Prerequisite: 2 years of MSA or equivalent

ARAM 10401-10402-10403. Elementary Syriac I-II-III.
Elementary Syriac I-II-III
ARAM 10401. Elementary Syriac I. 100 Units.
The purpose of this three-quarter sequence is to enable the student to read Syriac literature with a high degree of comprehension. The course is divided into two segments. The first two quarters are devoted to acquiring the essentials of Syriac grammar and vocabulary. The third quarter is spent reading a variety of Syriac prose and poetic texts and includes a review of grammar.
Instructor(s): Stuart Creason Terms Offered: Autumn
Prerequisite(s): Second-year standing

ARAM 10402. Elementary Syriac II. 100 Units.
The purpose of this three-quarter sequence is to enable the student to read Syriac literature with a high degree of comprehension. The course is divided into two segments. The first two quarters are devoted to acquiring the essentials of Syriac grammar and vocabulary. The third quarter is spent reading a variety of Syriac prose and poetic texts and includes a review of grammar.
Instructor(s): Stuart Creason Terms Offered: Winter
Prerequisite(s): ARAM 10401

ARAM 10403. Elementary Syriac III. 100 Units.
The purpose of this three-quarter sequence is to enable the student to read Syriac literature with a high degree of comprehension. The course is divided into two segments. The first two quarters are devoted to acquiring the essentials of Syriac grammar and vocabulary. The third quarter is spent reading a variety of Syriac prose and poetic texts and includes a review of grammar.
Instructor(s): Stuart Creason Terms Offered: Spring
Prerequisite(s): ARAM 10402

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.
No description available.
Instructor(s): H. Haroutunian Terms Offered: Autumn
Equivalent Course(s): EEUR 21100

ARME 10102. Elementary Modern Armenian II. 100 Units.
No description available.
Instructor(s): H. Haroutunian Terms Offered: Winter
Prerequisite(s): ARME 10101
Equivalent Course(s): EEUR 21200

ARME 10103. Elementary Modern Armenian III. 100 Units.
Elementary Modern Armenian I, II, III. The course 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 language competency exam is offered at the end of spring quarter for those taking this course as college language requirement. 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.
Instructor(s): H. Haroutunian Terms Offered: Spring
Prerequisite(s): ARME 10102
Equivalent Course(s): EEUR 21300

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.
This three-quarter sequence enables the students to reach an Intermediate level of proficiency in the Armenian language. The course 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. 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 and related area studies or to pursue work in Armenia.
Instructor(s): H. Haroutunian Terms Offered: Autumn
Prerequisite(s): ARME 10103

ARME 20102. Intermediate Modern Armenian II. 100 Units.
This three-quarter sequence enables the students to reach an Intermediate level of proficiency in the Armenian language. The course 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. 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 and related area studies or to pursue work in Armenia.
Instructor(s): H. Haroutunian Terms Offered: Winter
Prerequisite(s): ARME 20101

ARME 20103. Intermediate Modern Armenian III. 100 Units.
This three-quarter sequence enables the students to reach an Intermediate level of proficiency in the Armenian language. The course 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. 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 and related area studies or to pursue work in Armenia.
Instructor(s): H. Haroutunian Terms Offered: Spring
Prerequisite(s): ARME 20102

NEAR EASTERN LANGUAGES & CIVILIZATIONS - EGYPTIAN COURSES

EGPT 10101-10102. Introduction to Middle Egyptian Hieroglyphs I-II.
This sequence examines hieroglyphic writing and the grammar of the language of classical Egyptian literature.

EGPT 10101. Introduction to Middle Egyptian Hieroglyphs I. 100 Units.
No description available.
Instructor(s): R. Ritner Terms Offered: Autumn
Prerequisite(s): Second-year standing
Equivalent Course(s): ANCM 30500

EGPT 10102. Introduction to Middle Egyptian Hieroglyphs II. 100 Units.
No description available.
Instructor(s): R. Ritner 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): J. Johnson 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): Staff 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): Staff Terms Offered: Autumn
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): B. Muhs 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): Staff 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): B. Muhs Terms Offered: Autumn
Prerequisite(s): EGPT 20210
Equivalent Course(s): ANCM 34200

NEAR EASTERN LANGUAGES & CIVILIZATIONS - GEEZ 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: Spring

GEEZ 10102. Elementary Ge’ez II. 100 Units.
This course provides an introduction to the grammar and script of Classical Ethiopic (Ge’ez).
Instructor(s): R. Hasselbach Terms Offered: Spring
Prerequisite(s): GEEZ 10101

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.
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).
Instructor(s): S. Creason Terms Offered: Autumn
Note(s): This class meets 5 times a week
Equivalent Course(s): JWSC 22000
HEBR 10102. Elementary Classical Hebrew II. 100 Units.
The 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).
Instructor(s): S. Creason Terms Offered: Winter
Prerequisite(s): HEBR 10101 or equivalent
Note(s): This class meets 5 times a week
Equivalent Course(s): JWSC 22100

HEBR 10103. Elementary Classical Hebrew III. 100 Units.
The third quarter is spent examining prose passages from the Hebrew Bible and includes a review of
grammar.
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.
No description available.
Instructor(s): A. Almog Terms Offered: Autumn
Equivalent Course(s): JWSC 25000

HEBR 10502. Introductory Modern Hebrew II. 100 Units.
No description available.
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.
No description available.
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.
The first quarter consists of reviewing grammar, and of reading and analyzing further prose texts.
Instructor(s): D. Pardee Terms Offered: Autumn
Prerequisite(s): HEBR 10103 or equivalent
Equivalent Course(s): JWSC 22300

HEBR 20105. Intermediate Classical Hebrew II. 100 Units.
The last two quarters are devoted to an introduction to Hebrew poetry with readings from Psalms, Proverbs,
and the prophets.
Instructor(s): D. Pardee Terms Offered: Winter
Prerequisite(s): HEBR 20104 or equivalent
Equivalent Course(s): JWSC 22400

HEBR 20106. Intermediate Classical Hebrew III. 100 Units.
The last two quarters are devoted to an introduction to Hebrew poetry with readings from Psalms, Proverbs,
and the prophets.
Instructor(s): D. Pardee Terms Offered: Spring
Prerequisite(s): HEBR 20105 or equivalent
Equivalent Course(s): JWSC 22500
HEBR 20501-20502-20503. Intermediate Modern Hebrew I-II-III.
The main objective of this sequence 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.**
No description available.
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.**
No description available.
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.**
No description available.
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

### NEAR EASTERN LANGUAGES & CIVILIZATIONS - KAZAKH COURSES

**KAZK 10101-10102-10103. Elementary Kazakh I-II-III.**
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. The second and third quarters of this sequence and the Intermediate Kazakh sequence (KAZK 20101-20102-20103) are offered based on interest.

**KAZK 10101. Elementary Kazakh I. 100 Units.**
No description available.
Instructor(s): K. Arik Terms Offered: Autumn

**KAZK 10102. Elementary Kazakh II. 100 Units.**
No description available.
Instructor(s): STAFF Terms Offered: Winter
Prerequisite(s): KAZK 10101 or equivalent

**KAZK 10103. Elementary Kazakh III. 100 Units.**
No description available.
Terms Offered: Spring
Prerequisite(s): KAZK 10102 or equivalent

**KAZK 20101-20102-20103. Intermediate Kazakh I-II-III.**
Second-Year Kazakh.

**KAZK 20101. Intermediate Kazakh I. 100 Units.**
Instructor(s): K. Arik Terms Offered: Autumn
Prerequisite(s): First Year Kazakh at the University of Chicago, or equivalent coursework AND placement test with proficiency evaluation.

**KAZK 20102. Intermediate Kazakh II. 100 Units.**
Instructor(s): K. Arik Terms Offered: Winter
Prerequisite(s): KAZK 20101

**KAZK 20103. Intermediate Kazakh III. 100 Units.**
Instructor(s): K. Arik Terms Offered: Spring
Prerequisite(s): KAZK 20102
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 1100-1500. In that period, political fragmentation into multiple principalities challenged a deeply rooted ideology of unity of the Islamic world. The courts of the various principalities competed not only in politics, but also in the patronage of architectural projects and of arts such as textiles, ceramics, woodwork, and the arts of the book. While focusing on the central Islamic lands, we will 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: Winter
Note(s): This course meets the general education requirement in the arts.
Equivalent Course(s): NEHC 16709, ARTH 16709

This sequence surveys the archaeology and art of the Near East from prehistoric times to the Hellenistic and Roman periods. Taking these courses in sequence is not required; each course in the sequence focuses on a particular cultural region. This sequence does not meet the general education requirement in civilization studies.

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.
Equivalent Course(s): NEAA 30001

NEAA 20002. Archaeology of the Ancient Near East II: Anatolia. 100 Units.
No description available.
Instructor(s): J. Osborne Terms Offered: Not offered in 2017-18
Prerequisite(s): Taking these courses in sequence is not required. This sequence does not meet the general education requirement in civilization studies.
Note(s): Taking these courses in sequence is not required. This sequence does not meet the general education requirement in civilization studies.
Equivalent Course(s): NEAA 30002

NEAA 20003. Archaeology of the Ancient Near East III: Levant. 100 Units.
No description available.
Terms Offered: Winter
Note(s): This sequence does not meet the general education requirement in civilization studies.
Equivalent Course(s): NEAA 30003

NEAA 20004. Archaeology of the Ancient Near East IV: Pre-Islamic Arabia. 100 Units.
No description available.
Terms Offered: Not offered in 2017-18
Note(s): This sequence does not meet the general education requirements in civilization studies.
Equivalent Course(s): NEAA 30004

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: Not offered in 2017-18
Note(s): This sequence does not meet the general education requirements in civilization studies.
Equivalent Course(s): NEAA 30005

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: Not offered in 2017-18
Note(s): This sequence does not meet the general education requirements in civilization studies.
Equivalent Course(s): NEAA 30006
NEAA 20030. The Rise of the State in the 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 Terms Offered: Winter
Prerequisite(s): Any course in archaeology or permission of instructor
Equivalent Course(s): ANTH 26715

NEAA 20035. Zooarchaeology. 100 Units.
This course introduces the use of animal bones in archaeological research. Students gain hands-on experience analyzing faunal remains from an archaeological site in the Near East. Topics include: (1) identifying, aging, and sexing animal bones; (2) zooarchaeological sampling, measurement, quantification, and problems of taphonomy; (3) computer analysis of animal bone data; and (4) reconstructing prehistoric hunting and pastoral economies (e.g., animal domestication, hunting strategies, herding systems, seasonality, pastoral production in complex societies).
Instructor(s): G. Stein Terms Offered: Spring
Prerequisite(s): Introductory course in archaeology
Equivalent Course(s): NEAA 30035

NEAA 20072. Water in the Middle East: Past & Present. 100 Units.
This course examines the distribution of water throughout the Middle East and the archaeology, anthropology, and history of water exploitation and management over the last 9,000 years. It will consider water in river valleys, deserts, highland zones, steppes, and coastal areas of Mesopotamia, Egypt, the Levant, and Arabia. The Middle East is an arid region, but dynamic human and natural systems have interacted to determine relative water scarcity and abundance at different times and places. These interrelated systems have also influenced the historical relationship between water control and political power. In the final weeks, we will discuss archaeology and historical anthropology’s contribution to conceptions of water “sustainability” and landscape “resilience.”
Instructor(s): E. Hammer Terms Offered: Autumn
Prerequisite(s): Any introductory archaeology class in NELC, Anthropology, or other department
Equivalent Course(s): NEAA 30072

NEAA 20522. Archaeology of Islamic Syria-Palestine. 100 Units.
This course is an exploration of the cultural patterns in the Levant from the late Byzantine period down to modern times, a span of some 1,500 years. While the subject matter will be archaeological sites of this period in Syria, Lebanon, Jordan, and Israel, the focus will be on the role of medieval archaeology in amplifying the history of economic and social systems. It is this connective quality of Islamic archaeology which contributes to an understanding of the earlier history and archaeology of this region.
Instructor(s): D. Whitcomb Terms Offered: Autumn
Prerequisite(s): Introductory course in archaeology

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): F. Donner Terms Offered: Spring
Equivalent Course(s): HIST 15801

NEHC 16709. Islamic Art and Architecture, 1100 to 1500. 100 Units.
This course surveys the art and architecture of the Islamic world from 1100-1500. In that period, political fragmentation into multiple principalities challenged a deeply rooted ideology of unity of the Islamic world. The courts of the various principalities competed not only in politics, but also in the patronage of architectural projects and of arts such as textiles, ceramics, woodwork, and the arts of the book. While focusing on the central Islamic lands, we will consider traditional regions from Spain to India and the importance for the arts of contacts with China and the West.
Instructor(s): P. Berlekamp Terms Offered: Winter
Note(s): This course meets the general education requirement in the arts.
Equivalent Course(s): NEAA 10630, ARTH 16709

NEHC 20001-20002-20003. Ancient Near Eastern History and Society I-II-III.
This sequence meets the general education requirement for civilization studies.
NEHC 20001. Ancient Near Eastern History and Society I: Egypt. 100 Units.
This course surveys the political, social, and economic history of ancient Egypt from pre-dynastic times (ca. 3400 B.C.) until the advent of Islam in the seventh century of our era.
Instructor(s): J. Johnson, B. Muhs Terms Offered: Autumn
Equivalent Course(s): NEHC 30001

NEHC 20002. Ancient Near Eastern History and Society II: Mesopotamia. 100 Units.
This course provides an introduction to the social, political, and cultural history of Mesopotamia, from the origins of writing and cities in Sumer (ca. 3200 BC), through the great empires of Assyria, Babylon, and Persia.
Instructor(s): Herve Reculeau Terms Offered: Winter
Prerequisite(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): NEHC 30002

NEHC 20003. Ancient Near Eastern History and Society III: 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): James Osbourne Terms Offered: Spring

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): Chris Woods 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 30004

NEHC 20005. Ancient Near Eastern Thought and Literature II: Anatolian Literature. 100 Units.
This course will provide an overview of Anatolian/Hittite literature, as “defined” by the Hittites themselves, in the wider historical-cultural context of the Ancient Near East. In the course of discussions, we will try to answer some important questions about Hittite inscriptions, such as: why were they written down, why were they kept, for whom were they intended, and what do the answers to these questions (apart from the primary content of the texts themselves) tell us about Hittite society?
Instructor(s): H. Haroutunian Terms Offered: Spring
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies
Equivalent Course(s): NEHC 30005

NEHC 20006. Ancient Near Eastern Thought and Literature III: Egypt. 100 Units.
This course employs English translations of ancient Egyptian literary texts to explore the genres, conventions and techniques of ancient Egyptian literature. Discussions of texts examine how the ancient Egyptians conceptualized and constructed their equivalent of literature, as well as the fuzzy boundaries and subtle interplay between autobiography, history, myth and fiction.
Instructor(s): 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
Equivalent Course(s): NEHC 30006

NEHC 20011-20012-20013. Ancient Empires I-II-III.
This sequence introduces three great empires of the ancient world. Each course in the sequence focuses on one empire, with attention to the similarities and differences among the empires being considered. By exploring the rich legacy of documents and monuments that these empires produced, students are introduced to ways of understanding imperialism and its cultural and societal effects—both on the imperial elites and on those they conquered. Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
NEHC 20011. Ancient Empires I. 100 Units.
This sequence meets the general education requirement in civilization studies. 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.
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 30011

NEHC 20012. Ancient Empires II: The Ottoman Empire. 100 Units.
no course description available at this time
Instructor(s): Staff 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 30012

NEHC 20013. Ancient Empires III: The Egyptian Empire of the New Kingdom. 100 Units.
For most of the duration of the New Kingdom (1550–1069 BC), the ancient Egyptians were able to establish a vast empire and becoming one of the key powers within the Near East. This course will investigate in detail the development of Egyptian foreign policies and military expansion which affected parts of the Near East and Nubia. We will examine and discuss topics such as ideology, imperial identity, political struggle and motivation for conquest and control of wider regions surrounding the Egyptian state as well as the relationship with other powers and their perspective on Egyptian rulers as for example described in the Amarna letters.
Instructor(s): N. Moeller Terms Offered: Spring
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): CLCV 25900, HIST 15604, NEHC 30013

NEHC 20019. Mesopotamian Law. 100 Units.
NEHC 30019. Mesopotamian Law (= LLSO 20019; SIGN 26002). Ancient Mesopotamia -- the home of the Sumerians, Babyloni ans, and Assyrians who wrote in cuneiform script on durable clay tablets -- was the locus of many of history’s “firsts.” No development, however, may be as important as the formations of legal systems and legal principles revealed in contracts, trial records, and law collections (“codes”), among which “The Laws of Hammurabi” (r. 1792-1750 BC) stands as most important for understanding subsequent legal practice and thought of Mesopotamia’s cultural heirs in the Middle East and Europe until today. This course will explore the rich source materials of the Laws and relevant judicial and administration documents (all in English translations) to investigate topics of legal, social, and economic practice including family formation and dissolution, crime and punishment (sympathetic or talionic “eye for an eye,” pecuniary, corporal), and procedure (contracts, trials, ordeals).
Instructor(s): Martha Roth Terms Offered: Winter
Equivalent Course(s): LLSO 20019, SIGN 26002, NEHC 30019

NEHC 20060. The Discovery of Egypt in the Age of European Enlightenment. 100 Units.
The discovery of Egypt in the age of European Enlightenment and its aftermath
Instructor(s): Nadine Moeller Terms Offered: Winter

NEHC 20085. BIG: Monumental Buildings and Sculptures in the Past & Present. 100 Units.
Why are so many societies -- including our own -- obsessed with building monumental things like pyramids and palaces? What do we learn about cultures past and present from the monuments they built? This course explores famous monuments from around the world to answer these questions through the lens of archaeology, architecture, and art history.
Instructor(s): James Osborne Terms Offered: Spring

NEHC 20121. 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 20120 (Introduction to the Hebrew Bible).
Instructor(s): David Schloen Terms Offered: Winter
Note(s): This course may be used to fulfill the College’s general education requirement in civilization studies.
Equivalent Course(s): NEHC 30121, RLST 20408, JWSC 20121

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 earliest attestation of East Semitic as a language: Akkadian which was first written in the third millennium BC in Mesopotamia (modern Iraq). Akkadians were in close contact with Sumerians, the other important language of Mesopotamia, and adapted their script (cuneiform) to write a Semitic language. This course critically examines the connection between script, language, peoples, and ethnos. Furthermore, this course explores the political expansion of Akkadian in connection with the development of an early "empire" and the emergence of historical, legal, and literary traditions in Akkadian and its influence for the Ancient Near East and beyond. Texts covered included historical inscriptions, the Law Code of Hammu-râpi, Flood Stories, and divination texts (omina). Visits to the Oriental Institute Museum will complement the exploration of the Akkadian culture. Texts in English.
Instructor(s): S. Paulus
Terms Offered: Not offered 2017-18
Equivalent Course(s): HIST 15702, NEHC 30416

NEHC 20417. Semitic Languages, Cultures, and Civilizations II. 100 Units.
This course explores the historical evidence for several Semitic peoples who dwelled in Syria and Northern Iraq in the third to first millennia BCE (Eblaites, Amorites, Ugaritans, Assyrians). These peoples’ languages belong either to the larger group of Northwest Semitic, which comprises languages such as Aramaic and Canaanite (including Biblical Hebrew), or to the northern dialects of East Semitic. The shared characteristic of these people is to have recorded their cultural legacy on clay tablets, using Mesopotamian cuneiform or an alphabetic script adapted from it, noting either their own language or several aspects of their history, culture, and religion through a borrowed language (Akkadian). The course will focus on major cultural traditions that have echoes in younger records that came to be influential for the modern Middle East and for the Western world—especially the Hebrew Bible, but also some traditions of Pre-Islamic Arabia. This includes a close examination and discussion of representative ancient sources, as well as readings in modern scholarship. Ancient sources include literary, historical, and legal documents. Texts in English.
Instructor(s): H. Reculeau
Terms Offered: Not offered 2017-18
Note(s): Not open to first-year students
Equivalent Course(s): HIST 15703, NEHC 30417

NEHC 20418. Semitic Languages, Cultures, and Civilizations III. 100 Units.
This course explores the histories and literatures of Aramaic- and Arabic-writing Jewish, Christian, and Muslim communities in the first millennium CE. Beginning with the reception of Ancient Mesopotamian culture in late antiquity, the course will focus on the development of Syriac Christian, Rabbinic, and early Muslim sacred literatures in relation to the social, political, and economic contexts of the Roman and Iranian empires and inter-imperial Arabia. It will then turn to the literary and intellectual revival of the early Islamic caliphas, in which representatives of all three religions participated. Among the works to be read in translation are the Acts of Thomas, the Babylonian Talmud, the Qur’ân, and early Arabic poetry.
Instructor(s): R. Payne
Terms Offered: Not offered 2017-18
Note(s): Not open to first-year students
Equivalent Course(s): HIST 15704, NEHC 30418

NEHC 20501-20502-20503. Islamic History and Society I-II-III.
This sequence meets the general education requirement in civilization studies. This sequence surveys the main trends in the political history of the Islamic world, with some attention to economic, social, and intellectual history. Taking these courses in sequence is recommended but not required.

NEHC 20501. Islamic History and Society I: The Rise of Islam and the Caliphate. 100 Units.
This course covers the period from ca. 600 to 1100, including the rise and spread of Islam, the Islamic empire under the Umayyad and Abbasid caliphs, and the emergence of regional Islamic states from Afghanistan and eastern Iran to North Africa and Spain.
Instructor(s): F. Donner
Terms Offered: Autumn
Note(s): Taking these courses in sequence is recommended but not required. This course meets the general education requirement in civilization studies.
Equivalent Course(s): NEHC 30501, 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): NEHC 30502, 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 30503

NEHC 20504. Introduction to the Hebrew Bible. 100 Units.
The Hebrew Bible (Old Testament) is a complex anthology of disparate texts and reflects a diversity of religious, political, and historical perspectives from ancient Israel, Judah, and Yehud. Because this collection of texts continues to play an important role in modern religions, new meanings are often imposed upon it. In this course, we will attempt to read biblical texts apart from modern preconceptions about them. We will also contextualize their ideas and goals through comparison with texts from ancient Mesopotamia, Syro-Palestine, and Egypt. Such comparisons will demonstrate that the Hebrew Bible is fully part of the cultural milieu of the Ancient Near East. To accomplish these goals, we will read a significant portion of the Hebrew Bible in English, along with representative selections from secondary literature. We will also spend some time thinking about the nature of biblical interpretation.
Instructor(s): Jeffrey Stackert Terms Offered: Autumn
Note(s): This course may be used to fulfill the College's general education requirement in civilization studies.
Equivalent Course(s): BIBL 31000, JWSC 20120, NEHC 30504, RLST 11004

NEHC 20568. Balkan Folklore. 100 Units.
Vampires, fire-breathing dragons, vengeful mountain nymphs. 7/8 and other uneven dance beats, heart-rending laments, and a living epic tradition. This course is an overview of Balkan folklore from historical, political, and anthropological perspectives. We seek to understand folk tradition as a dynamic process and consider the function of different folklore genres in the imagining and maintenance of community and the socialization of the individual. We also experience this living tradition firsthand through visits of a Chicago-based folk dance ensemble, "Balkan Dance."
Instructor(s): A. Ilieva Terms Offered: Winter
Equivalent Course(s): ANTH 25908, ANTH 35908, CMLT 23301, CMLT 33301, NEHC 30568, REES 39009, REES 29009

NEHC 20601-20602-20603. Islamic Thought and Literature I-II-III.
This sequence explores the thought and literature of the Islamic world from the coming of Islam in the seventh century C.E. through the development and spread of its civilization in the medieval period and into the modern world. Including historical framework to establish chronology and geography, the course focuses on key aspects of Islamic intellectual history: scripture, law, theology, philosophy, literature, mysticism, political thought, historical writing, and archaeology. In addition to lectures and secondary background readings, students read and discuss samples of key primary texts, with a view to exploring Islamic civilization in the direct voices of the people who participated in creating it. All readings are in English translation. No prior background in the subject is required. This course sequence meets the general education requirement in civilization studies. Taking these courses in sequence is recommended but not required.

NEHC 20601. Islamic Thought and Literature I. 100 Units.
This 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): Staff Terms Offered: Autumn
Equivalent Course(s): NEHC 30601, RLST 20401, SOSC 22000, HIST 25610, HIST 35610, ISLM 30601

NEHC 20602. Islamic Thought and Literature II. 100 Units.
This course covers the period from ca. 950 to 1700, surveying works of literature, theology, philosophy, sufism, politics, history, etc., written in Arabic, Persian and Turkish, as well as the art, architecture and music of the Islamic traditions. Through primary texts, secondary sources and lectures, we will trace the cultural, social, religious, political and institutional evolution through the period of the Fatimids, the Crusades, the Mongol invasions, and the "gunpowder empires" (Ottomans, Safavids, Mughals).
Instructor(s): 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 30602, RLST 20402, SOSC 22100, ISLM 30602, CMES 30602
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): A. El Shamsy Terms Offered: Spring
Note(s): This course does not apply to the medieval studies major or minor. Equivalent Course(s): NEHC 30603, RLST 20403, SOSC 22200

NEHC 20605. Colloquium: Sources for the Study of Islamic History. 100 Units.
This course is designed to acquaint the student with the basic problems and concepts as well as the sources and methodology for the study of premodern Islamic history. Sources will be read in English translation and the tools acquired will be applied to specific research projects to be submitted as term papers.
Instructor(s): J. Woods Terms Offered: Autumn
Equivalent Course(s): HIST 36005, NEHC 30605, HIST 26005

NEHC 20647. Islamic Political Thought in the Global Era. 100 Units.
This course examines the trajectory of Islamic political thought from the nineteenth century to the present day. Through a close study of key texts in this tradition, we will investigate how Islam has remained a vital source of principles and doctrines for a diverse array of political thinkers and movements over the course of the past two centuries. Developments in Islamic thought will be considered in the context of global trends, from the rise of liberalism, nationalism, and socialism to the liberation movements of the twentieth century and the confusion sewn by humanitarian crises of an unprecedented scale.
Instructor(s): Staff Terms Offered: Spring

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
Equivalent Course(s): ANTH 25905, EUR 23400, EUR 33400, MUSI 23503, MUSI 33503, NEHC 30765

NEHC 20840. Radical Islamic Pieties, 1200 to 1600. 100 Units.
Some knowledge of primary languages (i.e., Arabic, French, German, Greek, Latin, Persian, Spanish, Turkish) helpful. This course examines responses to the Mongol destruction of the Abbasid caliphate in 1258 and the background to formation of regional Muslim empires. Topics include the opening of confessional boundaries; Ibn Arabi, Ibn Taymiyya, and Ibn Khaldun; the development of alternative spiritualities, mysticism, and messianism in the fifteenth century; and transconfessionalism, antinomianism, and the articulation of sacral sovereignties in the sixteenth century. All work in English. This course is offered in alternate years.
Instructor(s): C. Fleischer Terms Offered: Winter
Prerequisite(s): Consent of instructor
Equivalent Course(s): HIST 25901, HIST 35901, RLST 20840

NEHC 20885. Returning the Gaze: The Balkans and Western Europe. 100 Units.
Aware of being observed. And judged. Inferior... Abject... Angry... Proud... This course provides insight into identity dynamics between the “West,” as the center of economic power and self-proclaimed normative humanity, and the “Rest,” as the poor, backward, volatile periphery. We investigate the relationship between South Eastern European self-representations and the imagined Western gaze. Inherent in the act of looking at oneself through the eyes of another is the privileging of that other’s standard. We will contemplate the responses to this existential position of identifying symbolically with a normative site outside of oneself—self-consciousness, defiance, arrogance, self-exoticization—and consider how these responses have been incorporated in the texture of the national, gender, and social identities in the region. Orhan Pamuk, Ivo Andrić, Nikos Kazantzakis, Aleko Konstantinov, Emir Kusturica, Milcho Manchevski.
Instructor(s): Angelina Ilieva Terms Offered: Autumn
Equivalent Course(s): REES 39012, CMLT 23201, CMLT 33201, NEHC 30885, REES 29012
NEHC 20920. Turkish and Israeli Politics. 100 Units.
The goal of this course is to familiarize students with the foundations of the State of Israel and the Republic of Turkey and with contemporary trends in Turkish and Israeli politics. Turkey and Israel are two of the three "others" of the Middle East (the third being Iran). While different in many respects, such as physical size, geographic location, dominant religion, and demographic composition, these states also share important similarities that distinguish them from the rest of the predominantly Arab Middle East region. Both Israel and Turkey have historically embraced a strong orientation towards the West in their national ethos and security ties, and have complicated relationships with their immediate Arab and Muslim neighbors. Both exercise democratic practices at the procedural level but have recently been experiencing a serious erosion of substantive aspects of democracy, particularly with regards to the protection of freedoms and rights and the erosion of democratic institutions. Both are composed of prevailing ethnoreligious groups and religious and ethnic minorities that challenge the dominant structure from within and at their borders. Most importantly, both Turkey and Israel have undergone considerable societal, institutional, and political reorientation in recent years which stimulates reevaluation of alleged “truths” about their character, functioning, and democratic performance.
Instructor(s): Staff Terms Offered: Spring. Spring 2017

NEHC 20940. History of Modern Syria. 100 Units.
This course covers the period from ca. 1800 to the present and is an introductory survey of both the major political developments in Syrian history, as well as the ongoing Syrian conflict. The broad historical periodization will cover late Ottoman Syria, French colonial rule following World War I, the years of instability following Syrian independence, and “stability” under the Assad household. This course will also discuss the rise of Syrian national and broader pan-Arab consciousness, Islamic revivalism, and armed revolt. Concurrent with our survey of Syrian history, this course will also progress chronologically through the Syrian conflict and leverage the history learned along the way as a lens through which we contextualize and analyze the ongoing crisis. No prior knowledge of the Middle East is required and this course is open to both undergraduate and graduate students.
Instructor(s): Julio Rivera Terms Offered: Spring
Note(s): This course is a mix of lectures and regular student participation. Students will be asked to select a particular aspect of Syrian history (e.g., the Kurdish community, refugees, militant activity, etc.) that they are interested in researching and presenting brief updates on throughout the course. As such, students will be expected to supplement the syllabus with outside historical works. This course also has a weekly discussion section on Fridays where we will discuss and analyze primary sources written or translated into English.

NEHC 20944. Who Owns the Past? 100 Units.
Who owns the past?
Instructor(s): Staff Terms Offered: Autumn

NEHC 24800. Jews and Arabs: Three Moralities, Historiographies & Roadmaps. 100 Units.
A distinction will be made between mainly three approaches to Zionism: essentialist-proprietary, constructivist-egalitarian, and critical-dismissive. This will be followed by an explication of these approaches’ implications for four issues: pre-Zionist Jewish history; institutional and territorial arrangements in Israel/Palestine concerning the relationships between Jews and the Palestinians; the relationships between Israeli Jews and world Jewry; and the implications of these approaches for the future of Israel/Palestine and the future of Judaism.
Instructor(s): C. Gans Terms Offered: Autumn
Note(s): This course may be used to fulfill the general education requirement in civilization studies. Equivalent Course(s): PLSC 38510,JWSC 20233,NEHC 34800,PLSC 28510

NEHC 25147. Anthropology of Israel. 100 Units.
This seminar explores the dynamics of Israeli culture and society through a combination of weekly screenings of Israeli fiction and documentary films with readings from ethnographic and other relevant research. Among the (often overlapping) topics to be covered in this examination of the institutional and ideological construction of Israeli identity/ies: the absorption of immigrants; ethnic, class, and religious tensions; the kibbutz; military experience; the Holocaust; evolving attitudes about gender and sexuality; the struggle for minorities’ rights; and Arab-Jewish relations.
Instructor(s): Morris Fred Terms Offered: Spring,TBD
Prerequisite(s): Undergrads must be upper division (3rd and 4th years)
Equivalent Course(s): ANTH 35150,CMES 35150,NEHC 35147,ANTH 25150,JWSC 25149,MAPS 35150
NEHC 25149. Architecture and the Zionist Imagination. 100 Units.
This course explores the intersection of form and ideology through the example of the built environments (both speculative and realized) that were part of the formation of the Jewish state and its history. We will follow the evolution of Israeli architecture, starting with the interwar period, in which Zionist institutions were built in Palestine under British colonial rule. In this context, debates centered on the question of how different modernist styles developed in Europe and imported to the Middle East can respond to different streams within Zionism. We then move on to the period of nation-building, in which attempts were made to develop an Israeli architectural style that would respond to the waves of immigration and the formation of state institutions. Now, a debate emerged between the modernist style that came to represent an emergent tradition, and a new generation of architects who sought to develop a more local idiom. The current phase of Israeli architecture is influenced by the political turn to the right, the institution of liberal economic policies, the arrival of a large wave of post-Soviet Russian immigrants, and an opening to global commerce, all of which have weakened the nation state. In addition to studying this architectural history, we will engage with cultural texts (literary, filmic, artistic) that imagine and describe Zionist spaces and places, starting with Theodor Herzl's Zionist Utopia, Altneuland, and all the way through contemporary TV sitcom.
Instructor(s): A. Nitzan-Shiftan and N. Rokem Terms Offered: Autumn
Equivalent Course(s): ARTH 36510, NEHC 35149, ARTH 26510

NEHC 26016. 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 poetry 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): CMLT 26106, GNSE 26106, RLLT 26106, FNDL 26106

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. Students must get a Reading and Research form from their College Adviser and complete the form in order to be registered. Signatures are needed from the adviser and Director of Undergraduate Studies. Please indicate that you wish to register for NEHC 29800 Section 01.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): 4th year NELC majors only. Approval of Director of 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 Director of Undergraduate Studies, students devote the equivalent of a one-quarter course to the preparation of the BA paper. Please indicate that you wish to register for NEHC 29999 Section 01 with the Director of Undergraduate Studies.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): 4th year NELC majors only. Approval of Director of Undergraduate Studies.

NEAR EASTERN LANGUAGES & CIVILIZATIONS - NEAR EASTERN LANGUAGES COURSES
NELG 10100-10200-10300. Elementary Modern Greek I-II-III.
No description available.

NELG 10100. Elementary Modern Greek I. 100 Units.
This course aims to develop elementary proficiency in spoken and written Modern Greek and to introduce elements of cultural knowledge. The course will familiarize the students with the Greek alphabet, Modern Greek pronunciation rules and the basic morphology and syntax, with an emphasis on reading and conversational skills. The students will be able to communicate minimally with formulaic and rote utterances and produce words, phrases and lists.
Instructor(s): Chrysanthi Koutsiviti Terms Offered: Autumn
Equivalent Course(s): MOGK 30100, MOGK 10100
NELG 10200. Elementary Modern Greek II. 100 Units.
This course aims to develop elementary proficiency in spoken and written Modern Greek and to introduce elements of cultural knowledge. The course will familiarize the students with the basic morphology and syntax, with an emphasis on reading and conversational skills. The students will be able to handle a variety of tasks and manage an uncomplicated situation using mostly formulaic and rote utterances. They will also be able to express personal meaning forming paragraphs.
Instructor(s): Chrysanthi Koutsiviti Terms Offered: Winter
Prerequisite(s): MOGK 10100/30100 or consent of instructor
Equivalent Course(s): MOGK 30200, MOGK 10200

NELG 10300. Elementary Modern Greek III. 100 Units.
This course aims to develop elementary proficiency in spoken and written Modern Greek and to introduce elements of cultural knowledge.
Instructor(s): Chrysanthi Koutsiviti Terms Offered: Spring
Prerequisite(s): MOGK 10200/30200 or consent of instructor
Equivalent Course(s): MOGK 30300, MOGK 10300

NELG 20100-20200-20300. Intermediate Modern Greek I-II-III.
This course builds on the student’s knowledge of modern Greek in all four skill areas through the use of authentic cultural materials (short stories, films, newspapers, etc.), with emphasis on grammar, vocabulary building, and fluency in expression and accuracy in writing.

NELG 20100. Intermediate Modern Greek I. 100 Units.
This course aims to enable students to attain conversational fluency and to become independent users of the language who deal effectively and with a good deal of accuracy. They are expected to handle successfully a variety of uncomplicated communicative tasks and to express personal meaning by creating with the language; to ask a variety of questions to obtain simple information to satisfy needs, such as directions, prices and services. Overall they are expected to have a significant quantity and quality of language.
Instructor(s): Chrysanthi Koutsiviti Terms Offered: Autumn
Prerequisite(s): MOGK 10300/30300
Equivalent Course(s): MOGK 20100

NELG 20200. Intermediate Modern Greek II. 100 Units.
This course aims to enable students to attain conversational fluency and to become independent users of the language who deal effectively and with a good deal of accuracy. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests and areas of competence. They can also speak about some topics related to employment, current events and matters of public and community interest. They are able to create with language, ask questions, narrate and describe in all major time frames using connected discourse of paragraph length.
Instructor(s): Chrysanthi Koutsiviti Terms Offered: Winter
Prerequisite(s): MOGK 20100
Equivalent Course(s): MOGK 20200

NELG 20300. Intermediate Modern Greek III. 100 Units.
This course aims to enable students to attain conversational fluency and to become independent users of the language who deal effectively and with a good deal of accuracy.
Instructor(s): Chrysanthi Koutsiviti Terms Offered: Spring
Prerequisite(s): MOGK 20200
Equivalent Course(s): MOGK 20300

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.
This sequence concentrates on modern written Persian as well as modern colloquial usage. Towards the end of the sequence the students will be able to read, write and speak Persian at an elementary level. Introducing the Iranian culture is also a goal. The class meets three hours a week with the instructor and two hours with a native informant who conducts grammatical drills and Persian conversation.
Instructor(s): S. Ghahremani Terms Offered: Autumn
PERS 10102. Elementary Persian II. 100 Units.
This sequence deepens and expands the students' knowledge of modern Persian at all levels of reading, writing and speaking. Grammar will be taught at a higher level and a wider vocabulary will enable the students to read stories, articles and poetry and be introduced to examples of classical literature towards the end of the sequence. Introducing the Iranian culture will be continued. Class meets three hours a week with the instructor and (with enough students) two hours with a native informant who conducts grammatical drills and Persian conversation.
Instructor(s): S. Ghahremani Terms Offered: Winter
Prerequisite(s): PERS 10101

PERS 10103. Elementary Persian III. 100 Units.
This sequence concentrates on modern written Persian as well as modern colloquial usage. Towards the end of the sequence the students will be able to read, write and speak Persian at an elementary level. Introducing the Iranian culture is also a goal. The class meets three hours a week with the instructor and two hours with a native informant who conducts grammatical drills and Persian conversation.
Instructor(s): S. Ghahremani Terms Offered: Spring
Prerequisite(s): PERS 10102

PERS 20101-20102-20103. Intermediate Persian I-II-III.
This sequence deepens and expands students' knowledge of modern Persian at all levels of reading, writing, and speaking. Grammar is taught at a higher level, and a wider vocabulary enables students to read stories, articles, and poetry. Examples of classical literature and the Iranian culture are introduced.

PERS 20101. Intermediate Persian I. 100 Units.
This sequence deepens and expands the students' knowledge of modern Persian at all levels of reading, writing and speaking. Grammar will be taught at a higher level and a wider vocabulary will enable the students to read stories, articles and poetry and be introduced to examples of classical literature towards the end of the sequence. Introducing the Iranian culture will be continued. Class meets three hours a week with the instructor and (with enough students) two hours with a native informant who conducts grammatical drills and Persian conversation.
Instructor(s): S. Ghahremani Terms Offered: Autumn
Prerequisite(s): PERS 10103 or consent of instructor

PERS 20102. Intermediate Persian II. 100 Units.
This sequence deepens and expands the students' knowledge of modern Persian at all levels of reading, writing and speaking. Grammar will be taught at a higher level and a wider vocabulary will enable the students to read stories, articles and poetry and be introduced to examples of classical literature towards the end of the sequence. Introducing the Iranian culture will be continued. Class meets three hours a week with the instructor and (with enough students) two hours with a native informant who conducts grammatical drills and Persian conversation.
Instructor(s): S. Ghahremani Terms Offered: Winter
Prerequisite(s): PERS 20101 or consent of the instructor

PERS 20103. Intermediate Persian III. 100 Units.
This sequence deepens and expands the students' knowledge of modern Persian at all levels of reading, writing and speaking. Grammar will be taught at a higher level and a wider vocabulary will enable the students to read stories, articles and poetry and be introduced to examples of classical literature towards the end of the sequence. Introducing the Iranian culture will be continued. Class meets three hours a week with the instructor and (with enough students) two hours with a native informant who conducts grammatical drills and Persian conversation.
Instructor(s): S. Ghahremani Terms Offered: Spring
Prerequisite(s): PERS 20102 or consent of the instructor

PERS 20123. Summer Intensive Intermediate Persian. 300 Units.
This course is designed for students with some previous background in the language, typically a year of elementary Persian at the college level (at the University of Chicago or another school), and who have speaking proficiency at the Novice High/Intermediate Low level on the ACTFL scale. At the conclusion of this course, students can expect to continue to develop their abilities in all aspects of the Persian language (speaking, listening, reading, and writing) and to begin to access authentic Persian-language materials, such as newspaper articles, short fiction, and film. Students should also improve their speaking proficiency to the Intermediate Mid/High level on the ACTFL scale (or above). The course will introduce more complex grammatical structures, with focus on contemporary written Persian, but gradually other levels of language (colloquial, literary) are introduced. Texts include selected articles, stories, and poetry, starting with contemporary texts and introducing some classical examples towards the end of the course. All students enrolled in Summer Intensive Intermediate Persian will conclude the program by participating in an ACTFL Oral Proficiency Interview. Each student will then receive an independent, certified rating of speaking ability to document the student's speaking abilities.
Instructor(s): Staff Terms Offered: Summer. Summer 2017 dates: 6/19/17-8/4/17
Prerequisite(s): Successful completion of PERS 10103 or equivalent placement.
NEAR EASTERN LANGUAGES & CIVILIZATIONS - SUMERIAN COURSES
SUMR 10101-10102-10103. Elementary Sumerian I-II-III.
This sequence typically begins in Winter Quarter and concludes Autumn Quarter of the next academic year. This sequence covers the elements of Sumerian grammar, with reading exercises in Ur III, pre-Sargonic, and elementary literary texts. This sequence is offered in alternate years.

SUMR 10101. Elementary Sumerian I. 100 Units.
Instructor(s): C. Woods Terms Offered: Winter. This sequence is offered in alternate years.
Prerequisite(s): AKKD 10101

SUMR 10102. Elementary Sumerian II. 100 Units.
Instructor(s): C. Woods Terms Offered: Spring. This sequence is offered in alternate years.
Prerequisite(s): SUMR 10101

SUMR 10103. Elementary Sumerian III. 100 Units.
Instructor(s): C. Woods Terms Offered: Autumn. This sequence is offered in alternate years.
Prerequisite(s): SUMR 10102

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

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

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

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): H. Anetshofer-Karateke Terms Offered: Autumn
Prerequisite(s): TURK 10103, or equivalent with intermediate level proficiency test.

TURK 20102. Intermediate Turkish II. 100 Units.
Terms Offered: Winter
Prerequisite(s): TURK 20101

TURK 20103. Intermediate Turkish III. 100 Units.
Terms Offered: Spring
Prerequisite(s): TURK 20102
TURK 20123. Summer Intensive Intermediate Turkish. 300 Units.
Summer Intensive Intermediate Turkish enables students to develop strong intermediate speaking, listening, reading, and writing skills and further solidify their foundation in grammar and vocabulary. Students study Turkish as it is used in authentic media, literature, and film, and gain familiarity with Turkish culture and civilization. The course will also address the needs of those preparing to study Ottoman. The first half of the course emphasizes completing skills acquired in Beginning Turkish and improving competency, while the second half supplements this with an introductory sampling of excerpts from Turkish literature and texts, ranging from late Ottoman and early Republican period to the present time. Students will meet for 25 hours per week, including class time with the instructor and time spent with native language assistants. Several hours will be allocated each week to cultural activities such as films, presentations, and conversation tables organized around Turkish lunches and tea time. Intensive Intermediate Turkish is the equivalent of the 20100-20200-20300 sequence offered during the regular academic year at the University of Chicago. All students enrolled in Summer Intensive Intermediate Turkish will conclude the program by participating in an ACTFL Oral Proficiency Interview. Each student will then receive an independent, certified rating of speaking ability to document the student's speaking abilities.
Instructor(s): Staff Terms Offered: Summer. Summer 2017 dates: 6/19/17-7/28/17
Prerequisite(s): Successful completion of TURK 10300 or equivalent placement.

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.
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.
Instructor(s): K. Arik Terms Offered: Autumn
Note(s): This class meets five days a week.

UZBK 10102. Elementary Modern Literary Uzbek II. 100 Units.
No description available.
Instructor(s): K. Arik 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.
No description available.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): UZBK 10102
Note(s): This class meets five days a week.
Neuroscience is the study of neurons and neural systems and their outputs: sensation, perception, homeostasis, and behavior. Neural function is investigated at the levels of molecules, cells, circuits, organisms, and species, making neuroscience inherently multidisciplinary. In addition to established neuroscience career paths in academia, medicine, and the pharmaceutical industry, new careers for students of neuroscience are emerging in economics, software development, and other fields requiring "big data" analysis or a mechanistic understanding of how humans think. The course of study in the undergraduate major in neuroscience provides students with the background and skills appropriate for these diverse careers.

The University of Chicago offers a bachelor of arts (BA) degree and a bachelor of science (BS) degree in Neuroscience. The Neuroscience major is designed to accommodate students with the range of scientific variety that one finds at the professional level of neuroscience, including physics, chemistry, computer science, engineering, mathematics, biology, psychology, and medicine. Neuroscience faculty at the University of Chicago have expertise in all of these areas and are distributed across the Biological Sciences, Social Sciences, and Physical Sciences Divisions. Majoring students have the opportunity to take a broad range of courses or to specialize in a particular area.

Declaring the Major

Students who wish to major in Neuroscience should declare the major in their second year. (Because the Neuroscience major was introduced in the 2016–17 academic year, the Class of 2020 and subsequent classes can design a plan of study in Neuroscience from their first year. Students in the Classes of 2018 and 2019 may also be able to major in Neuroscience, depending on the courses they have already taken, although there is no way to guarantee this. Students in these classes should consult with their College advisers to see if majoring in Neuroscience is feasible.)

General Education

Students majoring in Neuroscience typically begin their general education requirement in the Biological Sciences with BIOS 20186 Fundamentals of Cell and Molecular Biology. Attaining a proper grounding in cell biology is essential before delving into neuroscience as a discipline. To complete the requirement, students may choose to take one of the following: BIOS 20150 How Can We Understand the Biosphere?, BIOS 20151 Introduction to Quantitative Modeling in Biology (Basic), BIOS 20152 Introduction to Quantitative Modeling in Biology (Advanced), BIOS 20187 Fundamentals of Genetics, BIOS 20188 Fundamentals of Physiology, or BIOS 20191 Integrative Physiology. (Note: The general education requirement for the NSCI major can be fulfilled by courses in the Biology Fundamentals Sequences [20186-20190] without the Biological Sciences prerequisites [BIOS 20150-20151/20152] unless a student pursues a double major in Biological Sciences. Students who choose this path will be expected to possess the competency in mathematical modeling of biological phenomena covered in BIOS 20151 or BIOS 20152.)

Two alternative paths to fulfilling the General Education requirements exist. 1) Neuroscience majors may petition to take the Pre-Med Sequence for Non-Biology majors. In this case, BIOS 20170 Microbial and Human Cell Biology and BIOS 20171 Human Genetics and Developmental Biology will satisfy the core. (Note that BIOS 20171 must be taken concurrently with BIOS 20172 Mathematical Modeling for Pre-Med Students.) 2) A score of 4 or 5 on the AP Biology exam allows students to enter the Advanced Biology sequence in the Autumn of their first year. This three-quarter, lab-intensive sequence is for students with a strong background in research. Upon completion of the sequence students are awarded two credits, which satisfy the general education requirement in Biological Sciences.

The Major

The basic degree in Neuroscience is the BA, for which requirements are described below. A BS is awarded to students who complete an additional three quarters of Neuroscience electives, which must include one to three quarters of faculty-supervised research (scholarly or experimental) resulting in a written thesis (see Requirements for the Bachelor of Science Degree in Neuroscience below).

The major curriculum includes nine required Neuroscience courses, which provide a comprehensive overview of the field. The BA requires another 700 units of elective courses, which must be selected from the list below. Electives can be chosen for a broad exposure or tailored for depth in a particular area, such as cellular/molecular, systems, cognitive, and computational neuroscience and machine learning.

Students must have their program of elective courses approved by the office of the director of undergraduate studies. The Student Elective Approval Form (http://neuroscience.uchicago.edu/wp-content/uploads/2017/01/Student-Approval-Form.pdf) should be filled out by the end of the third year and submitted to the Neuroscience major director of undergraduate studies for approval at neuromajor@uchicago.edu.

Electives

No more than three of the following BIOS courses: 300
BIOS 20172  Mathematical Modeling for Pre-Med Students
BIOS 20173  Perspectives of Human Physiology
BIOS 20175  Biochemistry and Metabolism
BIOS 20187  Fundamentals of Genetics
BIOS 20188  Fundamentals of Physiology
or BIOS 20191  Integrative Physiology
BIOS 20189  Fundamentals of Developmental Biology
or BIOS 20190  Principles of Developmental Biology
BIOS 20234  Molecular Biology of the Cell
BIOS 20235  Biological Systems
BIOS 20236  Biological Dynamics
BIOS 20242  Principles of Physiology

No more than one of the following two-course CMSC sequences:

CMSC 12100-12200  Computer Science with Applications I-II
CMSC 15100-15200  Introduction to Computer Science I-II
CMSC 16100-16200  Honors Introduction to Computer Science I-II

BIOS 20200  Introduction to Biochemistry
BIOS 24206  Peering Inside the Black Box: Neocortex
BIOS 24208  Survey of Systems Neuroscience
BIOS 24217  Conquest of Pain
BIOS 24231  Methods in Computational Neuroscience
BIOS 24232  Computational Approaches to Cognitive Neuroscience
BIOS 24408  Modeling and Signal Analysis for Neuroscientists
BIOS 26210  Mathematical Methods for Biological Sciences I
BIOS 26211  Mathematical Methods for Biological Sciences II
BIOS 27721  Observing Proteins in Action: How to Design and Build Your Own
LING 27010  Psycholinguistics
NURB 32400  Synaptic Physiology
PSYC 20300  Biological Psychology
PSYC 23800  Introduction to Learning and Memory
PSYC 25560  Body & Mind: How our bodies reveal & change emotion & thought
PSYC 25790  The Psychology and Neurobiology of Stress
CMSC 15400  Introduction to Computer Systems
CMSC 25020  Computational Linguistics
CMSC 25025  Machine Learning and Large-Scale Data Analysis
CMSC 25050  Computer Vision
CMSC 25400  Machine Learning
PHYS 12300  General Physics III
or PHYS 13300  Waves, Optics, and Heat
NSCI 29100  Neuroscience Thesis Research
NSCI 29101  Neuroscience Thesis Research
NSCI 29102  Neuroscience Thesis Research
NSCI 29200  Neuroscience Honors Thesis Research
NSCI 29201  Neuroscience Honors Thesis Research
NSCI 29202  Neuroscience Honors Thesis Research

While it is possible to complete a double major in Neuroscience and another program, this is not encouraged. Neuroscience majors are generally better suited to achieving breadth through a combination of courses that provides the desired expertise in neuroscience and carefully selected courses outside of neuroscience.

Requirements for the Bachelor of Science Degree in Neuroscience

Students can earn a BS in Neuroscience by completing three quarters of Neuroscience elective courses over and above the BA requirements, which must include one to three quarters of faculty-supervised research that results in a written thesis (NSCI 29100, NSCI 29101, NSCI 29102 Neuroscience Thesis Research). The additional
courses and the thesis work require approval by the office of the director of undergraduate studies and the thesis advisor. The thesis may be either research-based or literature-based.

**GRADING**

All courses used to satisfy prerequisites and requirements must be taken for quality grades. Students must pass all required courses with an average GPA of 2.0 or higher to continue in the program.

**SUMMARY OF REQUIREMENTS FOR THE MAJOR IN NEUROSCIENCE**

**GENERAL EDUCATION**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of the following BIOS sequences:*</td>
<td>200</td>
</tr>
<tr>
<td>BIOS 20186 Fundamentals of Cell and Molecular Biology</td>
<td></td>
</tr>
<tr>
<td>Plus one of the following</td>
<td></td>
</tr>
<tr>
<td>BIOS 20150 How Can We Understand the Biosphere?</td>
<td></td>
</tr>
<tr>
<td>BIOS 20151 Introduction to Quantitative Modeling in Biology (Basic)</td>
<td></td>
</tr>
<tr>
<td>BIOS 20152 Introduction to Quantitative Modeling in Biology (Advanced)</td>
<td></td>
</tr>
<tr>
<td>BIOS 20187 Fundamentals of Genetics</td>
<td></td>
</tr>
<tr>
<td>BIOS 20188 Fundamentals of Physiology</td>
<td></td>
</tr>
<tr>
<td>BIOS 20191 Integrative Physiology</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>BIOS 20170 &amp; BIOS 20171 Microbial and Human Cell Biology and Human Genetics and Developmental Biology</td>
<td>200</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of the following two-course MATH sequences:</td>
<td>200</td>
</tr>
<tr>
<td>MATH 13100-13200 Elementary Functions and Calculus I-II</td>
<td></td>
</tr>
<tr>
<td>MATH 15100-15200 Calculus I-II</td>
<td></td>
</tr>
<tr>
<td>MATH 16100-16200 Honors Calculus I-II</td>
<td></td>
</tr>
<tr>
<td>One of the following two-course CHEM sequences:</td>
<td>200</td>
</tr>
<tr>
<td>CHEM 10100 &amp; CHEM 10200 Introductory General Chemistry I and Introductory General Chemistry II</td>
<td></td>
</tr>
<tr>
<td>CHEM 11100-11200 Comprehensive General Chemistry I-II</td>
<td></td>
</tr>
<tr>
<td>CHEM 12100-12200 Honors General Chemistry I-II</td>
<td></td>
</tr>
</tbody>
</table>

**MAJOR: BACHELOR OF ARTS**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 11300 Comprehensive General Chemistry III *</td>
<td>100</td>
</tr>
<tr>
<td>or CHEM 12300 Honors General Chemistry III</td>
<td></td>
</tr>
<tr>
<td>PHYS 12100-12200 General Physics I-II (or higher) *</td>
<td>200</td>
</tr>
<tr>
<td>STAT 22000 Statistical Methods and Applications *</td>
<td>100</td>
</tr>
<tr>
<td>NSCI 20110 Fundamental Neuroscience</td>
<td>100</td>
</tr>
<tr>
<td>NSCI 20120 Cellular Neuroscience</td>
<td>100</td>
</tr>
<tr>
<td>NSCI 20130 Systems Neurobiology</td>
<td>100</td>
</tr>
<tr>
<td>NSCI 20140 Sensation and Perception</td>
<td>100</td>
</tr>
<tr>
<td>NSCI 20100 Neuroscience Laboratory</td>
<td>100</td>
</tr>
<tr>
<td>Seven electives</td>
<td>700</td>
</tr>
</tbody>
</table>

**MAJOR: BACHELOR OF SCIENCE**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 11300 Comprehensive General Chemistry III *</td>
<td>100</td>
</tr>
<tr>
<td>or CHEM 12300 Honors General Chemistry III</td>
<td></td>
</tr>
<tr>
<td>PHYS 12100-12200 General Physics I-II (or higher) *</td>
<td>200</td>
</tr>
<tr>
<td>STAT 22000 Statistical Methods and Applications *</td>
<td>100</td>
</tr>
<tr>
<td>NSCI 20110 Fundamental Neuroscience</td>
<td>100</td>
</tr>
<tr>
<td>NSCI 20120 Cellular Neuroscience</td>
<td>100</td>
</tr>
<tr>
<td>NSCI 20130 Systems Neurobiology</td>
<td>100</td>
</tr>
<tr>
<td>NSCI 20140 Sensation and Perception</td>
<td>100</td>
</tr>
<tr>
<td>NSCI 20100 Neuroscience Laboratory</td>
<td>100</td>
</tr>
<tr>
<td>Seven electives</td>
<td>700</td>
</tr>
</tbody>
</table>
Three additional electives ** 300
Total Units 1900

* Credit may be granted by examination.
# BIOS 20171 must be taken concurrently with BIOS 20172.
** Must include one to three courses of NSCI 29100, 29101, 29102 Neuroscience Thesis Research or NSCI 29200, 29201, 29202 Neuroscience Honors Thesis Research

HONORS
To obtain honors in Neuroscience, students must have a minimum cumulative GPA (3.25) at the point of entering the honors track, no later than the end of the third year. Entry into the honors track must be approved by the director of undergraduate studies. Students must do experimental research for three quarters and submit a thesis (NSCI 29200, NSCI 29201, NSCI 29202 Neuroscience Honors Thesis Research). As part of the research course work, honors students participate in regular group meetings in which they share their research with each other and supervising faculty, and receive guidance on formulating testable hypotheses, experimental design, report writing, and oral presentations. They also receive training in the responsible conduct of research. Experimental research may not be credited toward honors in more than one major.

MINOR OPTIONS
A minor in Neuroscience is not offered. The College offers a minor program in Computational Neuroscience, and students majoring in Biological Sciences have the option of completing a Specialization in Neuroscience.

NEUROSCIENCE COURSES
NSCI 00292. Neuroscience Honors Thesis Research. 100 Units.
Research Thesis and Seminar
Instructor(s): Elizabeth Grove Terms Offered: Summer
Prerequisite(s): Acceptance into the Neuroscience Honors Program

NSCI 20100. Neuroscience Laboratory. 100 Units.
This course has three components in series, representing (1) molecular neuroscience, (2) cellular electrophysiology, and (3) computation and psychophysics. The course meets one afternoon each week for four hours of laboratory time, including a didactic introduction. Students will be graded on their laboratory reports.
Instructor(s): J. Maunsell; E. Heckscher; C. Hansel; M. McNulty Terms Offered: Winter
Note(s): This course will be offered in the 2017–18 academic year and each year thereafter.

NSCI 20110. Fundamental Neuroscience. 100 Units.
This course is a rigorous introduction to the study of neurons, nervous systems and brains. The systems anatomy and physiology of the vertebrate brain will be covered in depth. Common features of neural circuits, such as those subserving the stretch reflex, will be examined. The biology of brain evolution and development will be introduced. A highlight of this course will be student dissections of sheep brains and the laboratory presentation of human brain dissections by the instructors.
Instructor(s): C. Ragsdale, P. Mason Terms Offered: Autumn
Prerequisite(s): At least two quarters of Biological Sciences instruction (including courses taken concurrently) or consent of instructor.
Equivalent Course(s): BIOS 24110

NSCI 20120. Cellular Neuroscience. 100 Units.
This course describes the cellular and subcellular properties of neurons, including passive and active electrophysiological properties, and their synaptic interactions. Readings are assigned from a general neuroscience textbook.
Instructor(s): R. A. Eatock, W. Wei, Staff Terms Offered: Winter
Prerequisite(s): NSCI 20110, along with completion of MATH 13100, or MATH 15100, or MATH 16100
Equivalent Course(s): BIOS 24120

NSCI 20130. Systems Neurobiology. 100 Units.
This course covers vertebrate and invertebrate systems neuroscience with a focus on the anatomy, physiology, and development of sensory and motor control systems. The neural bases of form and motion perception, locomotion, memory, and other forms of neural plasticity are examined in detail. We also discuss clinical aspects of neurological disorders.
Instructor(s): D. Freedman, Staff Terms Offered: Spring
Prerequisite(s): NSCI 20110, and NSCI 20120 or consent of instructor
Equivalent Course(s): BIOS 24130
NSCI 20140. Sensation and Perception. 100 Units.
What we see and hear depends on energy that enters the eyes and ears, but what we actually experience—perception—follows from human neural responses. This course focuses on visual and auditory phenomena, including basic percepts (for example, acuity, brightness, color, loudness, pitch) and also more complex percepts such as movement and object recognition. Biological underpinnings of perception are an integral part of the course.
Instructor(s): K. Ledoux Terms Offered: Winter
Equivalent Course(s): PSYC 20700

NSCI 29100. Neuroscience Thesis Research. 100 Units.
Scholar or Research Thesis.
Instructor(s): Staff Terms Offered: Autumn,Spring,Summer,Winter
Prerequisite(s): By consent of instructor and approval of major director.

NSCI 29101. Neuroscience Thesis Research. 100 Units.
Scholar or Research Thesis.
Instructor(s): Staff Terms Offered: Autumn,Spring,Summer,Winter
Prerequisite(s): NSCI 29100, and consent of instructor, and approval of major director.

NSCI 29102. Neuroscience Thesis Research. 100 Units.
Scholar or Research Thesis.
Instructor(s): Staff Terms Offered: Autumn,Spring,Summer,Winter
Prerequisite(s): NSCI 29100, and consent of instructor, and approval of major director.

NSCI 29200. Neuroscience Honors Thesis Research. 100 Units.
Research Thesis and Seminar.
Instructor(s): Staff Terms Offered: Autumn,Spring,Summer,Winter
Prerequisite(s): By consent of instructor and approval of major director. Open to Neuroscience majors who are candidates for honors in Neuroscience.

NSCI 29201. Neuroscience Honors Thesis Research. 100 Units.
Research Thesis and Seminar.
Instructor(s): Staff Terms Offered: Autumn,Spring,Summer,Winter
Prerequisite(s): NSCI 29200, and consent of instructor, and approval of major director. Open to Neuroscience majors who are candidates for honors in Neuroscience.

NSCI 29202. Neuroscience Honors Thesis Research. 100 Units.
Research Thesis and Seminar.
Instructor(s): Staff Terms Offered: Autumn,Spring,Summer,Winter
Prerequisite(s): NSCI 20201, and consent of instructor, and approval of major director. Open to Neuroscience majors who are candidates for honors in Neuroscience.
The New Collegiate Division offers a variety of interdisciplinary courses in addition to those particularly related to specific programs of study. One of the purposes of the division is to provide a forum for new ideas in teaching; certainly only one such forum among many in the College and the University, but for some teachers, and for some subjects cutting across familiar academic lines, the most convenient one. These courses are as a rule open to all students. Indeed, they usually aspire to attract students with different interests and backgrounds.

NEW COLLEGIATE DIVISION COURSES

NCDV 27400. 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): S. Mufwene, W. Wimsatt Terms Offered: Winter
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. CHDV Distribution: A
Equivalent Course(s): CHDV 23930,ANTH 28615,ANTH 38615,LING 11100,CHSS 37900,LING 39286,CHDV 33930,BIOS 29286,HIPS 23900,PHIL 22500,PHIL 32500,BPRO 23900

NCDV 29700. Reading Course. 100 Units.
This course is designed for New Collegiate Division students whose program requirements are best met by study under a faculty member’s individual supervision. The subject, course of study, and requirements are arranged with the instructor.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of faculty supervisor and program chairman. Students are required to submit the College Reading and Research Course Form.
Note(s): Must be taken for a quality grade.

NCDV 29800. Reading Course. 100 Units.
Students in divisions other than the New Collegiate Division may arrange a tutorial with a member of the New Collegiate Division faculty. Registration for this course and information about the tutorial arrangement must be reported to the office of the New Collegiate Division master.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of faculty supervisor and New Collegiate Division master. Students are required to submit the College Reading and Research Course Form.
Note(s): Available for either quality grades or for P/F grading.

NCDV 29900. Independent Study. 100 Units.
Open only to New Collegiate Division students with consent of faculty supervisor and program chairman.
Terms Offered: Autumn, Spring, Winter
Prerequisite(s): Students are required to submit the College Reading and Research Course Form.
Note(s): Must be taken for P/F grading.
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 during Winter Quarter of their third year to review their program of study and discuss the possibility of writing the senior essay.

The Standard Major
The following basic requirements for the standard major in philosophy are intended to constitute a core philosophy curriculum and to provide some structure within an extremely varied collection of course offerings that changes from year to year.

The Department of Philosophy offers a three-quarter sequence in the history of philosophy (PHIL 25000 History of Philosophy I: Ancient Philosophy, PHIL 26000 History of Philosophy II: Medieval and Early Modern Philosophy, and PHIL 27000 History of Philosophy III: Nineteenth Century Philosophy), which begins in the first quarter with ancient Greek philosophy and ends in the third quarter with nineteenth-century philosophy. Students are required to take two courses from this sequence (any two are acceptable) and are encouraged to take all three. Students are also encouraged to take these courses early in their program because they make an appropriate introduction to more advanced courses.

Students may bypass PHIL 20100 Elementary Logic for a more advanced course if they can demonstrate to the instructor that they are qualified to begin at a higher level.

Standard majors are welcome to apply to write senior essays. For more information, please see The Senior Essay (below).

Distribution
At least two courses in one of the following two fields and at least one course in the other field: (A) practical philosophy and (B) theoretical philosophy.

Courses that may be counted toward these requirements are indicated in the course descriptions by boldface letters in parentheses. Other courses may not be used to meet field distribution requirements.

Summary of Requirements: Standard Major
Two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 25000</td>
<td>History of Philosophy I: Ancient Philosophy</td>
</tr>
<tr>
<td>PHIL 26000</td>
<td>History of Philosophy II: Medieval and Early Modern Philosophy</td>
</tr>
<tr>
<td>PHIL 27000</td>
<td>History of Philosophy III: Nineteenth Century Philosophy</td>
</tr>
</tbody>
</table>
### Philosophy

**PHIL 20100**  
Elementary Logic (or approved alternative course in logic)  
100

One of the following:  

<table>
<thead>
<tr>
<th>Course Details</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>One from field A and two from field B</td>
<td>300</td>
</tr>
<tr>
<td>Two from field A and one from field B</td>
<td></td>
</tr>
<tr>
<td>Four additional courses in philosophy</td>
<td>400</td>
</tr>
</tbody>
</table>

**Total Units**  
1000

*These courses must be drawn from departmental offerings. Students should consult with the director of undergraduate studies regarding courses taken at other colleges. Only one of these courses may be satisfied by participation in the BA essay workshop.

### The Intensive Track

Admission to the intensive track requires an application, which must be submitted by the middle of the Spring Quarter in the student’s second year. The application form is on the department wiki (https://coral.uchicago.edu:8443/display/phildr/Philosophy+Undergraduate+Wiki). The director of undergraduate studies and the assistant to the director of undergraduate studies will have “interview” meetings following the application deadline. (The departmental website lists the office hours of the director of undergraduate studies and the assistant to the director of undergraduate studies.)

The intensive track is designed to acquaint students with the problems and methods of philosophy in more depth than is possible for students in the standard major. It differs from the standard program mainly by offering the opportunity to meet in the following very small discussion groups: the intensive track seminar in the Autumn Quarter of the third or fourth year (PHIL 29601 Intensive Track Seminar), PHIL 29200 Junior Tutorial, and PHIL 29300 Senior Tutorial.

Note on the pacing and scheduling of the intensive track: Intensive track majors take PHIL 29601 Intensive Track Seminar in Autumn Quarter of their third year. Students fulfill the tutorial requirement by selecting one junior tutorial (PHIL 29200) in any quarter of their third year and one senior tutorial (PHIL 29300) in any quarter of their fourth year. Finally, intensive track students must write a senior essay. The essay process includes participation in the Senior Seminar over 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

**Two of the following:**  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 25000</td>
<td>History of Philosophy I: Ancient Philosophy</td>
</tr>
<tr>
<td>PHIL 26000</td>
<td>History of Philosophy II: Medieval and Early Modern Philosophy</td>
</tr>
<tr>
<td>PHIL 27000</td>
<td>History of Philosophy III: Nineteenth Century Philosophy</td>
</tr>
<tr>
<td>PHIL 20100</td>
<td>Elementary Logic (or approved alternative course in logic)</td>
</tr>
</tbody>
</table>

**One of the following:**  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>One from field A and two from field B</td>
<td>300</td>
</tr>
<tr>
<td>Two from field A and one from field B</td>
<td></td>
</tr>
</tbody>
</table>

**PHIL 29200**  
Junior Tutorial  
100

**PHIL 29300**  
Senior Tutorial  
100

**PHIL 29601**  
Intensive Track Seminar  
100

**PHIL 29901**  
Senior Seminar I  
200

**PHIL 29902**  
and Senior Seminar II  
200

**Two additional courses in philosophy**  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
</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.
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

<table>
<thead>
<tr>
<th>Two of the following:</th>
<th>200</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 25000</td>
<td>History of Philosophy I: Ancient Philosophy</td>
</tr>
<tr>
<td>PHIL 26000</td>
<td>History of Philosophy II: Medieval and Early Modern Philosophy</td>
</tr>
<tr>
<td>PHIL 27000</td>
<td>History of Philosophy III: Nineteenth Century Philosophy</td>
</tr>
<tr>
<td>PHIL 20100</td>
<td>Elementary Logic (or approved alternative course in logic)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>One of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>300</td>
</tr>
</tbody>
</table>

- One from field A and two from field B
- Two from field A and one from field B

| Six additional courses, at least one of which must be in the Department of Philosophy* | 600 |
|--------------------------------------------------------------------------------------------|

<table>
<thead>
<tr>
<th>Total Units</th>
<th>1200</th>
</tr>
</thead>
</table>

* 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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>PHIL 25000</td>
<td>History of Philosophy I: Ancient Philosophy</td>
<td>200</td>
</tr>
<tr>
<td>PHIL 26000</td>
<td>History of Philosophy II: Medieval and Early Modern Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHIL 27000</td>
<td>History of Philosophy III: Nineteenth Century Philosophy</td>
<td></td>
</tr>
<tr>
<td>One from either field A or field B</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Three additional courses in philosophy</td>
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<td>300</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
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**SAMPLE 2**

<table>
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<th>Units</th>
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</thead>
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<td>History of Philosophy I: Ancient Philosophy</td>
<td>100</td>
</tr>
<tr>
<td>PHIL 26000</td>
<td>History of Philosophy II: Medieval and Early Modern Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHIL 27000</td>
<td>History of Philosophy III: Nineteenth Century Philosophy</td>
<td></td>
</tr>
<tr>
<td>One from field A</td>
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<td>100</td>
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<tr>
<td>One from field B</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Three additional courses in philosophy</td>
<td></td>
<td>300</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td></td>
<td>600</td>
</tr>
</tbody>
</table>

**PHILOSOPHY COURSES**

**PHIL 20100. Elementary Logic. 100 Units.**

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.

Instructor(s): T. Pashby

Terms Offered: Autumn

Prerequisite(s): No prerequisites. Course not for field credit.

Note(s): Undergrads enroll in sections 01 through 08. Graduates enroll in section 09.

Equivalent Course(s): CHSS 33500, HIPS 20700, PHIL 30000

**PHIL 20109. Sartre’s Being and Nothingness. 100 Units.**

We propose here a cursive reading of Sartre’s masterpiece of 1943, explaining the whole project of Sartre's phenomenological ontology. For that we will focus on his polemical relation to German Idealism (mostly Hegel) and to German Phenomenology (Husserl, Heidegger) in order to clarify the meaning of notions that Sartre inherits from these two traditions, like in-itself, for-itself, intentionality, existence, selfhood, pre-reflexive consciousness, negativity, nothingness, etc. (B)

Instructor(s): R. Moati

Terms Offered: Winter

Prerequisite(s): Prior knowledge on Descartes, Spinoza, German Idealism, Phenomenology (Husserl, Heidegger) and knowledge in French are highly recommended to attend this course.

Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.

Equivalent Course(s): PHIL 30109, FNDL 20109

**PHIL 20116. American Pragmatism. 100 Units.**

This course will survey some of the seminal writings of the early American Pragmatist tradition. We will focus primarily on works by the three most prominent figures in this tradition: C.S. Peirce, William James, and John Dewey. Our aim in the course will be to extract from these writings the central ideas and principles which give shape to pragmatism as a coherent philosophical perspective, distinct from both empiricism and rationalism. (B)

Instructor(s): A. Vasudevan

Terms Offered: Autumn

Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.

Equivalent Course(s): PHIL 30116
PHIL 20120. Wittgenstein’s Philosophical Investigations. 100 Units.
A close reading of Philosophical Investigations. Topics include: meaning, explanation, understanding, inference, sensation, imagination, intentionality, and the nature of philosophy. Supplementary readings will be drawn from other later writings. (B) (III)
Instructor(s): J. Bridges Terms Offered: Winter
Prerequisite(s): At least one Philosophy course.
Note(s): Undergrads enroll in sections 01 through 04. Graduates enroll in section 05.
Equivalent Course(s): PHIL 30120,FNDL 20120

PHIL 21000. Introduction to Ethics. 100 Units.
In this course, we will read, write, and think about philosophical work meant to provide a systematic and foundational account of ethics. We will focus on close reading of two books, Immanuel Kant’s Groundwork of the Metaphysics of Morals and John Stuart Mill’s Utilitarianism, along with a handful of more recent essays. Throughout, our aim will be to engage in serious thought about good and bad in our lives. (A)
Instructor(s): C. Vogler Terms Offered: Winter
Note(s): Students should register via discussion section.
Equivalent Course(s): FNDL 23107,HIPS 21000

PHIL 21002. Human Rights: Philosophical Foundations. 100 Units.
Human rights are claims of justice that hold merely in virtue of our shared humanity. In this course we will explore philosophical theories of this elementary and crucial form of justice. Among topics to be considered are the role that dignity and humanity play in grounding such rights, their relation to political and economic institutions, and the distinction between duties of justice and claims of charity or humanitarian aid. Finally we will consider the application of such theories to concrete, problematic and pressing problems, such as global poverty, torture and genocide. (A) (I)
Instructor(s): B. Laurence Terms Offered: Spring
Note(s): Undergrads enroll in sections 01 through 06. Graduates enroll in section 07.
Equivalent Course(s): PHIL 31002,HIST 29319,HIST 39319,LLSO 21002,MAPH 42002,LAWS 97119,HMRT 31002,INRE 31602,HMRT 21002

PHIL 21020. Philosophy of Art and Aesthetics. 100 Units.
The beautiful, the sublime, the artistic, the creative—what do such terms mean and how have they figured in the philosophies of Plato, Aristotle, Rousseau, Hume, Kant, Hegel, Nietzsche, Dewey, Gadamer, Goodman, de Beauvoir, Nussbaum, and so many other canonical philosophers? How did they define “art” and “aesthetic” pleasure or taste? How did they philosophically construct the relationship between art and beauty? How did they reveal the problematic political and ethical dimensions and uses of such concepts as the aesthetic or the beautiful, for example in the social construction of gender roles and identities? Should art as a social change agent free itself from any entanglement with the beautiful? What are the political limits of art and aesthetics? Such are the questions and issues that this course will pursue, using both classical and contemporary sources, gallery visits, and more. (A) (B)
Instructor(s): B. Schultz Terms Offered: Winter
Note(s): Course is open to Undergraduates and MAPH students.
Equivalent Course(s): GNSE 21220,PLSC 21220,MAPH 31220

PHIL 21399. Conceptual Foundations of the Modern State. 100 Units.
The course will examine the evolution of western thinking about the modern concept of the state. The focus will be on Renaissance theories (Niccolo Machiavelli; Thomas More); theories of absolute sovereignty (especially Thomas Hobbes); theories about ‘free states’ (James Harrington, John Locke); and republican theories from the era of the Enlightenment.
Instructor(s): Q. Skinner Terms Offered: Autumn
Prerequisite(s): Open to undergraduates by consent of instructor.
Equivalent Course(s): PHIL 31399,SCTH 33401
PHIL 21419. Utopianism. 100 Units.
In this class, we will explore the idea that political philosophy is practical. We will address questions such as the following. What is the best interpretation of this idea? How might we defend it against skepticism? What consequences does it have for method? What is it for a political philosophy to be utopian? Is there a good and a bad way of being utopian? How are these to be distinguished? What is it for a political philosophy to be cynical? How can we avoid cynicism while remaining properly practical? Does “human nature” place constraints on our political theorizing? What ought we to mean by “human nature” in this context? How do concepts like scarcity and abundance relate to utopian enterprise? (A)
Instructor(s): B. Laurence Terms Offered: Winter
Prerequisite(s): Ideally at least one course on political philosophy.
Note(s): Undergrads enroll in sections 01 through 04. Graduates enroll in section 05.
Equivalent Course(s): PHIL 31419

PHIL 21515. Ethics of the Enlightenment. 100 Units.
This course provides an introduction to the major ethical positions from the Enlightenment era, with primary focus give to Hume, Smith, Rousseau, and Kant. These positions have shaped our popular thinking about ethics, moral psychology, and moral education. They also continue to directly inform dominant views in contemporary philosophy. As we read through selections from major works, we will be guided by questions about the foundations of morality and the nature of moral motivation. For example, what is the source of our distinction between good and bad? Is our moral judgment grounded in reason or the senses? How can we make sense of motivation to do the right thing, sometimes even at great personal cost? As we will see, the answers to these questions are directly tied to the larger question of how to understand human nature and the relationship between our capacity to reason and our capacity to feel.
Instructor(s): J. Tizzard Terms Offered: Spring
Equivalent Course(s): MAPH 31515

PHIL 21600. Introduction to Political Philosophy. 100 Units.
In this course 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 course 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: Spring
Note(s): Students should register via discussion section.
Equivalent Course(s): GNSE 21601, LLSO 22612, PLSC 22600

PHIL 21609. Medical Ethics: Central Topics. 100 Units.
Decisions about medical treatment, medical research, and medical policy often have profound moral implications. Taught by a philosopher, two physicians, and a medical lawyer, this course will examine such issues as paternalism, autonomy, assisted suicide, kidney markets, abortion, and research ethics.
Instructor(s): D. Brudney; Staff Terms Offered: Autumn
Prerequisite(s): Third or fourth year standing. This course does not meet requirements for the Biological Sciences major.
Note(s): Undergrads enroll in sections 01 and 02. Graduates enroll in section 03. For Philosophy majors: This course fulfills the practical philosophy (A) requirement.
Equivalent Course(s): BPRO 22612, HIPS 21609, BIOS 29314, PHIL 31609

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): T. Fashby Terms Offered: Autumn
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): HIST 25109, HIST 35109, PHIL 32000, CHSS 33300, HIPS 22000
PHIL 22209. Philosophies of Environmentalism and Sustainability. 100 Units.
Many of the toughest ethical and political challenges confronting the world today are related to environmental issues: for example, climate change, loss of biodiversity, the unsustainable use of natural resources, pollution, and other threats to the well-being of both present and future generations. Using both classic and contemporary works, this course will highlight some of the fundamental and unavoidable philosophical questions presented by such environmental issues. Can a plausible philosophical account of justice for future generations be developed? What counts as the ethical treatment of non-human animals? What do the terms “nature” and “wilderness” mean, and can natural environments as such have moral and/or legal standing? What fundamental ethical and political perspectives inform such positions as ecofeminism, the “Land Ethic,” political ecology, ecojustice, and deep ecology? And does the environmental crisis confronting the world today demand new forms of ethical and political philosophizing and practice? Are we in the Anthropocene? Is “adaptation” the best strategy at this historical juncture? Field trips, guest speakers, and special projects will help us philosophize about the fate of the earth by connecting the local and the global. (A) (B)
Instructor(s): B. Schultz Terms Offered: Autumn
Note(s): Course is open to Undergraduates and MAPH students.
Equivalent Course(s): HMRT 22201, MAPH 32209, ENST 22209, GNSE 22204, PLSC 22202

PHIL 22500. 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): S. Mufwene, W. Wimsatt Terms Offered: Winter
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. CHDV Distribution: A
Equivalent Course(s): CHDV 23930, ANTH 28615, ANTH 38615, LING 11100, CHSS 37900, LING 39286, CHDV 33930, BIOS 29286, HIPS 23900, PHIL 32500, NCDV 27400, BPRO 23900

PHIL 22819. Philosophy of Education. 100 Units.
What are the aims of education? Are they what they should be, for purposes of cultivating flourishing citizens of a liberal democracy? What are the biggest challenges—philosophical, political, cultural, and ethical—confronting educators today, in the U.S. and across the globe? How can philosophy help address these? In dealing with such questions, this course will provide an introductory overview of both the philosophy of education and various educational programs in philosophy, critically surveying a few of the leading ways in which philosophers past and present have framed the aims of education and the educational significance of philosophy. From Plato to the present, philosophers have contributed to articulating the aims of education and developing curricula to be used in various educational contexts, for diverse groups and educational levels. This course will draw on both classic and contemporary works, but considerable attention will be devoted to the work and legacy of philosopher/educator John Dewey, a founding figure at the University of Chicago and a crucial resource for educators concerned with cultivating critical thinking, creativity, character, and ethical reflection. The course will also feature field trips, distinguished guest speakers, and opportunities for experiential learning. (A) (B)
Instructor(s): B. Schultz Terms Offered: Spring
Note(s): Course is open to Undergraduates and MAPH students.
Equivalent Course(s): PLSC 22819, CHDV 22819, MAPH 32819

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: Spring
Note(s): Students should register via discussion section.
PHIL 23501. Philosophy of Mind. 100 Units.
This is a survey of some of the central questions in the philosophy of mind. These questions include: What is consciousness? How can mental states represent things in the world? How do our minds relate to our bodies? Do we have free will? Can we blame someone for the beliefs or desires she has? What are the emotions? To help us with these questions, we will focus on 20th-century analytic work (by Putnam, Nagel, Searle, Jackson, Dennett, Chalmers, Block, Dretske, and others), but we will also read important historical texts on the nature of the mind by Aristotle, Descartes, and Hume.
Instructor(s): B. Callard Terms Offered: Autumn
Note(s): Students should register via discussion section.
Equivalent Course(s): HIPS 20401

PHIL 24010. Meaning and Reference. 100 Units.
In this course we address one of the central and most fascinating philosophical questions about linguistic meaning: What is the relationship between meaning and reference? We will study a range of classical and contemporary theories about the semantics of referring expressions such as proper names, definite descriptions, and indexicals. Readings will include Frege, Russell, Strawson, Kripke, Donnellan, and Kaplan, among others. Throughout, we will try to reach a better understanding of how questions about meaning and reference connect with a range of topics that are central to philosophical theorizing, including the connection between propositional attitudes and the explanation of action, the role of the principle of compositionality in formal semantics, the question of whether there is a level of mental experience that is epistemically transparent, the relation between thought and language, the nature of fictional and non-existent objects, and the interaction between semantics and pragmatics. (B)
Instructor(s): M. Willer Terms Offered: Autumn
Prerequisite(s): Prior courses in philosophy are beneficial. Elementary Logic or equivalent recommended, but not required.
Note(s): Undergrads enroll in sections 01 and 02. Graduates enroll in section 03.
Equivalent Course(s): PHIL 34010

PHIL 24602. The Analytic Tradition: From Frege to Ryle. 100 Units.
This course will introduce students to the analytic tradition in philosophy. The aim of the course is to provide an overview of the first half of this tradition, starting from the publication of Frege’s Begriffsschrift in 1879 and reaching up to the publication of Ryle’s The Concept of Mind in 1949 and the posthumous publication of Wittgenstein’s Philosophical Investigations in 1953. The course will focus on four aspects of this period in the history of analytic philosophy: (1) its initial founding phase, as inaugurated in the early seminal writings of Gottlob Frege, G. E. Moore, Bertrand Russell, as well as Ludwig Wittgenstein’s Tractatus; (2) the inheritance and reshaping of some of the central ideas of the founders of analytic philosophy at the hands of the members of the Vienna Circle and their critics, especially as developed in the writings of Otto Neurath, Rudolf Carnap, Moritz Schlick, and W. V. O. Quine, (3) the cross-fertilization of the analytic and Kantian traditions in philosophy and the resulting initiation of a new form of analytic Kantianism, as found in the work of some of the logical positivists, as well as in the writings of some of their main critics, such as C. I. Lewis; (4) the movement of Ordinary Language Philosophy and Oxford Analysis, with a special focus on the writings of Gilbert Ryle and the later Wittgenstein. (B)
Instructor(s): J. Conant Terms Offered: Spring

PHIL 24709. Nietzsche’s Critique of Morality. 100 Units.
Instructor(s): R. Pippin Terms Offered: Winter
Note(s): Undergrads enroll in sections 01 through 04. Graduates enroll in section 05.
Equivalent Course(s): PHIL 34709,SCTH 38005

PHIL 24800. Foucault and The History of Sexuality. 100 Units.
This course centers on a close reading of the first volume of Michel Foucault's The History of Sexuality, with some attention to his writings on the history of ancient conceptualizations of sex. How should a history of sexuality take into account scientific theories, social relations of power, and different experiences of the self? We discuss the contrasting descriptions and conceptions of sexual behavior before and after the emergence of a science of sexuality. Other writers influenced by and critical of Foucault are also discussed.
Instructor(s): A. Davidson Terms Offered: Autumn
Prerequisite(s): One prior philosophy course is strongly recommended.
Note(s): Students should register via discussion section.
Equivalent Course(s): CMLT 25001,FNDL 22001,GNSE 23100,HIPS 24300,KNOW 27002
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. Students who are not enrolled by the start of term but wish to enroll must (a) email the instructor before the course begins and (b) attend the first class.
Note(s): Students should register via discussion section.
Equivalent Course(s): CLCV 22700

PHIL 25120. Introduction to Philosophy of Religion. 100 Units.
This course explores the Western philosophical tradition of reasoned reflection on religious belief. Our questions will include: what are the most important arguments for, and against, belief in God? How does religious belief relate to the deliverances of the sciences, in particular to evolutionary theory? How can we reconcile religious belief with the existence of evil? What is the relationship between religion and morality? In attempting to answer these questions we will read work by Plato, Augustine, Anselm, Hume, Nietzsche, and Freud, as well as 20th century discussions in the 20th Century analytic tradition.
Instructor(s): B. Callard Terms Offered: Spring
Note(s): Students should register via discussion section.

PHIL 25209. Emotion, Reason, and Law. 100 Units.
Emotions figure in many areas of the law, and many legal doctrines (from reasonable provocation in homicide to mercy in criminal sentencing) invite us to think about emotions and their relationship to reason. In addition, some prominent theories of the limits of law make reference to emotions: thus Lord Devlin and, more recently, Leon Kass have argued that the disgust of the average member of society is a sufficient reason for rendering a practice illegal, even though it does no harm to others. Emotions, however, are all too rarely studied closely, with the result that both theory and doctrine are often confused. (A) (I)
Instructor(s): M. Nussbaum Terms Offered: Spring
Note(s): Undergraduates may enroll only with the permission of the instructor.
Equivalent Course(s): LAWS 99301, PLSC 49301, RETH 32900, GNSE 28210, GNSE 38300, PHIL 35209

PHIL 25213. Cognitive Disability and Human Rights. 100 Units.
The Universal Declaration of Human Rights is intended as a list of rights the protection of which all human beings should enjoy. However, in its preamble, the Declaration mentions “reason” and “conscience” as universal attributes of human beings, thus expressing a certain conception of what a human being is. Does this conception serve well all human beings? What about cognitively or intellectually disabled persons? More specifically, when thinking about particular human rights, like the right to privacy, political participation or education — how are these rights supposed to be protected for cognitively and intellectually disabled persons? These are the questions we will consider in this class. The course is structured around The Universal Declaration of Human Rights. In each week we will focus on a theme from the Declaration and its relation to cognitively disabled persons. Several disciplines will bear on our discussion: philosophy, law, sociology, history and disability activism. Among the questions we will ask: How attuned is the human-rights discourse to the interests and needs of the cognitively disabled? What, if any, paternalistic interventions are justified with regard to the cognitively disabled? Should the cognitively disabled be allowed to vote? Should decisions in health-care rationing be informed by the fact that a recipient is cognitively disabled?
Instructor(s): N. Lipshitz Terms Offered: Autumn
Equivalent Course(s): HMRT 25213

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.
Note(s): Students should register via discussion section.
Equivalent Course(s): HIPS 26000
PHIL 27000. History of Philosophy III: Nineteenth Century Philosophy. 100 Units.

The philosophical ideas and methods of Immanuel Kant’s “critical” philosophy set off a revolution that reverberated through 19th-century philosophy. We will trace the effects of this revolution and the responses to it, focusing in particular on the changing conception of what philosophical ethics might hope to achieve. We will begin with a consideration of Kant’s famous *Groundwork of the Metaphysics of Morals*, in which the project of grounding all ethical obligations in the very idea of rational freedom is announced. We will then consider Hegel’s radicalization of this project in his *Philosophy of Right*, which seeks to derive from the idea of rational freedom, not just formal constraints on right action, but a determinate, positive conception of what Hegel calls “ethical life”.

We will conclude with an examination of three great critics of the Kantian/Hegelian project in ethical theory: Karl Marx, Søren Kierkegaard, and Friedrich Nietzsche. (A)

Instructor(s): M. Boyle

Terms Offered: Spring

Prerequisite(s): Completion of the general education requirement in humanities.

Note(s): Students should register via discussion section.

PHIL 27503. Kant’ Critique of Practical Reason. 100 Units.

In this course we will read through the *Critique of Practical Reason*, a short but dense work which contains the most complete expression of Kant’s mature practical philosophy. We will go beyond the famous formulations of the categorical imperative found in the more widely read *Groundwork of the Metaphysics of Morals*, and try to understand the problems Kant aims to address in his moral investigations. We will be guided by questions like the following: what distinguishes good from bad willing? What role does sensible desire play in the life of the virtuous person? How does our capacity to reason shape the way we desire and experience the world? What is the nature of moral motivation? How do the ideas of freedom, God, and immortality of the soul figure in Kant’s philosophical system? And finally, how does Kant’s view relate to those of his early modern predecessors?

In addition to the *Critique of Practical Reason*, we will look at excerpts from Kant’s other practical works, as well as contemporary secondary source material.

Instructor(s): J. Tizzard

Terms Offered: Winter

Prerequisite(s): Completion of the general education requirement in the humanities. One prior philosophy course is strongly recommended.

PHIL 28204. Philosophy of Right: Fichte, Kant, Hegel. 100 Units.

We will do a comparative reading of the beginnings of the philosophies of right of Fichte, Kant and Hegel. We will start with Fichte’s attempt for a swift deductions of the concept of right from the ‘I think’ and then look how the introduction of rights is more complicated in the case of Kant and Hegel.

Instructor(s): M. Haase

Terms Offered: Winter

Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.

Equivalent Course(s): PHIL 38204

PHIL 28210. Psychoanalysis and Philosophy. 100 Units.

This course shall read the works of Sigmund Freud. We shall examine his views on the unconscious, on human sexuality, on repetition, transference, and neurotic suffering. We shall also consider what therapy and “cure” consist in, and how his technique might work. We shall consider certain ties to ancient Greek conceptions of human happiness—and ask the question: what is it about human being that makes living a fulfilling life problematic? Readings from Freud’s case studies as well as his essays on theory and technique.

Instructor(s): J. Lear

Terms Offered: Winter

Prerequisite(s): Course for Graduate Students and Upper Level Undergraduates. Student must have completed at least one 30000 level Philosophy course.

Note(s): Undergrads enroll in sections 01, 02, 03, and 04. Graduates enroll in section 05.

Equivalent Course(s): PHIL 38209, SCTRTH 37501, HIPS 28101, FNDL 28210

PHIL 29200. Junior Tutorial. 100 Units.

No description available.

Instructor(s): R. Eichorn in Autumn 2017, J. Edwards; N. Lipshitz; R. O’Connell in Winter 2018, P. Brixel; T. Hash; C. Kirwin in Spring 2018

Terms Offered: Autumn, Spring, Winter

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.

No description available.

Instructor(s): R. Eichorn in Autumn 2017, J. Edwards; N. Lipshitz; R. O’Connell in Winter 2018, P. Brixel; T. Hash; C. Kirwin in Spring 2018

Terms Offered: Autumn, Spring, Winter

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 29400. Intermediate Logic. 100 Units.
In this course, we will prove the soundness and completeness of deductive systems for both sentential and first-order predicate logic. We will also establish related results in elementary model theory, such as the compactness theorem for first-order logic, the Löwenheim-Skolem theorem and Lindström’s theorem. (B) (II)
Instructor(s): A. Vasudevan Terms Offered: Winter
Prerequisite(s): Elementary Logic or the equivalent.
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): CHSS 33600, HIPS 20500, PHIL 39600

PHIL 29601. Intensive Track Seminar. 100 Units.
We will do a close reading of G.E.M. Anscombe's *Intention* and some of the related essays.
Instructor(s): M. Haase Terms Offered: Autumn
Prerequisite(s): Open only to third-year students who have been admitted to the intensive track program.

PHIL 29700. Reading and Research. 100 Units.
Reading and Research.
Instructor(s): Staff Terms Offered: Autumn, Spring, Winter
Prerequisite(s): Consent of Instructor & Director of Undergraduate Studies. Students are required to submit the college reading and research course form.

PHIL 29901. Senior Seminar I. 100 Units.
Students writing senior essays register once for PHIL 29901, in 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): B. Laurence Terms Offered: Autumn, Winter
Prerequisite(s): Consent of Director of Undergraduate Studies.
Note(s): Required and only open to fourth-year students who have been accepted into the BA essay program.

PHIL 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): B. Laurence Terms Offered: Spring, Winter
Prerequisite(s): Consent of Director of Undergraduate Studies.
Note(s): Required and only open to fourth-year students who have been accepted into the BA essay program.

PHIL 29911. Ancient Greek Aesthetics. 100 Units.
The ancient Greek philosophical tradition contains an enormously rich and influential body of reflection on the practice of poetry. We will focus our attention on Plato and Aristotle, but will also spend some time with Longinus and Plotinus. Topics will include: the analysis of poetry in terms of mimesis and image; poetry-making as an exercise of craft, divine inspiration, or some other sort of knowledge; the emotional effect on the audience; the role of poetry in forming moral character and, more broadly, its place in society; the relation between poetry, rhetoric, and philosophy; aesthetic values of beauty, wonder, truth, and grace. (A) (IV)
Instructor(s): G. Richardson-Lear Terms Offered: Winter
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): CLAS 36517, CLCV 26517, SCTH 39911, PHIL 39911
General education courses in the Physical Sciences benefit from a rich tradition of scientific discovery at the University of Chicago. The late University of Chicago professor and Nobel laureate Subrahmanyan Chandrasekhar, who predicted the existence of black holes based on theoretical considerations, described well the importance of science in our lives when he said, "Science is a perception of the world around us. Science is a place where what you find in nature pleases you."

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

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

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

**GENERAL EDUCATION SEQUENCES**

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

- CHEM 10100-CHEM 10200
- CHEM 11100-CHEM 11200*
- CHEM 12100-CHEM 12200
- GEOS 13100-GEOS 13200
- PHYS 12100-PHYS 12200*#
- PHYS 13100-PHYS 13200
- PHYS 14100-PHYS 14200*

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

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

Beginning in the 2017–18 academic year, a 5 on the AP Chemistry exam will give credit for CHEM 11100. Students who have credit for CHEM 11100 by either taking the course or by AP credit and do not wish to take CHEM 11200 or 12200 may complete the general education requirement with either of the following two courses offered by the Chemistry Department:

- PHSC 12400
- PHSC 12500

Students with course or examination credit for PHYS 12100 or 12200 who do not wish to complete a second quarter of Physics must petition the master of the Physical Sciences Collegiate Division for approval to pair an alternate course with the Physics credit. This petition must be submitted prior to taking the course.

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

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

The PHSC courses in the Physics category are PHSC 11100-11200 Modern Physics I-II, PHSC 11300 Everyday Physics, and PHSC 11400-11500 Life in the Universe I-II. The approved sequences among these courses are listed below. Other sequences are not permitted.

- PHSC 11100-PHSC 11200
- PHSC 11100-PHSC 11300
- PHSC 11400-PHSC 11500

Students wishing to take a three-quarter Physical Sciences sequence may take PHSC 11100-11200-11300, although at present only one of PHSC 11200 and PHSC 11300 is offered in any given year.

The PHSC courses in the Geosciences category are PHSC 10100 Origin and Evolution of the Solar System and the Earth, PHSC 10800 Earth as a Planet: Exploring Our Place in the Universe, PHSC 10900 Ice-Age Earth, PHSC 11000 Environmental History of the Earth, PHSC 13400 Global Warming: Understanding the Forecast, PHSC 13500 Chemistry and the Atmosphere, and PHSC 13600 Natural Hazards. The only approved sequences among these courses are listed below. The courses in these sequences can be taken in any order. Under no circumstances may a student get credit for both PHSC 10100 and PHSC 10800. Please note: PHSC 13500 has been discontinued. The combinations listed are for students who completed PHSC 13500 in Autumn Quarter 2014 or earlier. Below is a summary of approved courses:

- PHSC 10100-PHSC 11000
- PHSC 10100-PHSC 13400
- PHSC 10800-PHSC 11000
- PHSC 10800-PHSC 13400
- PHSC 10900-PHSC 11000
- PHSC 10900-PHSC 13400
- PHSC 10900-PHSC 13500
- PHSC 10900-PHSC 13600
- PHSC 11000-PHSC 13400
- PHSC 11000-PHSC 13500
- PHSC 11000-PHSC 13600
- PHSC 13400-PHSC 13500
- PHSC 13400-PHSC 13600
- PHSC 13500-PHSC 13600

There is one sequence of PHSC courses with a focus on Chemistry, PHSC 12400 The Chemistry of Big Problems and PHSC 12500 Molecular Mechanisms of Human Disease.

- PHSC 12400-PHSC 12500

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

- PHSC 10100-PHSC 12720
- PHSC 10800-PHSC 12720

Students who wish to take a three-quarter sequence may enroll accordingly: PHSC 12700 Stars (Autumn Quarter) + PHSC 10100 The Origin and Evolution of the Solar System and the Earth (Winter Quarter) + PHSC 12720 Exoplanets (Spring Quarter).
The on-campus PHSC courses in the Astronomy and Astrophysics category are PHSC 12600 Matter, Energy, Space, and Time, PHSC 12610 Black Holes, PHSC 12620 The Big Bang, PHSC 12700 Stars, PHSC 12710 Galaxies, and PHSC 12720 Exoplanets. PHSC 12600-12610-12620 is a logical progression that applies physical principles based on terrestrial experiments to the cosmos at large. Similarly, PHSC 12700-12710-12720 is a logical progression that concerns observed properties of important classes of astronomical objects. Thus, a two-quarter sequence can be built most naturally from 12600 + 12610 or 12600 + 12620, and similarly from 12700 + 12710, 12700 + 12720 or 12710 + 12720. It is also possible to make two-quarter sequences from 12600 + 12710 (galaxies are an example of structure that evolved from early conditions), from 12700 + 12610 (black holes are an end state of stellar evolution), and from PHSC 12600 + 12700.

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

- PHSC 12600-PHSC 12610
- PHSC 12600-PHSC 12620
- PHSC 12600-PHSC 12700
- PHSC 12600-PHSC 12710
- PHSC 12700-PHSC 12710
- PHSC 12700-PHSC 12720
- PHSC 12710-PHSC 12720

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

PHSC 11900 and PHSC 12000 were offered for the last time in academic year 2014–15. PHSC 11902 was offered for the last time in summer 2015. Students who have taken PHSC 11900 or PHSC 11902 may complete their general education requirement by taking PHSC 12600, PHSC 12620*, PHSC 12710, or PHSC 12720. Students who have taken PHSC 12000 may complete their general education requirement by taking PHSC 12600, PHSC 12610, PHSC 12700, or PHSC 12720**. For students who do not have a preference for a particular course, suggested pairings are PHSC 11900 with PHSC 12600 and PHSC 12000 with PHSC 12600 or 12700. Please note: PHSC 11900 may not be combined with PHSC 12610 or PHSC 12700, and PHSC 12000 may not be combined with PHSC 12620 or PHSC 12720.

* Discouraged because PHSC 11900 may not provide adequate preparation for PHSC 12620.
** Discouraged because PHSC 12000 may not provide adequate preparation for PHSC 12720.

Four other PHSC courses that fit into the Astronomy and Astrophysics category are PHSC 18100 The Milky Way, PHSC 18200 The Origin and Evolution of the Universe, PHSC 18300 Searching Between the Stars, and PHSC 18800 Philosophical Problems in Cosmology. These courses may only be used as a third Physical Sciences general education course and may be combined with any acceptable two-quarter sequence, including those outside of the Astronomy and Astrophysics category.

Note on General Education in the Sciences:

Along with one of these two-quarter sequences, students must register for at least two quarters of an approved biological sciences sequence and at least one quarter of an approved mathematical science. A sixth quarter must be taken in any one of the three areas: physical 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.

General Education Courses

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

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

Instructor(s): A. Davis Terms Offered: Winter
PHSC 10800. Earth as a Planet: Exploring Our Place in the Universe. 100 Units.
This course explores the diversity of bodies in our Solar System, and the physical and chemical processes that have shaped them over their histories. We will also discuss how these studies have carried us away from an Earth-centered view of the universe to one where Earth is just one of billions of planets that exist in our galaxy. Topics to be covered include: early observations of the Solar System and the laws of planetary motion, the formation and evolution of the Moon, the structure and geophysical evolution of the planets, and the search for habitable environments outside of Earth. (L)
Instructor(s): F. Ciesla Terms Offered: Autumn

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 2017-18

PHSC 11000. Environmental History of the Earth. 100 Units.
This course considers how physical and biological processes determine environmental conditions at the surface of the Earth, and how environments have changed over the 4.5 billion-year history of Earth. Topics include the methods of historical inference in geology; major transitions in the history of life, including the origin of life, the evolution of oxygen-producing photosynthesis, the origin of animals, and the series of massive extinctions that have repeatedly re-set ecosystems both on land and in the sea; and ecosystem evolution, including the environmental effects of human evolution. Labs involve hands-on study of rock and fossil specimens, and analysis and interpretation of datasets drawn from the scientific literature and/or faculty research programs.
Instructor(s): M. Webster; S. Kidwell Terms Offered: Spring

PHSC 11100. Modern Physics I: Modern Physics in the Everyday World. 100 Units.
This course will introduce key concepts in classical and quantum physics and will relate them to things we encounter everyday, such as lasers, microwaves, and magnetic levitation. It will also discuss some of the recent developments in chaos, nanotechnology, and quantum computing, and how they will change the world we live in. (L) Terms Offered: Autumn
Note(s): Must be taken with either PHSC 11200 or PHSC 11300

PHSC 11200. Modern Physics II: Paradoxes in Modern Physics. 100 Units.
Physics advancements are often the result of conflict between, on the one hand, existing ideas and speculations, and on the other, observations and measurements. In this course, we explore historical and modern paradoxes in physics including quantum phenomena, elementary particle physics, and others. We match common sense and sensibility with scientific abstraction to broaden our understanding of the physical world. (L) Terms Offered: Winter Prerequisite(s): PHSC 11100
Note(s): Must be taken with PHSC 11100

PHSC 11300. Everyday Physics. 100 Units.
This course will be a walking tour through various topics in physics. It is not organized in the traditional way — mechanics, heat, electromagnetism, quantum mechanics, and relativity—but rather will look at real-world phenomena and try to figure out what is going on. Relying somewhat on knowledge gained in PHSC 11100, we will ask questions about the world around us. No formulas will be used. Questions might include, “Which draws more water from Lake Michigan, evaporation or the city of Chicago?” and “How does my cellphone work and what can I do to improve its reception?” The course will also address more substantial topics such as measuring the density of air, figuring out whether airplanes should be able to fly, estimating the density of the Sun, and determining the size of molecules. (L) Terms Offered: Not offered in 2017-18 Prerequisite(s): PHSC 11100 or consent of instructor

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) Terms Offered: Not offered in 2017-18
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, rocket propulsion and advanced propulsion systems, theories of special and general relativity, quantum physics, complexity, and emergence. (L)
Terms Offered: Not offered in 2017-18
Prerequisite(s): PHSC 11400

PHSC 11902. The Secret Lives of Stars. 100 Units.
This course fulfills the general education requirement in physical sciences for non-majors. As of Fall of 2015, PHSC 11900, 11902 and 12000 are no longer be offered. Students who have taken 11902 but have not taken 12000 may complete a two-quarter Physical Sciences requirement by taking PHSC 12600, 12610, 12710 or 12720, although 12710 is recommended as the best fit with 11902 among these options. This course may not be combined with PHSC 11900.
Terms Offered: Not Offered in 2017-18
Note(s): This course is no longer offered as of Autumn Quarter 2015

PHSC 12400. The Chemistry of Big Problems. 100 Units.
This course will discuss the chemistry of big problems that impact human life and society, such as the future accessibility of personal genetic sequence information, genetically modified organisms, or plastics and polymers and alternative sources of energy. We will use each of these topics as a window to grasp the underlying chemistry, reaction mechanisms, analytical methods, and quantitative chemical principles applied to major scientific issues that impact the world around us. Relevant examples will be considered in a discussion-oriented format to bring out chemical and analytical principles associated with big problems. The course will have a classroom lecture component as well as a laboratory component. The laboratory component will involve case studies and problem solving by application of analytical principles and independent work or teams of students.
(L)
Instructor(s): Y. Krishnan Terms Offered: Winter
Prerequisite(s): Some previous background in Chemistry is recommended.

PHSC 12500. Molecular Mechanisms of Human Disease. 100 Units.
This course will examine the molecular basis for a few specific instances of human disease. We will use each of these molecular case studies as a vehicle to demonstrate quantitative chemical principles such as thermodynamics, chemical equilibrium, chemical kinetics, diffusive dynamics, and DNA damage and repair. The goal of the course will be to use well-understood biological and medical examples to illustrate chemical principles and to give students a toolbox and techniques to understand molecular systems more broadly. The course will have a classroom lecture component as well as a laboratory component. The laboratory component will involve specific case studies and mechanistic proposals that represent exploratory independent work by teams of students.
(L)
Instructor(s): G. Engel Terms Offered: Spring
Prerequisite(s): Some previous background in Chemistry recommended

PHSC 12600. Matter, Energy, Space, and Time. 100 Units.
This course is a comprehensive survey of how the physical world works, and how matter, energy, space, and time evolved from the beginning to the present. We will explore current theories of the evolution of the Universe and see how these four concepts give us remarkable insight into how our world came to be. Beginning with a brief survey of the historical development of mathematics, physics, and astronomy, we then focus on the modern theory of the physical universe, space and time in relativity, the quantum theory of matter and energy, and the evolution of cosmic structure and composition. The lab component for the class will be aimed at understanding some of the tools astronomers and physicists have used to make the observations that led to our picture of the Universe. Although quantitative analysis will be an important part of the course, students will not be expected to employ mathematics beyond algebra. (L)
Instructor(s): S. Meyer Terms Offered: Autumn
Note(s): Approved Sequences Warning! PHSC 12600 can only be combined as follows to form an approved PHSC sequence: PHSC 12600-12610, PHSC 12600-12620, PHSC 12600-12700, or PHSC 12600-12710.
Equivalent Course(s): ASTR 12600
PHSC 12610. Black Holes. 100 Units.
Black holes are the most exotic, extreme and paradoxical systems in the universe. They are the densest concentrations of energy, yet they convert all matter that falls in to a pure vacuum with extreme space-time curvature; they radiate more power than anything else, even though most of their radiation may not even be made of light; they are mathematically the most perfectly understood of any physical structure, but their enigmatic behavior is still the subject of a disagreement, even among experts, that highlights our ignorance of how quantum physics relates to gravity. This course will survey the physics of space and time, the nature of black holes, their effects on surrounding matter and light, the astrophysical contexts in which they are observed, and their importance in such frontier areas of research as quantum gravity and gravitational waves. Quantitative analysis will be an important part of the course, but mathematics beyond algebra will not be required. (L)
Instructor(s): C. Hogan Terms Offered: Winter
Prerequisite(s): PHSC 12600 or PHSC 12700. Prerequisites are required when the course is to be taken as part of an approved sequence to satisfy the PHSC general education requirement. If the course is to be taken as an elective, the prerequisite is recommended but not required.
Note(s): Approved Sequences Warning! PHSC 12610 can only be combined as follows to form an approved PHSC sequence: PHSC 12600-12610 or PHSC 12700-12610.
Equivalent Course(s): ASTR 12610

PHSC 12620. The Big Bang. 100 Units.
How old is the universe? How big is it? What is it made of? Why is there a universe? Will it last forever? Are there other universes? These questions have been asked for millennia. The answers involve our modern theory for the origin of the universe, the Big Bang, a model that can account for much of what we observe. It provides a framework for understanding the last 14 billion years over which our Universe expanded, cooled, and evolved from the simple, formless fog of the primordial soup, into a universe of galaxies, stars, planets, people, poodles, protozoa, pond scum, and politicians. The course will explore the history of scientific cosmology and the evidence for the Big Bang model, its consequences for the earliest moments after the Big Bang, and its predictions for the eventual fate of the Universe. Quantitative analysis will be an important part of the course, but prior experience with mathematics beyond algebra will not be required. (L)
Instructor(s): M. Turner Terms Offered: Spring
Prerequisite(s): PHSC 12600 must be taken before PHSC 12620 to form an approved sequence that will satisfy the PHSC general education requirement. If the course is to be taken as an elective, the prerequisite is recommended but not required.
Note(s): Approved Sequences Warning! PHSC 12620 can only be combined as follows to form an approved PHSC sequence: PHSC 12600-12620.
Equivalent Course(s): ASTR 12620

PHSC 12700. Stars. 100 Units.
Elements such as carbon and oxygen are created in fusion reactions at high temperatures and pressures in the deep interiors of stars, conditions that naturally arise in stars like the Sun. This course will outline the physical principles at work and the history of the development of key ideas: how nuclear physics and the theory of stellar interiors account for how stars shine, why they live for such long times, and how the heavy elements in their cores are dispersed to seed a new generation of stars. Gravity assembles stars out of more diffuse material, a process that includes the formation of planetary systems. The course shows how, taken together, these physical processes naturally lead to the ingredients necessary for the emergence of life. The course features quantitative analysis of data; any tools needed beyond pre-calculus algebra will be taught as part of the course. (L)
Instructor(s): D. Fabrycky Terms Offered: Autumn
Prerequisite(s): Approved Sequences Warning! PHSC 12700 can only be combined as follows to form an approved PHSC sequence: PHSC 12700-12710, PHSC 12700-12720 or PHSC 12700-12610.
Equivalent Course(s): ASTR 12700

PHSC 12710. Galaxies. 100 Units.
Galaxies have been called “island universes,” places where stars are concentrated, where they are born, and where they die. These collections of stars, gas, and dust form much of the visible structures in the Universe. Using extensive modern observational data from a wide range of telescopes, we will trace the modern understanding of the formation and evolution of galaxies and the stars in them. Galaxies will then be used as markers of yet larger-scale structures, in order to examine the influence of gravity over cosmic time. Our explorations will highlight the profound discovery that most of the mass in galaxies (and the Universe as a whole) is in fact an exotic form of matter—dark matter—that we cannot directly see. Observationally oriented labs will allow students to directly experience how some of the modern understanding of galaxies has arisen. Quantitative analysis will be an important part of the course in both laboratory work and lectures, but mathematics beyond algebra and some geometric understanding will not be required. (L)
Instructor(s): M. Gladders Terms Offered: Winter
Prerequisite(s): PHSC 12600 or PHSC 12700 must be taken before PHSC 12710 to form an approved sequence that will satisfy the PHSC general education requirement. If the course is to be taken as an elective, the prerequisite is recommended but not required.
Note(s): Approved Sequences Warning! PHSC 12710 can only be combined as follows to form an approved PHSC sequence: PHSC 12600-12710, PHSC 12700-12710 or PHSC 12710-12720.
Equivalent Course(s): ASTR 12710
PHSC 12720. Exoplanets. 100 Units.
The past two decades have witnessed the discovery of planets in orbit around other stars and the characterization of extra-Solar (exo-) planetary systems. We are now able to place our Solar System into the context of other worlds and a surprising conclusion that most planetary systems look nothing like our own. A challenging next step is to find planets as small as the Earth in orbit around stars like the Sun. The architecture of planetary systems reflects the formation of the parent star and its protoplanetary disk, and how these have changed with time. This course will review the techniques for discovery of planets around other stars, what we have learned so far about exoplanetary systems, and the driving questions for the future, including the quest for habitable environments elsewhere. Although quantitative analysis will be an important part of the course, students will not be expected to employ mathematics beyond algebra. (L)
Instructor(s): L. Rogers Terms Offered: Spring
Prerequisite(s): PHSC 10800, PHSC 10100, PHSC 12700 or PHSC 12710 must be taken before PHSC 12720 to form an approved sequence that will satisfy the PHSC general education requirement. If PHSC 12720 is to be taken as an elective, the prerequisite is recommended but not required.
Note(s): Approved Sequences Warning! PHSC 12720 can only be combined as follows to form an approved PHSC sequence: PHSC 12700-12720, PHSC 12710-12720, PHSC 10800-12720 or PHSC 10100-12720.
Equivalent Course(s): ASTR 12720

PHSC 13400. Global Warming: Understanding the Forecast. 100 Units.
This course presents the science behind the forecast of global warming to enable the student to evaluate the likelihood and potential severity of anthropogenic climate change in the coming centuries. It includes an overview of the physics of the greenhouse effect, including comparisons with Venus and Mars; an overview of the carbon cycle in its role as a global thermostat; predictions and reliability of climate model forecasts of the greenhouse world. (L) This course is part of the College Course Cluster program, Climate Change, Culture, and Society.
Instructor(s): D. Archer, D. MacAyeal Terms Offered: Autumn,Spring
Prerequisite(s): Some knowledge of chemistry or physics helpful.
Equivalent Course(s): ENST 12300,GEOS 13400,ENSC 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. Terms Offered: Not offered 2017-18
Note(s): As of Fall 2015 this course will no longer be offered.
Equivalent Course(s): ENST 12100

PHSC 13600. Natural Hazards. 100 Units.
This course presents the current understanding of high-impact weather and geologic events and an introduction to risk assessment and mitigation. Topics include an overview of geography, statistics, and societal impacts of the world’s natural hazards; physics and forecasts of hurricanes, extratropical cyclones, tornadoes, earthquakes, tsunamis, volcanic eruptions, droughts, floods, wildfires, and landslides; climate change and weather events; quantifying risks; and successful examples of community- and national-level disaster prevention programs. (L)
Instructor(s): N. Nakamura Terms Offered: Winter

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

PHSC 18100. The Milky Way. 100 Units.
Within a largely empty universe, we live in a vast stellar “island” that we call the Milky Way. As we survey the stellar and interstellar components of the Milky Way—the distribution and motions of stars and interstellar gas, and how these dynamic, ever-changing components interact with each other during their life cycles inside the Milky Way—we will follow the path of ancient astronomers, wonder at their mistakes and prejudices, and form our own understanding.
Instructor(s): N. Gnedin 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 provides a comprehensive introduction to modern cosmology for students wishing to delve deeper into the subject than PHSC 12620 (which is not a prerequisite) but at a similar mathematical level. It will discuss how the fundamental laws of physics allow us to understand the origin, evolution, and large-scale structure of the universe. After a brief review of the history of cosmology, the course will cover the expansion of the universe, Newtonian cosmology, Einstein’s Special and General Relativity, black holes, dark matter, dark energy, the Cosmic Microwave Background radiation, Big Bang nucleosynthesis, the early universe, primordial inflation, the origin and evolution of large-scale structure in the universe, and cosmic surveys that are probing inflation and cosmic acceleration.
Instructor(s): Josh Frieman Terms Offered: 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

PHSC 18800. Philosophical Problems in Cosmology. 100 Units.
In this course, we will undertake a comparison of the philosophical underpinnings of the Aristotelian and Copernican cosmologies, including a comparison of mechanistic and teleological approaches to the natural world. The epistemological foundations of the scientific method, in particular as applied to cosmology (from Galileo to the modern context) will be examined, as will positivist vs. realistic outlooks on cosmology. (For example, what does science say—or not say—about the inside of a black hole, or the space beyond the Hubble horizon?) We will ponder questions such as: Do the epistemological foundations of science require us to be able to repeat relevant experiments? If so, does this disqualify cosmology as a science? If not, why? Might our universe be part of a computer simulation? What information could possibly convince us that this is true or false?
Instructor(s): Dan Hooper Terms Offered: Spring
Prerequisite(s): Any two-course 10000-level general education sequence in chemistry, geophysical sciences, physical sciences, or physics.
Equivalent Course(s): ASTR 18800
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 sixteen courses remaining to fulfill the major.

In general, students should take the most advanced courses for which they have the appropriate prerequisites. Entering students will be given a placement for either PHYS 13100 Mechanics or PHYS 14100 Honors Mechanics based on their mathematics and physics background. Either course is appropriate for students planning to major (or minor) in physics.

Mathematics

The mathematics requirement is a 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.

But please note that for students starting their program with the PHYS 13100-PHYS 13200-PHYS 13300 sequence, the MATH 15300/MATH 16300 requirement is replaced by PHYS 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.

Finally, entering students placing into MATH 13100 should consult the undergraduate program chair to plan a program of study.

Summary of Requirements

GENERAL EDUCATION

One of the following sequences:

- PHYS 13100-13200 Mechanics; Electricity and Magnetism
- PHYS 14100-14200 Honors Mechanics; Honors Electricity and Magnetism *

One of the following sequences:

- MATH 15100-15200 Calculus I-II *
- MATH 16100-16200 Honors Calculus I-II

Total Units 400

MAJOR

One of the following:

- PHYS 13300 Waves, Optics, and Heat
- PHYS 14300 Honors Waves, Optics, and Heat *

One of the following:

- MATH 15300 Calculus III *
### MATH 16300
Honors Calculus III

### PHYS 22000
Introduction to Mathematical Methods in Physics

Note: students in PHYS 13300 must take PHYS 22000.

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 22100</td>
<td>100</td>
</tr>
<tr>
<td>MATH 20500</td>
<td></td>
</tr>
<tr>
<td>MATH 20900</td>
<td></td>
</tr>
<tr>
<td>PHYS 15400</td>
<td>100</td>
</tr>
<tr>
<td>PHYS 18500</td>
<td></td>
</tr>
<tr>
<td>PHYS 23400-23500</td>
<td>200</td>
</tr>
<tr>
<td>PHYS 21101-21102-21103</td>
<td>300</td>
</tr>
<tr>
<td>PHYS 22500-22700</td>
<td>200</td>
</tr>
<tr>
<td>PHYS 19700</td>
<td>100</td>
</tr>
</tbody>
</table>

Three electives (to be selected from list of approved courses)

Total Units: 1600

* 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 29100-29200-29300, and PHYS 29700)

Any of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTR 24100</td>
<td>The Physics of Stars †</td>
</tr>
<tr>
<td>ASTR 23900</td>
<td>The Physics of Galaxies</td>
</tr>
<tr>
<td>or ASTR 24200</td>
<td>The Physics of Galaxies and the Universe</td>
</tr>
<tr>
<td>ASTR 24300</td>
<td>Cosmological Physics</td>
</tr>
<tr>
<td>ASTR 25400</td>
<td>Radiation Processes in Astrophysics</td>
</tr>
<tr>
<td>BIOS 29326</td>
<td>Introduction to Medical Physics and Medical Imaging</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 23710</td>
<td>Scientific Visualization</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>
<tr>
<td>GEOS 24220</td>
<td>Climate Foundations</td>
</tr>
<tr>
<td>GEOS 24230</td>
<td>Geophysical Fluid Dynamics: Foundations</td>
</tr>
<tr>
<td>GEOS 24240</td>
<td>Geophysical Fluid Dynamics: Rotation and Stratification</td>
</tr>
<tr>
<td>GEOS 24250</td>
<td>Geophysical Fluid Dynamics: Understanding the Motions of the Atmosphere and Oceans</td>
</tr>
<tr>
<td>MATH 23500</td>
<td>Markov Chains, Martingales, and Brownian Motion</td>
</tr>
<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>MENG 23700</td>
<td>Quantum Computation</td>
</tr>
<tr>
<td>MENG 26020</td>
<td>Engineering Electrodynamics</td>
</tr>
<tr>
<td>MENG 26101</td>
<td>Transport Phenomena I: Forces and Flows</td>
</tr>
<tr>
<td>MENG 26102</td>
<td>Transport Phenomena II</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>or STAT 24410</td>
<td>Statistical Theory and Methods Ia</td>
</tr>
<tr>
<td>STAT 24500</td>
<td>Statistical Theory and Methods II</td>
</tr>
</tbody>
</table>
or STAT 24510 Statistical Theory and Methods IIa
Or other courses approved by the program chair for physics

† Cannot be counted toward electives if used to satisfy requirements for the specialization in astrophysics.

Sample Programs

The sample programs below illustrate different paths for fulfilling requirements for the physics major.

In the first example, the Honors physics sequence PHYS 14100-14200-14300 is taken concurrently with calculus:

<table>
<thead>
<tr>
<th>First Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn Quarter</td>
</tr>
<tr>
<td>PHYS 14100</td>
</tr>
<tr>
<td>MATH 15100 or 16100</td>
</tr>
<tr>
<td><strong>Total Units: 600</strong></td>
</tr>
</tbody>
</table>

The next example shows a PHYS 13100-13200-13300 pathway. Here, the required PHYS 22000 course replaces the third quarter of calculus:

<table>
<thead>
<tr>
<th>First Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn Quarter</td>
</tr>
<tr>
<td>PHYS 13100</td>
</tr>
<tr>
<td>MATH 15100 or 16100</td>
</tr>
<tr>
<td><strong>Total Units: 600</strong></td>
</tr>
</tbody>
</table>

The remaining required courses are typically distributed over the next three years, like so:

<table>
<thead>
<tr>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn Quarter</td>
</tr>
<tr>
<td>PHYS 15400</td>
</tr>
<tr>
<td>PHYS 22100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn Quarter</td>
</tr>
<tr>
<td>PHYS 23500</td>
</tr>
<tr>
<td>PHYS 21108</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn Quarter</td>
</tr>
<tr>
<td>PHYS 19700</td>
</tr>
</tbody>
</table>

In addition, three electives (selected from a list of approved courses) must be taken. In deciding when to take electives, students should be mindful of any course prerequisites.

The required laboratory sequence PHYS 21101-21102-21103 is a year-long study of experimental physics. It is recommended, but not required, that Experimental Physics be taken in the third year, 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 years 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 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.

Another introductory sequence, PHYS 12100-PHYS 12200-PHYS 12300, is intended for students pursuing studies in biology or medicine. The prerequisite is two quarters of calculus and completion of general chemistry. While topics are similar to the 130s and 140s sequences, PHYS 120s cannot serve as a prerequisite for further courses in physics, and thus cannot be used for the physics major or minor.

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 sequence. All students who receive advanced standing on the basis of a physics accreditation examination are interviewed by the undergraduate program chair to determine the extent of their lab experience. Additional laboratory work may be required.

GRADING
All regular (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 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. The second route to receiving a BA with honors is to pass an approved set of three graduate courses, with a grade of B or higher in each. One such set of courses is PHYS 34100-PHYS 34200 and PHYS 35200; however, other 30000-level courses may be used with approval from the program chair.

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 three courses in astrophysics (selected from ASTR 23900 The Physics of Galaxies, ASTR 24100 The Physics of Stars, ASTR 24300 Cosmological Physics, ASTR 25400 Radiation Processes in Astrophysics, ASTR 28200 Current Topics in Astrophysics), or two courses in astrophysics plus a senior thesis project in physics (PHYS 29100-29200-29300 Bachelor's Thesis) 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:

One of the following: 100

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>

One of the following: 100

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</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>PHYS 22000</td>
<td>Introduction to Mathematical Methods in Physics</td>
</tr>
</tbody>
</table>

Note: students in PHYS 13300 must take PHYS 22000.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 15400</td>
<td>Modern Physics</td>
</tr>
<tr>
<td>PHYS 18500</td>
<td>Intermediate Mechanics</td>
</tr>
<tr>
<td>PHYS 22100</td>
<td>Mathematical Methods in Physics</td>
</tr>
<tr>
<td>PHYS 23400</td>
<td>Quantum Mechanics I</td>
</tr>
</tbody>
</table>

Two electives, at least one of which is: 200

<table>
<thead>
<tr>
<th>Course</th>
<th>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.

Total Units 800

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 PHYS 22000 and PHYS 22100. Note that PHYS 22000 and PHYS 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/PHYS 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 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 for students in the biological sciences and pre-medical studies. Univariable calculus will be used as needed. Where appropriate, attention will be drawn to interdisciplinary applications. The first two courses meet the general education requirement in physical sciences.

(L) PHYS 12100. General Physics I. 100 Units.

This course covers Newtonian mechanics and fluid dynamics. (L)

Terms Offered: Autumn
Prerequisite(s): MATH 13300 or MATH 15300 or MATH 16300 or BIOS 20151 or BIOS 20152 or BIOS 20172 or BIOS 20236; CHEM 11300 or 12300.

PHYS 12200. General Physics II. 100 Units.

This course covers electric and magnetic fields. (L)

Terms Offered: Winter
Prerequisite(s): PHYS 12100
PHYS 12300. General Physics III. 100 Units.
This course covers waves, optics, and modern physics. (L)
Terms Offered: Spring
Prerequisite(s): PHYS 12200

PHYS 13100-13200-13300. Mechanics; Electricity and Magnetism; Waves, Optics, and Heat.
This is a one-year introductory sequence in physics for students in the physical sciences. Univariable calculus will be used extensively. The first two courses meet the general education requirement in physical sciences. (L)

PHYS 13100. Mechanics. 100 Units.
Topics include particle motion, Newton's Laws, work and energy, systems of particles, rigid-body motion, gravitation, oscillations, and special relativity. (L)
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): 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)
Instructor(s): Staff 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)
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): Placement required.

PHYS 14200. Honors Electricity and Magnetism. 100 Units.
Topics include electric fields, Gauss' law, electric potential, capacitors, DC circuits, magnetic fields, Ampere's law, induction, Faraday's law, AC circuits, Maxwell's equations, and electromagnetic waves. (L)
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): PHYS 14100

PHYS 14300. Honors Waves, Optics, and Heat. 100 Units.
Topics include mechanical waves, sound, light, polarization, reflection and refraction, interference, diffraction, geometrical optics, heat, kinetic theory, and thermodynamics. (L)
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): PHYS 14200

PHYS 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, wave mechanics in one and three dimensions, angular momentum and spin, and the hydrogen atom. Applications to nuclear and solid-state physics are presented. (L)
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): PHYS 14300 or (PHYS 13300 and PHYS 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.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): PHYS 13100 or 14100; PHYS 22100 or MATH 20700 or MATH 20250 (MATH 20250 may be concurrent)
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.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): PHYS 23400; PHYS 22100 or MATH 20400 or MATH 20800

PHYS 21101-21102-21103. Experimental Physics I-II-III.
This is a year-long laboratory sequence, offering experiments in atomic, molecular, solid-state, nuclear, and particle physics. Additional material, as needed, is presented in supplemental lectures. Content varies from quarter to quarter. (L)
Note(s): Open only to students who are majoring in Physics.

PHYS 21101. Experimental Physics I. 100 Units.
Quality grading
Terms Offered: Autumn
Prerequisite(s): PHYS 23400

PHYS 21102. Experimental Physics II. 100 Units.
Quality grading
Terms Offered: Winter
Prerequisite(s): PHYS 21101

PHYS 21103. Experimental Physics III. 100 Units.
Quality grading
Terms Offered: Spring
Prerequisite(s): PHYS 21102

PHYS 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. These methods are used to study Maxwell's equations, wave packets, and coupled oscillators.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): PHYS 13200; MATH 15200 or 16200

PHYS 22100. Mathematical Methods in Physics. 100 Units.
Topics include linear algebra and vector spaces, ordinary and partial differential equations, calculus of variations, special functions, series solutions of differential equations, and integral transforms.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): PHYS 14300 or (PHYS 13300 and PHYS 22000)

PHYS 22500-22700. Intermediate Electricity and Magnetism I-II.
This is a two-quarter sequence on static and time-varying electric and magnetic fields.

PHYS 22500. Intermediate Electricity and Magnetism I. 100 Units.
Topics include electrostatics and magnetostatics, boundary-value problems, and electric and magnetic fields in matter.
Terms Offered: Winter
Prerequisite(s): PHYS 13200 or 14200; PHYS 22100 or MATH 20700 or MATH 20250 (MATH 20250 may be concurrent)

PHYS 22700. Intermediate Electricity and Magnetism II. 100 Units.
Topics include electromagnetic induction, electromagnetic waves, and radiation.
Terms Offered: Spring
Prerequisite(s): PHYS 22500

PHYS 22600. Electronics. 100 Units.
This hands-on experimental course is intended to develop confidence, understanding, and design ability in modern electronics. It is not a course in the physics of semiconductors. In two lab sessions a week, we explore the properties of diodes, transistors, amplifiers, operational amplifiers, oscillators, field effect transistors, logic gates, digital circuits, analog-to-digital and digital-to-analog converters, phase-locked loops, and more. Lectures supplement the lab. (L)
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): PHYS 12200 or 13200 or 14200

PHYS 23400-23500. Quantum Mechanics I-II.
This is a two-quarter sequence that, starting from basic postulates, develops the formalism of quantum mechanics and uses it to study atomic phenomena.
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; PHYS 22100 or MATH 20250 or MATH 20800

PHYS 23500. Quantum Mechanics II. 100 Units.
A review of quantum mechanics is presented, with emphasis on Hilbert space, observables, and eigenstates. Topics include spin and angular momentum, time-independent perturbation theory, fine and hyperfine structure of hydrogen, the Zeeman and Stark effects, many-electron atoms, molecules, the Pauli exclusion principle, and radiative transitions.
Terms Offered: Autumn
Prerequisite(s): PHYS 23400

PHYS 23600. Solid State Physics. 100 Units.
Topics include a review of quantum statistics, crystal structure and crystal binding, lattice vibrations and phonons, liquid helium, the free-electron model of metals, the nearly-free-electron model, semi-conductors, and optical properties of solids.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): PHYS 23500 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.
Instructor(s): Staff Terms Offered: Spring
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): 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)
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): PHYS 13300 or 14300 required; knowledge of computer programming not required

PHYS 25200. Nonlinear Dynamics and Chaos. 100 Units.
This course introduces students to dynamical systems and bifurcation theory. Starting from first-order ordinary differential equations, topics will include limit cycles and nonlinear oscillators, as well as a survey of period doubling and chaos in Hamiltonian and dissipative systems. The treatment will emphasize geometrical intuition and approximate analytical solutions.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): PHYS 18500

PHYS 26400. Spacetime and Black Holes. 100 Units.
This course is an introduction to general relativity, focusing on metrics and geodesics, and treating gravity as the curvature of four-dimensional spacetime. It will begin by fully exploring special relativity, and will then introduce the basic tools of physics in curved spacetime. It will also study black holes, including aspects of the event horizon and singularity, and the properties of orbits in black hole spacetimes.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): PHYS 18500 or consent of instructor
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. Note: Students are required to submit the College Reading and Research Course Form in Autumn Quarter. Students receive a grade in each quarter of registration: P/F grading in Autumn and Winter Quarters, and a quality grade in Spring Quarter.

PHYS 29100. Bachelor's Thesis. 100 Units.
Students are required to submit the College Reading and Research Course Form. P/F grading.
Terms Offered: Autumn
Prerequisite(s): Open to students who are majoring in Physics with fourth-year standing and consent of instructor.

PHYS 29200. Bachelor's Thesis. 100 Units.
P/F grading.
Terms Offered: Winter
Prerequisite(s): PHYS 29100

PHYS 29300. Bachelor's Thesis. 100 Units.
Quality grading.
Terms Offered: Spring
Prerequisite(s): PHYS 29200

PHYS 29700. Participation in Research. 100 Units.
By mutual agreement, students work in a faculty member’s research group. Participation in research may take the form of independent work (with some guidance) on a small project, or of assistance in research to an advanced graduate student or research associate. A written report must be submitted at the end of the quarter. Students may register for PHYS 29700 for as many quarters as they wish; students need not remain with the same faculty member each quarter. (L)
Terms Offered: Autumn, 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

Department Website: http://political-science.uchicago.edu

PROGRAM OF STUDY

Political science is the study of governments, public policies, political processes, political behavior, and ideas about government and politics. Political scientists use both humanistic and scientific perspectives and a variety of methodological approaches to examine the political dynamics of all countries and regions of the world, both ancient and modern. Political science contributes to a liberal education by introducing students to concepts, methods, and knowledge that help them understand and judge politics within and among nations. A BA degree in political science can lead to a career in business, government, journalism, education, or nonprofit organizations; or it can lead to a PhD program in the social sciences or to professional school in law, business, public policy, or international relations. Our graduates have gone into all those areas in recent years.

PROGRAM REQUIREMENTS

Starting in the 2016–17 academic year, the Department of Political Science has abolished the list of “pre-approved” petition courses. No course outside of Political Science taken in Summer 2016 or later will be automatically counted for the major; all must be petitioned to the department. Inclusion on the now-defunct pre-approved list does not guarantee future approval.

Course Requirements

The Political Science major requires twelve political science courses and a substantial paper. All students must take three out of the four courses that introduce the fields of political science. All students must also take the required research methods course. Students may meet the writing requirement by completing a BA Thesis or by writing a Long Paper. The BA Thesis and Long Paper options are explained below.

Introductory Course Requirement

To gain a broad understanding of political science, the department’s faculty thinks students should take a wide range of courses. To ensure that breadth, students are required to take at least three of the following four courses:

- PLSC 28701 Introduction to Political Theory
- PLSC 28801 Introduction to American Politics
- PLSC 28901 Introduction to Comparative Politics
- PLSC 29000 Introduction to International Relations

Each course will be offered every year, introducing students to the four principal areas of study in political science. The introductory courses must be taken for quality grades.

Research Methods Requirement

To prepare students to evaluate the materials in their classes and to write research papers, students are also required to take the department’s research methods course, which will be offered every quarter:

- PLSC 22913 The Practice of Social Science Research

The department also strongly recommends, but does not require, a course in statistics.

Political Science Course Requirement

In addition to the above requirements, students are required to take six to eight Political Science courses of their choosing in order to develop their interests in and knowledge of the field. Those following the Long Paper path, described below, must complete eight courses while those on the BA Thesis path must complete at least six. It may be appropriate for advanced students to pursue an independent study credit (see below). Courses outside Political Science may be considered for the major only by petition. (Please submit the General Petition form (http://college.uchicago.edu/advising/forms-and-petitions) along with a copy of the course syllabus to Pick 406.)

Writing Requirement: Two Options

Students who are majoring in political science must write at least one substantial paper. There are two ways to meet this requirement, by writing a BA Thesis or by submitting a Long Paper.

OPTION 1: LONG PAPER

The Long Paper is typically a course paper. It may be written for either a professor in Political Science or a professor in another department whose course is accepted for Political Science credit. Students who write a Long Paper are not required to write a BA Thesis. Students submitting a Long Paper must bring an approval form to the departmental office signed by an instructor who verifies that the paper meets two requirements: (a) the paper is twenty pages or longer, double-spaced (that is, approximately 5,000 words or longer); and (b) the paper received a grade of B or better (that is, a grade of B- or below does not meet the requirement).
The Long Paper might be:

- A class paper for any course used to meet the major's requirements.
- An extended version of a shorter paper written for a course. If a course requires a shorter paper, students may ask the instructor for permission to write a twenty-page paper instead.
- Written for a course that did not require any papers. Students may ask the instructor for permission to write a twenty-page paper, either in place of another assignment, as an extra assignment, or as an ungraded assignment.
- Written for a Political Science instructor after a course is completed. The student could either produce an entirely new paper or, with the instructor's permission, take a shorter assignment and turn it into a longer paper.

If the paper is not a graded assignment for class, it still meets the department's requirement if the instructor attests that it merits a grade of B or better. Unless the paper is written for a graded class assignment, students must ask the instructor's permission to submit any such paper.

Students are responsible for obtaining an approval form (political-science.uchicago.edu/sites/political-science.uchicago.edu/files/uploads/Long%20Paper%20Form.pdf) to verify the successful completion of the Long Paper from the department office and giving it to the relevant instructor. Please ask the instructor to sign the approval form and return it to the departmental office. The deadline for submitting the approval form (http://political-science.uchicago.edu/sites/political-science.uchicago.edu/files/uploads/Long%20Paper%20Form.pdf) and the paper is 4 p.m. on Friday of the second week of the quarter in which the student expects to graduate. Students should complete their paper before their final quarter; the approval form should be submitted to the departmental office as soon as the writing requirement is completed.

OPTION 2: BA THESIS

Writing a BA Thesis will meet the writing requirement in Political Science and may also qualify a student for consideration for honors; see sections below for more information. In either case, the paper is typically from thirty-five to fifty pages in length (the length of most scholarly articles in professional journals). It must receive the final grade of B or higher. Students choose a suitable faculty member to supervise the research and writing. The political-science.uchicago.edu/sites/political-science.uchicago.edu/files/uploads/Long%20Paper%20Form.pdf) to verify the successful completion of the Long Paper from the department office and giving it to the relevant instructor. Please ask the instructor to sign the approval form and return it to the departmental office. The deadline for submitting the approval form (http://political-science.uchicago.edu/sites/political-science.uchicago.edu/files/uploads/Long%20Paper%20Form.pdf) and the paper is 4 p.m. on Friday of the second week of the quarter in which the student expects to graduate.

Students are responsible for obtaining an approval form (political-science.uchicago.edu/sites/political-science.uchicago.edu/files/uploads/Long%20Paper%20Form.pdf) to verify the successful completion of the Long Paper from the department office and giving it to the relevant instructor. Please ask the instructor to sign the approval form and return it to the departmental office. The deadline for submitting the approval form (http://political-science.uchicago.edu/sites/political-science.uchicago.edu/files/uploads/Long%20Paper%20Form.pdf) and the paper is 4 p.m. on Friday of the second week of the quarter in which the student expects to graduate.

BA Colloquium. Students who choose to write a BA Thesis are required to enroll in PLSC 29800 BA Colloquium in the Spring Quarter of the third year and continue to attend the BA Colloquium in the Autumn Quarter of their fourth year. The colloquium is designed to help students carry out their BA Thesis research and to offer feedback on their progress. Although the course meets over two quarters, it counts as a single course and has a single grade. The final grade for the colloquium is based on the student’s contribution to the colloquium during both quarters. Students who write a BA Thesis must also enroll in PLSC 29900 BA Thesis Supervision for one quarter, normally Winter Quarter of fourth year (although enrollment may be in any quarter).

A few students each year study abroad in the Spring Quarter of third year or in the Autumn Quarter of the fourth year and also intend to complete the Political Science major by writing a BA Thesis. Students who study abroad in the Spring Quarter are not required to enroll in the BA Colloquium in the Spring Quarter, but are expected to enroll as part of the BA Colloquium in the Autumn Quarter. Students who study abroad in the Autumn Quarter must enroll in the BA Colloquium in the previous Spring Quarter, but are not required to participate in the Autumn Quarter.

All students who intend to write a BA thesis must submit a proposal for the thesis by the end of Spring Quarter, regardless of residency. Students who are away from campus in the Spring Quarter should line up an adviser and discuss ideas about a thesis topic while they are abroad or even during the Winter Quarter before departure. The department has arranged the BA Thesis process so that students arrive back on campus for fourth year ready to execute the research for the thesis in the Autumn Quarter, rather than compressing research and writing both into the Winter Quarter. Students who will be abroad in Spring Quarter and unable to participate in the Spring BA Colloquium should contact the department's Undergraduate Studies office during the Winter Quarter to receive instructions about the preparations they should expect to make while they are away.

BA Thesis Supervision. During their fourth year, students who choose to write a BA Thesis must register with their BA Thesis faculty adviser for one quarter of PLSC 29900 BA Thesis Supervision, which will count toward the twelve required courses. To enroll, students are required to submit the College Reading and Research Course Form, which is available from the College advisers. The final grade for the course will be based on the grade given the BA Thesis by the faculty adviser. Although most BA Theses are supervised by Political Science professors, the adviser need not be a member of the Department of Political Science.

SUMMARY OF REQUIREMENTS FOR STUDENTS MEETING THE WRITING REQUIREMENT WITH A LONG PAPER

Three of the following Political Science courses:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLSC 28701</td>
<td>Introduction to Political Theory</td>
<td>563</td>
</tr>
<tr>
<td>PLSC 28801</td>
<td>Introduction to American Politics</td>
<td></td>
</tr>
<tr>
<td>PLSC 28901</td>
<td>Introduction to Comparative Politics</td>
<td></td>
</tr>
<tr>
<td>PLSC 29000</td>
<td>Introduction to International Relations</td>
<td></td>
</tr>
<tr>
<td>PLSC 22913</td>
<td>The Practice of Social Science Research</td>
<td>100</td>
</tr>
</tbody>
</table>

Eight additional Political Science courses
Fulfillment of the writing requirement

Total Units 1200

* At least five must be courses in Political Science.

**Summary of Requirements for Students Meeting the Writing Requirement with a BA Thesis**

Three of the following Political Science courses: 300

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLSC 28701</td>
<td>Introduction to Political Theory</td>
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</tr>
<tr>
<td>PLSC 22913</td>
<td>The Practice of Social Science Research</td>
<td>100</td>
</tr>
</tbody>
</table>

Six additional Political Science courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLSC 29800</td>
<td>BA Colloquium</td>
<td>100</td>
</tr>
<tr>
<td>PLSC 29900</td>
<td>BA Thesis Supervision</td>
<td>100</td>
</tr>
</tbody>
</table>

Total Units 1200

* At least three must be courses in Political Science.

**Pass/Fail Courses**

Courses that meet requirements for the major are normally taken for quality grades. The three required introductory courses must be taken for quality grades. However, students may take up to two courses in the major on a P/F basis.

**Independent Study**

Students with extensive course work in Political Science who wish to pursue more specialized topics that are not covered by regular courses have the option of registering for PLSC 29700 Independent Study, to be taken individually and supervised by a member of the Political Science faculty. Students must obtain the prior consent of the program director and the instructor, as well as submit the College Reading and Research Course Form that is available from 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. Only one PLSC 29700 Independent Study course may count toward requirements for the major.

**Honors in the Major**

Students who do exceptionally well in their course work and who write an outstanding BA Thesis are recommended for honors in the major. A student is eligible for honors if the GPA in the major is 3.6 or higher and the overall GPA is 3.0 or higher at the beginning of the quarter in which the student intends to graduate. Students who wish to be considered for honors are required to register for PLSC 29800 BA Colloquium and PLSC 29900 BA Thesis Supervision and to submit a BA Thesis. To graduate with department honors, then, a student must have both honors-level grades and a BA Thesis that receives honors.

**Double Majors**

Students who plan to double major may complete the Political Science requirements by either the BA Thesis option or the Long Paper option. Students who write the BA Thesis must attend the Political Science BA Colloquium even if the other major also requires attendance at its colloquium. A request to use a single BA Thesis for two majors requires the approval of both program directors on a form available from the student’s College adviser or here (http://college.uchicago.edu/advising/forms-and-petitions) (college.uchicago.edu/advising/forms-and-petitions).

**Courses Taken at Other Universities by Students Who Transfer to the University of Chicago**

Students who transfer into the University of Chicago and wish to transfer courses into the major should see the Director of Undergraduate Studies soon after matriculation. The introductory course requirement and the research methods requirement cannot be satisfied by courses taken elsewhere, but courses may be counted toward the major by petition (http://college.uchicago.edu/advising/forms-and-petitions) (college.uchicago.edu/advising/forms-and-petitions).
Becoming a Political Science Major

Most students declare a major at the end of the second year or beginning of the third. The department encourages students to try out the major even before declaring. To receive announcements about the program in the major and other information about the Department of Political Science, students should sign up for the undergraduate email list either in the departmental office or at https://lists.uchicago.edu/web/info/ugpolsall.

POLITICAL SCIENCE COURSES

PLSC 20750. Social Choice Theory. 100 Units.
This course will provide you with an introduction to the field of social choice theory, the study of aggregating the preferences of individuals into a “collective preference.” It will focus primarily on classic theorems and proof techniques, with the aim of examining the properties of different collective choice procedures and characterizing procedures that yield desirable outcomes. The classic social choice results speak not only to the difficulties in aggregating the preferences of individuals, but also to the difficulties in aggregating any set of diverse criteria that we deem important to making a choice or generating a ranking. Specific topics we will cover include preference aggregation, rationalizable choice, tournaments, sophisticated voting, domain restrictions, and the implicit trade-offs made by game theoretic versus social choice theoretic approaches to modeling. (E)
Instructor(s): E. Penn Terms Offered: Winter
Equivalent Course(s): PLSC 40801

PLSC 21220. Philosophy of Art and Aesthetics. 100 Units.
The beautiful, the sublime, the artistic, the creative—what do such terms mean and how have they figured in the philosophies of Plato, Aristotle, Rousseau, Hume, Kant, Hegel, Nietzsche, Dewey, Gadamer, Goodman, de Beauvoir, Nussbaum, and so many other canonical philosophers? How did they define “art” and “aesthetic” pleasure or taste? How did they philosophically construct the relationship between art and beauty? How did they reveal the problematic political and ethical dimensions and uses of such concepts as the aesthetic or the beautiful, for example in the social construction of gender roles and identities? Should art as a social change agent free itself from any entanglement with the beautiful? What are the political limits of art and aesthetics? Such are the questions and issues that this course will pursue, using both classical and contemporary sources, gallery visits, and more. (A) (B)
Instructor(s): B. Schultz Terms Offered: Winter
Note(s): Course is open to Undergraduates and MAPH students.
Equivalent Course(s): GNSE 21220, MAPH 31220, PHIL 21220

PLSC 21802. Global Justice and the Politics of Empire. 100 Units.
Over the last four decades, political theorists and philosophers have transcended the nation-state form and taken their concerns about redistribution, democracy, and rights global. Though often not explicitly acknowledged, this global turn emerged just at the tail end of decolonization when political and economic crises from large-scale famines to authoritarianism and ethnic violence rocked the newly emerging post-colonial world. This course will examine how contemporary debates around global justice broadly construed interact and intersect with the legacies of imperialism and decolonization. In exploring questions of redistributive justice, global democracy, human rights, and humanitarian intervention, we will consider the following questions: (1) in what ways are debates about global justice responding to the legacies of imperial rule, (2) how are the historical and contemporary manifestations of international hierarchy challenged and retrenched, and (3) is contemporary cosmopolitanism an alibi for new forms of imperialism?
Instructor(s): A. Getachew, J. Wilson Terms Offered: Autumn
Equivalent Course(s): PLSC 31802

PLSC 22202. Philosophies of Environmentalism and Sustainability. 100 Units.
Many of the toughest ethical and political challenges confronting the world today are related to environmental issues: for example, climate change, loss of biodiversity, the unsustainable use of natural resources, pollution, and other threats to the well-being of both present and future generations. Using both classic and contemporary works, this course will highlight some of the fundamental and unavoidable philosophical questions presented by such environmental issues. Can a plausible philosophical account of justice for future generations be developed? What counts as the ethical treatment of non-human animals? What do the terms “nature” and “wilderness” mean, and can natural environments as such have moral and/or legal standing? What fundamental ethical and political perspectives inform such positions as ecofeminism, the “Land Ethic,” political ecology, ec jouissance, and deep ecology? And does the environmental crisis confronting the world today demand new forms of ethical and political philosophizing and practice? Are we in the Anthropocene? Is “adaptation” the best strategy at this historical juncture? Field trips, guest speakers, and special projects will help us philosophize about the fate of the earth by connecting the local and the global. (A) (B)
Instructor(s): B. Schultz Terms Offered: Autumn
Note(s): Course is open to Undergraduates and MAPH students.
Equivalent Course(s): HMRT 22201, MAPH 32209, ENST 22209, GNSE 22204, PHIL 22209
PLSC 22400. Public Opinion. 100 Units.
What is the relationship between the mass citizenry and government in the U.S.? Does the public meet the conditions for a functioning democratic polity? This course considers the origins of mass opinion about politics and public policy, including the role of core values and beliefs, information, expectations about political actors, the mass media, economic self-interest, and racial attitudes. This course also examines problems of political representation, from the level of political elites communicating with constituents, and from the possibility of aggregate representation.
Instructor(s): J. Brehm Terms Offered: Winter
Equivalent Course(s): LLSO 26802

PLSC 22515. The Political Nature of the American Judicial System. 100 Units.
The purpose of this course is to introduce students to the political nature of the American judicial system. In examining foundational parts of the political science literature on courts understood as political institutions, the course will focus on the relationship between courts, other political institutions, and the broader society. The sorts of questions to be asked include: Are there interests that courts are particularly prone to support? What factors influence judicial decision-making? Are judicial decisions influenced by public opinion? What effects do congressional or executive actions 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 judicial system. The course is not case-based. No prior knowledge of the judicial system is necessary.
Instructor(s): G. Rosenberg Terms Offered: Winter
Equivalent Course(s): LLSO 24011, PLSC 42515

PLSC 22600. Introduction to Political Philosophy. 100 Units.
In this course 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 course 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: Spring
Note(s): Students should register via discussion section.
Equivalent Course(s): GNSE 21601, LLSO 22612, PHIL 21600

PLSC 22819. Philosophy of Education. 100 Units.
What are the aims of education? Are they what they should be, for purposes of cultivating flourishing citizens of a liberal democracy? What are the biggest challenges—philosophical, political, cultural, and ethical—confronting educators today, in the U.S. and across the globe? How can philosophy help address these? In dealing with such questions, this course will provide an introductory overview of both the philosophy of education and various educational programs in philosophy, critically surveying a few of the leading ways in which philosophers past and present have framed the aims of education and the educational significance of philosophy. From Plato to the present, philosophers have contributed to articulating the aims of education and developing curricula to be used in various educational contexts, for diverse groups and educational levels. This course will draw on both classic and contemporary works, but considerable attention will be devoted to the work and legacy of philosopher/educator John Dewey, a founding figure at the University of Chicago and a crucial resource for educators concerned with cultivating critical thinking, creativity, character, and ethical reflection. The course will also feature field trips, distinguished guest speakers, and opportunities for experiential learning. (A) (B)
Instructor(s): B. Schultz Terms Offered: Spring
Note(s): Course is open to Undergraduates and MAPH students.
Equivalent Course(s): CHDV 22819, MAPH 32819, PHIL 22819

PLSC 22913. The Practice of Social Science Research. 100 Units.
This is a first course in empirical research as it is practiced across a broad range of the social sciences, including political science. It is meant to enable critical evaluation of statements of fact and cause in discussions of the polity, economy, and society. One aim is to improve students’ ability to produce original research, perhaps in course papers or a senior thesis. A second objective is to improve students’ ability to evaluate claims made by others in scholarship, commentary, or public discourse. The specific research tools that the course develops are statistical, but the approach is more general. It will be useful as a guide to critical thinking whether the research to be evaluated, or to be done, is quantitative or not. Above all, the course seeks to demonstrate the use of empirical research in the service of an argument.
Instructor(s): P. Conley Terms Offered: Autumn, Spring, Winter
PLSC 23001. Southern Politics in State and Nation. 100 Units.
This course revisits V.O. Key’s foundational study of the South to consider how southern sectionalism has shaped American politics since Reconstruction. In what ways is the South a distinctive polity—and how did it come to be so? How has the region's politics changed over time? What can we learn about the nature and corrigibility of American democracy through the southern experience? Introducing students to canonical studies of the region, we will explore the economic and historical factors that shaped the South's political and social development in the century after the Civil War. We will also consider “exceptional” features of southern politics today—including the increasing rate of black political participation and officeholding in the region's urban centers. Finally, we will examine how the South's regional distinctiveness has affected institutional development and policymaking at the national level.
Instructor(s): R. Bloch Rubin Terms Offered: Winter

PLSC 23313. Democracy and Equality. 100 Units.
Democracy has often been celebrated (and often criticized) for expressing some kind of equality among citizens. This course will investigate a series of questions prompted by this supposed relationship between democracy and equality. Is democracy an important part of a just society? What institutions and practices does democracy require? Is equality a meaningful or important political ideal? If so, what kind of equality? Does democracy require some kind of equality, or vice-versa? The course will begin by studying classical arguments for democracy by Jean-Jacques Rousseau and John Stuart Mill, and then focus on contemporary approaches to these questions. The course will conclude with some treatment of current democratic controversies, potentially including issues of race and representation; the fair design of elections; the role of wealth in political processes; and the role of judicial review. The course aims to deepen participants’ understanding of these and related issues, and to develop our abilities to engage in argument about moral and political life. (A)
Instructor(s): J. Wilson Terms Offered: Winter

PLSC 23501. International Political Economy. 100 Units.
What explains a government’s decision to block a trade deal, prevent foreign investors from gaining control of a local factory, or ban the export of rare earth minerals? This course develops theory and evidence that these decisions reflect domestic and international politics. We will discuss the political dimension of the integration of the global economy and the way that globalization separates workers, business, and consumers. Drawing on methods and theory from international political economy, we will critically examine the prospects for international cooperation on trade and immigration, as well as the future of international governance.
Instructor(s): R. Gulotty Terms Offered: Spring

PLSC 24806. Strategies of Power, Resistance, and Change. 100 Units.
As the forces of populism, isolationism, ethnocentrism, and polarization increasingly shape U.S. politics, how can citizens actually affect politics and policy? What are the tools and strategies for pursuing (or resisting) change? How is power actually exerted in the modern state? In this course, we will consider how people exert, resist, and manipulate political power in modern states. We will compare and contrast democratic and authoritarian regimes; formal and informal processes; and economic, moral, and social policies.
Instructor(s): J. Patty Terms Offered: Autumn
Equivalent Course(s): PLSC 34806

PLSC 25303. Evaluating the Candidates in the 2016 Presidential Election. 100 Units.
Though the election is over, the question of how we evaluate and select our presidents is still relevant. What does it take to get elected? What does it take to do the job? Can we predict whether a candidate will be a good president? We will discuss presidential leadership as a function of character and experience, institutional constraints, the selection process, and the domestic and global political context. We will evaluate recent presidential candidates such as Donald Trump, Hillary Clinton, Ted Cruz, and Bernie Sanders using insights from the academic literature on the presidency. Finally, we will ask how much the individual who occupies the office can bring about change, given the political and institutional context of American government. Is the executive in the United States too powerful or not powerful enough?
Instructor(s): P. Conley Terms Offered: Autumn

PLSC 25311. Models of Ancient Politics I: Athens, Sparta, Rome. 100 Units.
This course begins a two-quarter sequence on Athens, Sparta, and Rome as models of politics and their subsequent reception and appropriation in the history of Western political thought. This quarter, we will focus on understanding the institutions, political culture, and political theory of ancient Greece and Rome through an engagement with ancient texts and modern scholarship. Readings will include Thucydides, Plato, Aristotle, Xenophon, Plutarch, Polybius, Livy, and Sallust.
Instructor(s): M. Landauer Terms Offered: Autumn
Equivalent Course(s): PLSC 35311
PLSC 25312. Models of Ancient Politics II: Modern Receptions. 100 Units.
This is the second course in a two-quarter sequence on the importance of Athens, Sparta, and Rome for Western political theory. This quarter we will focus on the reception and appropriation of ancient political models in modern European political thought. Authors to be read include Machiavelli, Montesquieu, Adams, Hume, Rousseau, Mill, and Grote, as well as modern scholars.
Instructor(s): M. Landauer Terms Offered: Winter
Equivalent Course(s): PLSC 35312

PLSC 25501. Race and Imperialism in the 20th Century. 100 Units.
The turn of the 20th C. marked the legal sanctioning of Jim Crow segregation in the 1896 Plessy v. Ferguson decision while the Scramble for Africa only a decade earlier had inaugurated a new era of imperial expansion. For W.E.B. Du Bois and others, these confluences indicated a singularity about the global experience of race in the 20th C. Focusing on the period prior to WWII, this course is an effort at understanding this specificity through an engagement with the politicians, statesmen, activists, and intellectuals writing in the midst of “the problem of the color line.” The course exposes students to thinkers on both sides of the color line as we read Sir Frederick Lugard, the colonial administrator of Nigeria and a member of the League of Nations Permanent Mandates Commission, alongside George Padmore, the anticolonialist of Trinidadian descent who played a central role in Ghana’s independence movement. To further our insights, we engage recent commentary by scholars who have sought to understand the racial formations of the 20th C. The course aims are 1) to trace the processes—ideological, political, and economic—through which the Jim Crow color line became international and consider the reverberations of this internationalism, 2) to reexamine the crisis of WWI and the creation of the League of Nations in light of the “problem of the color line,” and 3) to trace the intellectual roots of a global anticolonial movement concerned with securing racial equality.
Instructor(s): A. Getachew Terms Offered: Winter
Equivalent Course(s): CRES 25501

PLSC 25804. Feminists Read the Greeks. 100 Units.
As one scholar puts it, feminist thought has “gone a long way… toward inscribing classical Greek philosophy at the origins of some of the most tenacious assumptions about sexual difference in the Western tradition.” Since the 1970s, writing on gender, sex, and sexuality has staged a series of generative, critical, and sometimes controversial encounters with ancient Greek thought and culture. We examine the ways in which the texts and practices of ancient Greece, if not the idea of “the Greeks,” have offered theoretical and symbolic resources for feminists and others to think critically about gender as a conceptual and political category. What sorts of interpretive and historical assumptions govern these engagements? To what extent are the trajectories of gender studies and classics intertwined? Was there a concept of “gender” in ancient Greece? Of sexuality? Is it fair to say, as many have, that classical ideas about gender and the sexed body are wholly opposed to those of the “moderns”? Readings range from feminist theory to Greek mythology, philosophy, and drama to scholarship on gender and sexuality in antiquity (including Foucault, Halperin, and Winkler).
Instructor(s): D. Kasimis Terms Offered: Winter
Equivalent Course(s): PLSC 45804, GNSE 25804, GNSE 45804

PLSC 26152. A Right to Belong. 100 Units.
In this course we will seek to identify commonalities and disparities in the formal and informal ways in which we belong to political societies today, seeking to articulate how the formal and informal structures of inclusion mimic or contradict one another. Doing so should provide analytical opportunities to recognize the virtues and shortcomings of the institutional tools designed to guarantee the many pieces necessary to make belonging possible. Part of what this course seeks to accomplish is to support students in thinking about the commonalities between the many ways in which we belong, while avoiding the temptation of silver bullets and all-encompassing explanations. The end-goal is a more refined and informed approach to the topic, as well as the ability to articulate a cogent response to whether belonging should be understood as a human right or not. If belonging ought to be considered a human right, what kind of policies and international instruments are better suited to guarantee it?
Instructor(s): Yuna Blajer de la Garza, Graduate Lecturer in Human Rights Terms Offered: Spring
Equivalent Course(s): HMRT 26152

PLSC 26603. Democracy and the Immigrant in Classical Greek Thought. 100 Units.
Readers have long marveled at classical Greek thought’s ability to capture the enduring dilemmas of democratic life. But on the increasingly urgent issue of immigration, political scientists persistently bypass the Athenian democratic polis and its critics even though Athenians lived in a democracy that invited, but kept disenfranchised, a large number of free, integrated immigrants called “metics” (metoiokoi). With this curiosity in mind, we seek to understand how ancient philosophers, dramatists, and orators saw the democracy’s dependence on immigrants to support its economy, fight its wars, educate its citizenry, and express a precarious way of living in the polis. On what grounds were metics excluded from citizenship? What do critics think citizenship comes to mean under such conditions? Can they shed new light on contemporary assumptions about the relationship between democracy and immigration? Readings of primary texts in translation will be paired with contemporary political theory, gender theory, and classical studies.
Instructor(s): D. Kasimis Terms Offered: Winter
Equivalent Course(s): CRES 26603
PLSC 26605. Kant's Political Thought. 100 Units.
An examination of the political thought of Immanuel Kant. We will examine his writings about a broad range of topics, including humanity, freedom, social relations, equality and inequality, property, government, justice, revolution, religion, history and progress, international relations, and cosmopolitanism.
Instructor(s): S. Muthu Terms Offered: Spring

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, 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.
Instructor(s): P. Staniland Terms Offered: Winter
Equivalent Course(s): LLSO 26804

PLSC 27500. Organizational Decision Making. 100 Units.
This course examines the process of decision making in modern, complex organizations (e.g., universities, schools, hospitals, business firms, public bureaucracies). We also consider the impact of information, power, resources, organizational structure, and the environment, as well as alternative models of choice.
Instructor(s): J. Padgett Terms Offered: Winter
Equivalent Course(s): PLSC 37500, SOCI 30301

PLSC 27600. War and the Nation State. 100 Units.
The aim of this course is to examine the phenomenon of war in its broader socio-economic context during the years between the emergence of the modern nation-state in the late eighteenth century and the end of World War II.
Instructor(s): J. Mearsheimer Terms Offered: Winter
Equivalent Course(s): PLSC 37600

PLSC 27815. Politics and Public Policy in China. 100 Units.
As the world’s most populous country and second largest economy, China wields considerable weight globally but also stands out for its non-democratic political system. This course examines how China is governed and looks at China’s domestic governance and international policies. First, it examines political institutions and political behavior in China in historical perspective, especially since the Communist takeover of power in 1949. It emphasizes how institutions have been shaped and reshaped and the importance of leadership. Second, it considers various issues of public policy and governance, including the role of the Communist Party, state-society relations, the relationship between Beijing and the provinces, corruption, population and environment, and the role of the armed forces. Third, it examines the interaction between domestic and international factors in China’s development and considers the global implications of China’s struggle to develop. The course looks at many of these issues from a comparative perspective and introduces a variety of analytical concepts and approaches.
Instructor(s): D. Yang Terms Offered: Winter
Equivalent Course(s): PLSC 37815

PLSC 28006. Intro to Social Choice and Electoral Systems. 100 Units.
Voting procedures play an integral role in our lives as citizens by translating the preferences of people into collective outcomes. This course will evaluate these procedures mathematically, by considering the various properties that electoral systems may or may not satisfy. A classic example is Arrow’s Impossibility Theorem, which tells us that every electoral system must fail to satisfy one or more criteria of fairness or sensibility. We will examine this result and other legislative paradoxes, and learn why the choice of procedure is critical to our understanding of how “good” and “bad” decisions can be made—and how we can distinguish a bad decision from a good one.
Instructor(s): E. Penn Terms Offered: Winter

PLSC 28102. Political Theory in Dark Times. 100 Units.
This is a seminar in political theory for advanced undergraduates. "Dark Times" is a phrase that the political theorist Hannah Arendt borrowed from a book of Bertolt Brecht's poetry, written in exile from Germany in the 1930s: "In the dark times/Will there also be singing? Yes, there will also be singing/About the dark times." This seminar is about what political theory might be, what it might be about, and what it might be for, in "dark times," and also about what it means to describe a political situation that way: Does it indicate urgency? helplessness? defeat? confusion? Something else? We will not discuss these questions in the abstract; instead, we will read some exemplary works of political theory, historical and contemporary (and not all by self-described "political theorists") alongside supplementary material about the circumstances in which they were written.
Instructor(s): P. Markell Terms Offered: Winter
Prerequisite(s): Completion of one of the following social sciences general education sequences is a prerequisite: Classics of Social and Political Thought; Power, Identity, and Resistance; Self, Culture, and Society. Other prior course work in political theory recommended but not required.
PLSC 28300. Seminar on Realism. 100 Units.
The aim of this course is to read the key works dealing with the international relations theory called "realism."
Instructor(s): J. Mearsheimer Terms Offered: Spring
Prerequisite(s): Consent of instructor required.
Note(s): Students must attend the first class.

PLSC 28510. Jews and Arabs: Three Moralities, Historiographies & Roadmaps. 100 Units.
A distinction will be made between mainly three approaches to Zionism: essentialist-proprietary, constructivist-egalitarian, and critical-dismissive. This will be followed by an explication of these approaches' implications for four issues: pre-Zionist Jewish history; institutional and territorial arrangements in Israel/Palestine concerning the relationships between Jews and the Palestinians; the relationships between Israeli Jews and world Jewry; and the implications of these approaches for the future of Israel/Palestine and the future of Judaism.
Instructor(s): C. Gans Terms Offered: Autumn
Note(s): This course may be used to fulfill the general education requirement in civilization studies.
Equivalent Course(s): PLSC 38510, JWSC 20233, NEHC 24800, NEHC 34800

PLSC 28620. The Intelligible Self. 100 Units.
The Delphic maxim "know thyself" is one of the cornerstones of Western philosophy. But how, exactly, do we figure ourselves out? This course examines three approaches to self-knowledge: Buddhism, Psychoanalytic Theory, and Social Neuroscience. We will learn both the theories behind each approach and how they can foster deeper perspectives on our own condition. We will explore the nature of love, guilt, anxiety, and other emotions, the origins of morality, and the many biases in our cognition. Readings include Sigmund Freud, Patricia Churchland, Daniel Kahneman, Pema Chodron, and Walpola Sri Rahula.
Instructor(s): E. Oliver Terms Offered: Winter

PLSC 28701. Introduction to Political Theory. 100 Units.
This course will address several major, pressing questions of political morality, and introduce students to theoretical approaches to those questions. The class aims to develop students' abilities to address political problems in rigorous and thoughtful ways. Topics will include property rights and distributive justice; the meaning of freedom and equality; arguments for and against democracy and the proper design of democratic institutions; war and the use of force: racial and gender justice; and global economic justice and human rights. The focus will be on contemporary approaches to these problems rather than on classical works of political thought. Familiarity with some such works will be helpful but is not required.
Instructor(s): M. Landauer Terms Offered: Winter

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.
Instructor(s): M. Albertus Terms Offered: Spring
Equivalent Course(s): LLSO 28710

PLSC 28801. Introduction to American Politics. 100 Units.
This survey course canvases the basic behavioral, institutional, and historical factors that comprise the study of American politics. We will evaluate various modes of survey opinion formation and political participation both inside and outside of elections. In addition to studying the primary branches of U.S. government, we will consider the role of interest groups, the media, and political action committees in American politics. We also will evaluate the persistent roles of race, class, and money in historical and contemporary political life.
Instructor(s): R. Bloch Rubin Terms Offered: Autumn

PLSC 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.
Instructor(s): R. Pape Terms Offered: Spring
Equivalent Course(s): PLSC 39900
PLSC 28901. Introduction to Comparative Politics. 100 Units.
Why are some nations rich and others are poor? Why is inequality skyrocketing across the developed world? Why are some countries democratic and others are dictatorships, and what determines switching between regimes? Does democracy matter for health, wealth, and happiness? Why are some countries beset by civil violence and revolution whereas others are politically stable? Why do political parties organize themselves politically around ethnicity, language, religion, or ideology? This course explores these and other similar questions that lie at the core of comparative politics. Drawing on political science, economics, sociology, and anthropology, while utilizing a wealth of data and case studies of major countries, we will examine how power is exercised to shape and control political, cultural, and economic institutions and, in turn, how these institutions generate policies that affect what we learn, what we earn, how long we live, and even who we are.
Instructor(s): M. Albertus Terms Offered: Spring

PLSC 29000. Introduction to International Relations. 100 Units.
Humans face many challenges today. These range from wars and nuclear proliferation, to economic crises and the collapse of global order. International Relations—the study of global anarchy and the commitment problems it creates between sovereign governments—offers analytical tools for understanding the causes and consequences of these challenges. This course introduces students to the scientific study of world politics, focusing on the areas of security, economic cooperation, and international law.
Instructor(s): P. Poast Terms Offered: Autumn

PLSC 29102. Game Theory I. 100 Units.
This is a course for graduate students in Political Science. It introduces students to games of complete information through solving problem sets. We will cover the concepts of equilibrium in dominant strategies, weak dominance, iterated elimination of weakly dominated strategies, Nash equilibrium, subgame perfection, backward induction, and imperfect information. The course will be centered around several applications of game theory to politics: electoral competition, agenda control, lobbying, voting in legislatures, and coalition games. This course serves as a prerequisite for Game Theory II offered in the Winter Quarter. (E)
Instructor(s): J. Patty Terms Offered: Autumn
Equivalent Course(s): PLSC 30901

PLSC 29103. Game Theory II. 100 Units.
This is a course for graduate students in Political Science. It introduces students to games of incomplete information through solving problem sets. We will cover the concepts of Bayes Nash equilibrium, perfect Bayesian equilibrium, and quantal response equilibrium. In terms of applications, the course will extend the topics examined in the prerequisite, PLSC 30901. Game Theory I to allow for incomplete information, with a focus on the competing challenges of moral hazard and adverse selection in those settings. (E)
Instructor(s): J. Patty Terms Offered: Winter
Prerequisite(s): PLSC 30901 or equivalent.
Equivalent Course(s): PLSC 31000

PLSC 29202. The Secret Side of International Politics. 100 Units.
This course introduces students to the secret side of international politics. We will survey theoretical approaches to studying secrecy and analyze what governments do “behind closed doors.” The focus is less on learning about what states do in secret and more about how to think critically about why governments do what they do in secret and the consequences of it. Typical weeks cover intelligence collection and analysis, secret interstate partnerships, secrecy in crisis decision-making, and covert military operations during war. Questions we will address include: What agreements do diplomats negotiate privately and why? For what ends do state use secrecy in wartime? What do covert cooperative partnerships look like and when do they succeed? What espionage practices do states use and how have they changed over time? Student grades will be based largely on a research paper which requires students engage in hands-on historical research about a major event of their interest drawing on archival/declassified materials. As part of this assignment, students will receive detailed, practical guidance in the research and writing process, including how to access relevant archival materials, how to organize your research materials, how to effectively prepare to write, and how to write well.
Instructor(s): A. Carson Terms Offered: Spring
Note(s): The course is run like a graduate seminar: it meets once per week and has a heavy reading load and requires original research and high quality writing. Attendance and substantial participation are essential.

PLSC 29700. Independent Study. 100 Units.
This is a general reading and research course for independent study not related to the BA thesis or BA research. Terms Offered: 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 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.
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 for the requirements that pertain to them.

NOTE: When planning your course schedule, please consult Class Search at registrar.uchicago.edu/classes and the Courses section (http://psychology.uchicago.edu/content/courses-2017-18) of the Psychology Department Undergraduate Program website for any changes in the course offerings.

Statistics/Methodology Sequence

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. These two courses may be taken in any order.

Beginning with the Class of 2019, students with AP examination credit for STAT 22000 Statistical Methods and Applications may not count that credit toward the major and should instead replace that requirement with a higher-level statistics course or an additional psychology elective. Students interested in graduate programs in Psychology or other empirical sciences are strongly encouraged to take a higher level statistics course.

Breadth Requirement

Students are required to take four of the following five courses, each of which will be offered every year:

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>PSYC 20300</td>
<td>Biological Psychology</td>
<td>100</td>
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<tr>
<td>PSYC 20400</td>
<td>Cognitive Psychology</td>
<td>100</td>
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<td>PSYC 20500</td>
<td>Developmental Psychology</td>
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<tr>
<td>PSYC 20600</td>
<td>Social Psychology</td>
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<tr>
<td>PSYC 20700</td>
<td>Sensation and Perception</td>
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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

MATH 13100-13200 Elementary Functions and Calculus I-II (or higher) † 200

Total Units 200

MAJOR

One of the following: 200

| PSYC 20100 | Psychological Statistics |
| PSYC 20200 | Psychological Research Methods * |
| STAT 22000 | Statistical Methods and Applications |
| PSYC 20200 | Psychological Research Methods |

Four of the following: 400

| PSYC 20300 | Biological Psychology |
| PSYC 20400 | Cognitive Psychology |
| PSYC 20500 | Developmental Psychology |
| PSYC 20600 | Social Psychology |
| PSYC 20700 | Sensation and Perception |

Six electives + 600

Total Units 1200

† Credit may be granted by examination.
* Examination Credit for PSYC 20100 Psychological Statistics or STAT 22000 Statistical Methods and Applications will not count toward the requirements for the major. Students with credit for PSYC 20100 or STAT 22000 should replace that requirement with a higher level Statistics course or an additional psychology elective.
+ 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 advisor from the Department of Psychology. Papers must represent a more substantial research project than the average term paper. After the paper has been approved by the faculty sponsor, the paper must then be read and approved by a second faculty member.

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): D. Yurovsky 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
Prerequisite(s): Students will have previously taken one other course in CHDV
Note(s): CHDV Distribution: B, D
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, B. Prendergast Terms Offered: Winter
Prerequisite(s): Some background in biology and psychology.
Note(s): This course does not meet requirements for the biological sciences major. CHDV Distribution: A
Equivalent Course(s): BIOS 29300, CHDV 20300

PSYC 20400. Cognitive Psychology. 100 Units.
Viewing the brain globally as an information processing or computational system has revolutionized the study and understanding of intelligence. This course introduces the theory, methods, and empirical results that underlie this approach to psychology. Topics include categorization, attention, memory, knowledge, language, and thought.
Instructor(s): M. Berman 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): K. O'Doherty Terms Offered: Spring
Note(s): CHDV Distribution: B 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: Autumn
Prerequisite(s): PSYC 20000 recommended.
Note(s): Can count towards CHDV, C specialization, but not C distribution

PSYC 20700. Sensation and Perception. 100 Units.
What we see and hear depends on energy that enters the eyes and ears, but what we actually experience—perception—follows from human neural responses. This course focuses on visual and auditory phenomena, including basic percepts (for example, acuity, brightness, color, loudness, pitch) and also more complex percepts such as movement and object recognition. Biological underpinnings of perception are an integral part of the course.
Instructor(s): K. Ledoux Terms Offered: Winter Equivalent Course(s): NSCI 20140

PSYC 20850. Introduction to Human Development. 100 Units.
This course introduces the study of lives in context. The nature of human development from infancy through old age is explored through theory and empirical findings from various disciplines. Readings and discussions emphasize the interrelations of biological, psychological, and sociocultural forces at different points of the life cycle.
Instructor(s): Multiple Staff Members Terms Offered: Autumn
Prerequisite(s): CHDV majors or intended majors.
Note(s): Required Course for Comparative Human Development Majors Equivalent Course(s): CHDV 20000

PSYC 21690. Media and Psychology. 100 Units.
This course will examine the influence of media on individuals and groups from both a developmental and socio-cultural perspective. Topics will include young children's academic and social-emotional skill learning from television, video and tablets; adolescents' social media identities and experiences including cyber-bullying; media influences on adults' health behaviors, aggression, prejudice, and more. Students will engage in both qualitative and quantitative research on media and psychology as part of this course.
Instructor(s): K. O'Doherty Terms Offered: Winter

PSYC 21750. Biological Clocks and Behavior. 100 Units.
This course will address physiological and molecular biological aspects of circadian and seasonal rhythms in biology and behavior. The course will primarily emphasize biological and molecular mechanisms of CNS function, and will be taught at a molecular level of analysis from the beginning of the quarter. Those students without a strong biology background are unlikely to resonate with the course material.
Instructor(s): B. Prendergast Terms Offered: Spring
Prerequisite(s): A quality grade in PSYC 20300 Biological Psychology. Additional biology courses are desirable. Completion of Core biology will not suffice as a prerequisite. For Biology majors: Completion of three quarters of a Biological Sciences Fundamentals Sequence. Equivalent Course(s): BIOS 24248

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
Prerequisite(s): Grad status, Undergrads in 3rd or 4th year, or permission of instructor.
Note(s): CHDV Distribution: B, C; 2*, 3*, 5* Equivalent Course(s): ANTH 27605, ANTH 37605, CHDV 31901, PSYC 31900, LING 27605, LING 37605, CHDV 21901
PSYC 22580. Child Development in the Classroom. 100 Units.
This discussion-based, advanced seminar is designed to investigate how preschool and elementary students think, act, and learn, as well as examine developmentally appropriate practices and culturally responsive teaching in the classroom. This course emphasizes the application of theory and research from the field of psychology to the realm of teaching and learning in contemporary classrooms. Course concepts will be grounded in empirical research and activities geared towards understanding the nuances and complexities of topics such as cognitive development (memory, attention, language), early assessment systems, standardized testing, “mindset”, “grit”, exercise/nutrition, emotion regulation, and more.
Instructor(s): Kate O'Doherty Terms Offered: Autumn

PSYC 22831. Debates in Cognitive Neuroscience. 100 Units.
This course will survey some of the current debates in the fields of cognitive and social neurosciences. The readings and discussions will cover a variety of topics ranging from the functional specificity of brain regions supporting face processing to the network of brain regions believed to support mental state inferences about others. Discussions and response papers will emphasize careful consideration of each perspective on these topics.
Instructor(s): J. Cloutier Terms Offered: Spring
Equivalent Course(s): CHDV 22831

PSYC 22880. Psychological Impacts of Education Policy. 100 Units.
In this discussion-based course, we will apply a psychological lens to investigate the ways in which children, teachers, and parents are impacted by education policy decisions. Throughout this course we will shift our level of analysis of education policy from a macro to a micro level, beginning with large-scale federal policies and narrowing our focus to decisions made at the school and classroom levels. Finally, we will examine examples of practice from other countries and other fields as a way to stimulate our own ideas about best practices and look at the bidirectional nature between psychology and education policy. In addition to discussing central topics in education policy, we will review empirical articles to understand how teachers, families, and students are impacted, and learn how psychologists design experiments to answer interesting and focused research questions about education.
Instructor(s): M. Schaeffer Terms Offered: Spring
Prerequisite(s): PQ: Completion of PSYC 20200 is highly recommended.

PSYC 23000. Cultural Psychology: Philosophical and Theoretical Foundations. 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): Graduate students. Plus limited number of advanced undergrads (3rd and 4th year only) by consent. Caveat: This will be a low tech Socratic experience, computers closed, iphones off.
Note(s): CHDV Distribution: B, C; 2*, 3*
Equivalent Course(s): AMER 33000, ANTH 24320, ANTH 35110, CHDV 31001, GNSE 21001, GNSE 31000, PSYC 33000, CHDV 21000

PSYC 23280. Language for Thought and Action. 100 Units.
How do people produce and understand language? Traditional approaches to answering this question have focused on figuring out how the mind represents and manipulates strings of words. On this view, language is similar to a piece of software that can be studied in a vacuum, independently from the system that implements it. Yet, an alternative view proposes that to understand how the mind gives rise to language, we cannot study linguistic behavior in isolation, but have to explicitly consider the neural, bodily, and social context in which people use language. In this course, we adopt this ethological approach and explore how the mind and brain's linguistic and non-linguistic systems interact, across a range of contexts. In doing so, we will cover theoretical and empirical work from cognitive science, biology, and neuroscience, with a specific focus on recent work in embodied cognition. By the end of the course, students will have a thorough understanding of current theories on the interaction between language, thought, and action, and will be equipped to come up with questions and experiments that will contribute to the field.
Instructor(s): T. Gijssels Terms Offered: Spring
Prerequisite(s): Students will benefit from having some background in psychology and psychological research methods. Having taken one of the psychology breadth courses is recommended.
PSYC 23301. The Empathic Brain. 100 Units.
This course introduces undergraduate students to current social neuroscience research and theories of empathy. The focus of this course is on how people perceive, experience, and respond with care to the internal states (e.g., cognitive, affective, motivational) of another. The study of empathy serves as the basis for integrating a variety of data and theories from evolutionary biology, affective neuroscience, developmental psychology, social psychology, behavioral neurology, and psychiatry.
Instructor(s): J. Decety Terms Offered: Winter

PSYC 23360. Methods in Gesture and Sign Language Research. 100 Units.
In this course we will explore methods of research used in the disciplines of linguistics and psychology to investigate sign language and gesture. We will choose a set of canonical topics from the gesture and sign literature, such as pointing, use of the body in quotation, and the use of non-manuals, in order to understand the value of various effective methods in current use and the types of research questions they are best equipped to handle.
Instructor(s): D. Brentari, S. Goldin-Meadow Terms Offered: Autumn
Note(s): CHDV Distribution: M; M*
Equivalent Course(s): CHDV 23360, CHDV 33360, PSYC 33360, LING 23360, LING 33360

PSYC 23800. Introduction to Learning and Memory. 100 Units.
This course examines basic questions in learning and memory. We discuss the historical separation and division of these two areas as well as the paradigmatic differences in studying learning and memory. We also discuss basic research methods for investigating learning and memory and survey established and recent research findings, as well as consider several different kinds of models and theories of learning and memory. Topics include skill acquisition, perceptual learning, statistical learning, working memory, implicit memory, semantic vs. episodic memory, and memory disorders.
Instructor(s): D. Gallo Terms Offered: Winter

PSYC 23860. Beyond Good and Evil: The Psychology of Morality. 100 Units.
Morality is a mysterious and possibly uniquely human capacity that influences how we make decisions in a number of domains. In this course we will explore how and why human beings have the moral intuitions that they do and also where these intuitions come from—what about our moral intuitions are built in and how are these intuitions shaped by experience? To achieve these goals, we will discuss literature from developmental, social, and evolutionary psychology, as well as some literature from behavioral economics and experimental philosophy. We will briefly review the history of moral psychology, but spend the bulk of our time discussing contemporary debates and findings from research on moral psychology.
Instructor(s): A. Shaw Terms Offered: Autumn

PSYC 24055. The Psychological Foundations of Wisdom. 100 Units.
Thinking about the nature of wisdom goes back to the Greek philosophers and the classical religious sages, but the concept of wisdom has changed in many ways over the history of thought. While wisdom has received less scholarly attention in modern times, it has recently re-emerged in popular discourse with a growing recognition of its potential importance for addressing complex issues in many domains. But what is wisdom? It's often used with a meaning more akin to "smart" or "clever". Is it just vast knowledge? This course will examine the nature of wisdom—how it has been defined, how its meaning has changed, and what its essential components might be. We will examine how current psychological theories conceptualize wisdom and consider whether, and how, wisdom can be studied scientifically; that is, can wisdom be measured and experimentally manipulated to illuminate its underlying mechanisms and understand its functions? Finally, we will explore how concepts of wisdom can be applied in business, education, medicine, the law, and in the course of our everyday lives. Readings will be drawn from a wide array of disciplines including philosophy, classics, history, psychology, behavioral economics, medicine, and public policy.
Instructor(s): A. Henly Terms Offered: Spring
Prerequisite(s): Third- or fourth-year standing.

PSYC 25101. The Psychology of Decision Making. 100 Units.
We constantly make decisions, determine our preferences, and choose among alternatives. The importance of our decisions range from ordering a meal at a restaurant to choosing what college to attend. How do we make such decisions? What are the rules that guide us and the biases that shape our decisions? What determines our preferences? What impacts our willingness to take risks? In this course we consider how the way we go about gathering information affects our judgment, and how the way we frame problems affects our perceptions and shapes the solutions to problems. We learn what governs choice and the systematic way it deviates from normative rules. We consider how we think about the future and how we learn from the past. The course focuses on the psychology behind making decisions with implications for a wide range of areas such as public policy, law, and medicine.
Instructor(s): B. Keysar Terms Offered: Autumn
Prerequisite(s): Third- or fourth-year students only
Note(s): It is recommended that students take this course before PSYC 25700 The Psychology of Negotiation.
PSYC 25560. Body & Mind: How our bodies reveal & change emotion & thought. 100 Units.
In investigating how the mind works, psychologists and neuroscientists are increasingly looking beyond the brain. Modern research has challenged the age-old Western belief that mind and body are separate and revealed that our bodies have an important influence on the way we think and feel. In this course, we will read and discuss empirical research in embodied cognition, emotion, non-verbal communication, mimicry, contemplative practices, exercise, and the performing arts, which all provide compelling evidence for reciprocal relationships between body and mind. Can smiling or sitting upright make you feel happier? How do children’s gestures in the classroom reveal implicit knowledge and enhance learning? How do dancers convey emotion from their movements alone? What are the psychological effects of exercise across the lifespan? In addition to exploring these and other questions, we will develop transferable skills in critical thinking, writing, reflection, and communication that will contribute to success throughout college and beyond.
Instructor(s): H. Mangelsdorf Terms Offered: Autumn
Prerequisite(s): PQ: PSYC 20100 or equivalent and PSYC 20200 are strongly recommended.

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. Third- or fourth-year students only
Note(s): It is recommended that students take PSYC 25101 The Psychology of Decision Making before this course, as it provides the conceptual foundations.

PSYC 25750. The Psychology and Neurobiology of Stress. 100 Units.
This course explores the topic of stress and its influence on behavior and neurobiology. Specifically, the course will discuss how factors such as age, gender, and social context interact to influence how we respond to stressors both physiologically and behaviorally. The course will also explore how stress influences mental and physical health.
Instructor(s): G. Norman Terms Offered: Spring
Prerequisite(s): This course does not meet the requirements for the Biological Sciences Major.
Equivalent Course(s): BIOS 29271

PSYC 25901. Psychology for Citizens. 100 Units.
This course will examine aspects of the psychology of judgment and decision making that are relevant to public life and citizenship. Judgment and decision making are involved when people evaluate information about electoral candidates or policy options, when they vote, and when they choose to behave in ways that affect the collective good. Topics considered in the course will include the following. (1) What is good for people? What do we know about happiness? Can/should happiness be a goal of public policy? (2) How do people evaluate information and make decisions? Why does public opinion remain so divided on so many issues? (3) How can people influence others and be influenced (e.g., by policy makers)? Beyond persuasion and coercion, what are more subtle means of influence? (4) How do individuals’ behaviors affect the collective good? What do we know about pro-social behavior (e.g., altruism/charitable giving) and anti-social behavior (e.g., cheating)? (5) How do people perceive and get along with each other? What affects tolerance and intolerance?
Instructor(s): W. Goldstein Terms Offered: Winter
Equivalent Course(s): CHDV 26901

PSYC 25950. The Psychology of Stereotyping and Prejudice. 100 Units.
This course introduces concepts and research in the study of stereotyping and prejudice. Topics include the formation of stereotypes and prejudice; the processes that underlie stereotyping and prejudice; stereotyping and prejudice from the target’s perspective; and prejudice and stereotype reduction. The course will cover a variety of groups (e.g., race, gender, weight, and sexual orientation) and explore the implications of stereotyping and prejudice across a number of settings (e.g., educational, law, and health).
Instructor(s): J. Kubota Terms Offered: Spring
Equivalent Course(s): CRES 25950
PSYC 26660. Genes and Behavior. 100 Units.
There are complex interactions between the genome and behavior. This course will examine how behavior can be understood by investigating the sequence and structure of genes, especially those expressed in the brain. It will consider behaviors in several species (including human), and present various molecular, genetic, and genomic approaches used to uncover how genes contribute to behavior and how behavior alters the genome. Lectures will provide background for gene-behavior interactions that will be further discussed using primary literature readings.
Instructor(s): S. London Terms Offered: Winter
Prerequisite(s): Knowledge of biological systems and/or behavioral science is strongly encouraged.
Note(s): CHDV Distribution: A
Equivalent Course(s): CHDV 26660

PSYC 27950. Evolution and 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, power and dominance, cooperation and competition, biological markets, parental investment, life history and risk-taking, love and mating, physical attractiveness and the market, emotion and motivation, sex and consumer behavior, cognitive biases in decision-making, and personality and psychopathology.
Instructor(s): D. Maestripieri Terms Offered: Autumn
Prerequisite(s): This course does not meet the requirements for the Biological Sciences Major.
Note(s): CHDV Distribution: A; 1*
Equivalent Course(s): CHDV 37950,PSYC 37950,BIOS 29265,ECON 14810,CHDV 27950

PSYC 28850. The Biological Nature of Psychological Problems. 100 Units.
This course is based on the strong assumption that psychology is a biological science, albeit with elements of the social sciences. The course uses a combination of lectures and classroom discussion of primary and secondary source readings assigned for each class meeting. It presents a strong biological science perspective on individual differences in emotions, motivations, and cognitions that cause distress or interfere with adaptive life functioning, but does so in a non-stigmatizing manner. The course begins with a description and discussion of the nature of psychological problems. The course will survey what is known about the genetic, environmental, and epigenetic bases of such problems and the methods used to study genetic influences and gene-environment interactions. Next, students will review what is currently known about the neural and other biological mechanisms involved in maladaptive individual difference in emotion, motivation, and cognitive processes, with discussion of the methods of studying such mechanisms in humans and nonhumans. The pros and cons of the medical model of ‘mental illness’ will be discussed as the major contrast with the natural science view advocated by the instructor.
Instructor(s): B. Lahey Terms Offered: Spring
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-MAJOR PRE-MED STUDENTS, except by petition.
Equivalent Course(s): BIOS 16120

PSYC 29200. Undergraduate Reading in Psychology. 100 Units.
Students are required to submit the College Reading and Research Course Form. Available for either quality grades or for P/F grading. Only one independent study course may count toward the twelve courses required of students majoring in psychology.
Terms Offered: Autumn,Spring,Winter

PSYC 29700. Undergraduate Research in Psychology. 100 Units.
Students are required to submit the College Reading and Research Course Form. Available for either quality grades or for P/F grading. Only one independent study course may count toward the twelve courses required of students majoring in psychology.
Terms Offered: Autumn,Spring,Winter

PSYC 29800. Honors Seminar. 100 Units.
This course is a reading and discussion of general papers on writing and research, and individual students present their own projects to the group. A literature review, data from ongoing or completed empirical projects, or portions of the thesis paper itself can be presented. Students are expected to give thoughtful feedback to others on their presentations and written work.
Instructor(s): B. Prendergast Terms Offered: Winter
Note(s): Open to third- or fourth-year students who are majoring in psychology and have begun their thesis project. Available for either quality grades or for P/F grading.
Public Policy Studies

Department Website: http://pbpl.uchicago.edu

PROGRAM OF STUDY

Public Policy Studies is a multidisciplinary major grounded in the social sciences, with substantial inputs from economics, sociology, political science, and law, among other disciplines. The major recognizes that public issues are not neatly contained within traditional disciplinary boundaries and that analysts possessing a broad range of social scientific understanding, quantitative expertise, and communication skills are well placed to contribute to improved public policies. Public Policy involves direct contact with policy problems, ensuring that academic speculations are well-informed and connected to real-world conditions.

The Public Policy Studies major strives to put analysis before advocacy, stressing that compelling policy analysis is a central component of effective advocacy. We aim to be open and helpful to students of all political persuasions and challenge students to rethink cliched 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 and Second Years

During their first or second year, students should take two quarters of calculus plus STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods.

Many students take the following required three-quarter sequence in their second year, although sometimes students defer taking one or more of these courses until later. Taking the courses in the same year is not required and the courses may be taken in any order.

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<tr>
<th>Course Code</th>
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<th>Units</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>Policy Implementation</td>
<td>100</td>
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</tbody>
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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.

Quantitative Methods

Students are required to take PBPL 26400 Quantitative Methods in Public Policy.

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” course, and the other quarter must be drawn from a “Windows” course. Most students will fulfill this requirement through the two-quarter “practicum” sequence PBPL 26200-26300 Field Research Project in Public Policy I-II. The traditional practicum is designed to teach research methods (e.g., focus groups, community surveys, GIS mapping) in a hands-on way and provide a “window” from the ivory tower into the “real world.” Many of the practica in the past have involved collective work on a real-world policy problem with a community organization or government entity; see, for example, some final reports at https://pbpl.uchicago.edu/cprt.

Alternatives to the traditional two-quarter practicum PBPL 26200-26300 Field Research Project in Public Policy I-II can be drawn from the Methods and Windows courses listed below. A common option is the one-quarter practicum PBPL 26301 Field Research Project in Public Policy, which can count for either a Methods or Windows course and is offered frequently. 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 courses include:
- PBPL 26301 Field Research Project in Public Policy
- PBPL 27040 Public Finance and Public Policy
- ENST 26433 Practicum in Environmental Management
- GEOG 28201 Intro to Geographic Information Systems
- PLSC 22913 The Practice of Social Science Research
- PPHA 34600 Program Evaluation
- PPHA 34810 Mixed Methods Approaches to Policy Research
- SOCI 20001 Sociological Methods
- SOCI 20112 Applications of Hierarchical Linear Models
- SOCI 20118 Survey Research Overview

The Windows courses include:
- PBPL 26301 Field Research Project in Public Policy
- PBPL 24751 The Business of Non-Profits: The Evolving Social Sector
- CHDV 20305 Inequality in Urban Spaces
- ENST 26433 Practicum in Environmental Management
- GEOG 26800 Geography Issues in Housing and Community Development
- 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 Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>MATH 13100-13200</td>
<td>Elementary Functions and Calculus I-II (or higher)</td>
<td>200</td>
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Total Units: 200

MAJOR

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<tr>
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<td>Politics and Policy</td>
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<td>Economics for Public Policy</td>
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<tr>
<td>STAT 22000</td>
<td>Statistical Methods and Applications</td>
<td>100</td>
</tr>
<tr>
<td>or STAT 23400</td>
<td>Statistical Models and Methods</td>
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Three courses in an area of specialization: 300

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBPL 26200-26300</td>
<td>Field Research Project in Public Policy I-II (or equivalent)</td>
<td>200</td>
</tr>
<tr>
<td>PBPL 29800</td>
<td>Senior Seminar</td>
<td>100</td>
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<tr>
<td>BA paper</td>
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</tbody>
</table>

Total Units: 1200

* Credit may be granted by examination.

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 judged to be of superior 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 20305. Inequality in Urban Spaces, 100 Units.

The problems confronting urban schools are bound to the social, economic, and political conditions of the urban environments in which schools reside. Thus, this course will explore social, economic, and political issues, with an emphasis on issues of race and class as they have affected the distribution of equal educational opportunities in urban schools. We will focus on the ways in which family, school, and neighborhood characteristics intersect to shape the divergent outcomes of low- and middle-income children residing with any given neighborhood. Students will tackle an important issue affecting the residents and schools in one Chicago neighborhood.

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

Note(s): CHDV Distribution: B; 2*

Equivalent Course(s): CHDV 40315, CRES 20305, CHDV 20305
PBPL 21425. Health in a Changing America: Social Context and Human Rights. 100 Units.
In this interdisciplinary course, students will consider the social context of health and the social and political commitments necessary to protect health as a human right. We will analyze recent trends in population health, such as the obesity epidemic, the opioid crisis, and the large gaps in life expectancy between neighborhoods in urban centers. Using case studies, students will envision a human rights-based response to these and other health challenges. We will examine the ways that framing health as personal versus public responsibility is consequential for social policy.
Instructor(s): Alicia Riley, Graduate Lecturer in Human Rights Terms Offered: Spring
Equivalent Course(s): HMRT 21403

PBPL 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, ENST 21800

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 any order.

PBPL 22200. Public Policy Analysis. 100 Units.
This course reviews and augments the basic tools of microeconomics developed in ECON 20000 and applies these tools to policy problems. We examine situations in which private markets are likely to produce unsatisfactory results, suggesting a potential rationale for government intervention. Our goal is to allow students to comprehend, develop, and respond to economics arguments when formulating or evaluating public policy.
Instructor(s): J. Leitzel Terms Offered: Winter
Prerequisite(s): PBPL 20000 or ECON 20000
Note(s): PBPL 22100-22200-22300 may be taken in any order. PBPL 22200 is not intended for students majoring in public policy who are planning to specialize in economics or to take advanced economics courses; those students should meet with the program director or administrator to arrange an alternative.

PBPL 22300. Policy Implementation. 100 Units.
Once a policy or program is established, there is the challenge of getting it carried out in ways intended by the policy makers or program designers. This course explores some of the common obstacles, dilemmas, and opportunities that emerge when government (and, in some cases, non-governmental actors) attempts to put a policy into effect. Focused on the United States, and drawing on case studies from poverty, crime, and education, we grapple with prevailing understandings of the implementation process, as well as the functions of bureaucracy, program evaluation, and social movements.
Instructor(s): C. Broughton; A. Hammond Terms Offered: Autumn, Spring
Prerequisite(s): Second-year standing is recommended; attendance on the first day of class is required or registration is dropped.
Note(s): PBPL 22100-22200-22300 may be taken in any order.

PBPL 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 interorganizational 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 30101, SOCI 20101
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: TBD
Prerequisite(s): ECON 20100 required; ECON 21020, STAT 23400 or ECON 21010 strongly recommended
Equivalent Course(s): ECON 28700

PBPL 23600. Political Sociology. 100 Units.
This course provides analytical perspectives on citizen preference theory, public choice, group theory, bureaucrats and state-centered theory, coalition theory, elite theories, and political culture. Theses competing analytical perspectives are assessed in considering middle-range theories and empirical studies on central themes of political sociology. Local, national, and cross-national analyses are explored. The course covers readings for the Sociology PhD. Prelim exam in political sociology.
Instructor(s): T. Clark Terms Offered: Spring
Prerequisite(s): Completion of the general education requirement in social sciences
Equivalent Course(s): ENST 23500, SOCI 30106, SOCI 20106

PBPL 24000. Chicago Neighborhoods. 100 Units.
This course is an applied learning experience in which students explore the many dimensions of Chicago neighborhoods, with a particular focus on the built environment and how it impacts—and is impacted by—the social and economic life of the city. Students will observe, interpret, and represent neighborhoods through a series of exercises designed to deepen knowledge about the significance and meaning of neighborhood form. Readings and fieldwork will engage students in neighborhood analysis and observation techniques that explore contemporary issues about public life, diversity, and social equity.
Instructor(s): E. Talen Terms Offered: Autumn
Equivalent Course(s): GEOG 24000, GEOG 34000, SOCS 36000, SOCS 26000

PBPL 24308. Reproductive Worlds. 100 Units.
This course explores how human reproduction and the reproductive body is compelled, constrained, enabled, and narrated across the globe. The “natural” aspects of reproduction intersect in increasingly fraught and often surprising ways with its technological/scientific, institutional/professional, religious/spiritual, and political/ideological aspects. The starting point for the course is that the reproduction of bodies is differently understood and politically contested among and for various groups of people. We will pay particular attention to the ways bodies, ideas, and technologies flow throughout global contexts, while exploring how inequalities at various levels (race, class, geographic region, nationality, gender, sexuality, practices of family making) impact the “nature” of the reproductive body, and how reproductive practices “reproduce” such inequalities. We will also explore how knowledge of the reproductive body is contested through biomedicine, law, and media, with particular attention to naturalizing discourse about gender and intuition. Finally, we will look at how ecology and reproduction are intertwined via concern about environmental toxicities and the impact of non-human actors.
Instructor(s): A. Ford Terms Offered: Spring
Equivalent Course(s): GNSE 24308, ANTH 24309

PBPL 24701. U.S. Environmental Policy. 100 Units.
Environmental policy is the product of political, historical, economic, and cultural factors that lead to certain outcomes (and not others). This course will examine each of these factors and their importance in shaping the environmental policies that exist in the United States, with consideration of both public lands and pollution control policies, as well as the theoretical underpinnings of environmental activism and policymaking.
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, Spring, Winter
Prerequisite(s): Instructor consent required. During 6th and 7th week, students must submit an application to CampusCATALYST, a nonprofit that assists in the coordination of consulting projects. Please see the quarterly time schedules for the CampusCATALYST application link.

PBPL 24800. Urban Policy Analysis. 100 Units.
This course addresses the explanations available for varying patterns of policies that cities provide in terms of expenditures and service delivery. Topics include theoretical approaches and policy options, migration as a policy option, group theory, citizen preference theory, incrementalism, economic base influences, and an integrated model. Also examined are the New York fiscal crisis and taxpayer revolts, measuring citizen preferences, service delivery, and productivity.
Instructor(s): T. Clark Terms Offered: Autumn
Equivalent Course(s): SOCI 30120, SOCI 20120

PBPL 24901. Trade, Development, and Poverty in Mexico. 100 Units.
With a focus on the past two decades, this interdisciplinary course explores the impact of economic integration, urbanization, and migration on Mexico and, to a lesser extent, on the United States—in particular, working class communities of the Midwestern Rust Belt. The course will examine work and life in the borderland production centers; agriculture, poverty, and indigenous populations in rural Mexico; evolving trade and transnational ties (especially in people, food products and labor, and drugs) between the U.S. and Mexico; and trade, trade adjustment, and immigration policy.
Instructor(s): C. Broughton Terms Offered: Autumn
Prerequisite(s): 2nd year standing required; attendance on the first day of class is required or registration will be dropped.
Equivalent Course(s): LACS 24901, SOCI 20251

PBPL 25730. Social Justice and Social Policy. 100 Units.
What is a fair policy? Policy makers often appeal to justice, fairness, or rights to justify policy. Yet it is often unclear what exactly these concepts mean. This course will examine contemporary theories of justice and teach students how these theories can be applied to public policy issues. We will start with three general theories of justice: utilitarianism, liberal equality, and libertarianism. We will then discuss more specific issues pertaining to marginalized groups such as immigrants or the disabled. Finally, we will examine empirical evidence about peoples’ fairness beliefs in the US and abroad. The course will allow students to form a more coherent notion of what they think is fair, while understanding that rational people can legitimately disagree with each other about what is fair.
Instructor(s): I. Marinescu Terms Offered: TBD

PBPL 25810. Social Problems, Social Policy, and Social Change. 100 Units.
This course is designed to provide an analytic framework that enables students to understand how social problems are socially constructed, how social policies are created in response to those identified problems, and how social change efforts both shape and respond to the policy environment. During the quarter, we will examine how social problems, policies and programs are framed, re-framed, and addressed and how individuals, organizations, and relevant constituencies are involved in these processes. In addition to providing an overview of the relationship between social problems, social policy, and social change efforts, the course encourages critical thought about the role of professionals (social workers, activists, journalists, etc.) in constructing and contesting social problems and solutions.
Instructor(s): J. Mosley Terms Offered: TBD

PBPL 26002. Urban Design Studio. 100 Units.
Based on prior course work in either neighborhood or pedestrian-scale urbanism, students in this course will have the chance to formulate a proposal for intervention to address an issue previously uncovered. The proposal could be in the form of a written policy, two-dimensional plan, or three-dimensional design, depending on student interest. Example topics include policy proposals to address issues of gentrification and displacement, proposals to increase the spatial equity and accessibility of public space, three-dimensional visioning of future infill on vacant land, or development of a new kind of urban code to encourage pedestrian life.
Instructor(s): E. Talen Terms Offered: Spring
Equivalent Course(s): GEOG 24200, ENST 26002, SOCS SOCS
PBPL 26003. Chicago by Design. 100 Units.
This course examines the theory and practice of urban design at the scale of block, street, and building—the pedestrian realm. Topics include walkability; the design of streets; architectural style and its effect on pedestrian experience; safety and security in relation to accessibility and social connection; concepts of urban fabric, repair, and placemaking; the regulation of urban form; and the social implications of civic spaces. Students will analyze normative principles and the debates that surround them through readings and discussion as well as firsthand interaction with the urbanism of Chicago.
Instructor(s): E. Talen Terms Offered: Autumn
Equivalent Course(s): GEOG 24300, ENST 26003, SOSC 26003

PBPL 26200-26300. Field Research Project in Public Policy I-II.
This two-quarter sequence will expose students to real-world policy-making questions and field-based research methodologies. We will organize ourselves as a policy think tank working with various city agencies, non-profit organizations, and other corporations to design a research project, collect data, conduct analysis, and present findings. In the first quarter, we will follow a robust methodological training program in collaboration with University partners to advance the foundations laid elsewhere in the Public Policy Studies program. In the second quarter, this expertise in a full range of research methodologies will be put into practice to tackle public policy problems in the city and neighborhoods that surround the University.

PBPL 26200. Field Research Project in Public Policy I. 100 Units.
See sequence description.
Instructor(s): Staff Terms Offered: TBD
Prerequisite(s): Open only to public policy studies majors. Third year standing recommended. PBPL 26200-26300 must be taken in sequence.

PBPL 26300. Field Research Project in Public Policy II. 100 Units.
See course sequence description.
Instructor(s): Staff Terms Offered: TBD
Prerequisite(s): PBPL 26200; open only to public policy studies majors. Third year standing recommended. PBPL 26200-26300 must be taken in sequence.

PBPL 26301. Field Research Project in Public Policy. 100 Units.
This one-quarter, project-based research course introduces students to hands-on social and policy research in the service of a client. Students will engage in a variety of field research methods, both quantitative and qualitative, in order to gather data on sociological and policy-based questions related to the needs of our community-based, not-for-profit clients. Students will use the data they gather to practice their write-up and presentation skills, culminating in a final research-based client presentation and extended memo.
Instructor(s): C. Broughton, Staff Terms Offered: Autumn, Spring, Winter
Prerequisite(s): Open only to public policy studies majors. Third-year standing recommended.
Note(s): This course satisfies the Public Policy windows and methods practicum requirement and is intended only for that purpose.

PBPL 26400. Quantitative Methods in Public Policy. 100 Units.
Policy designers and policy analysts should understand the quantitative methods whereby social and economic reality can be described and policy outcomes evaluated; this course will introduce the basic methodologies used in quantitative social description. The underlying discipline is statistics, and this course will focus on statistical thinking and applications with real data sets. Students will be introduced to sampling, hypothesis testing, and regression, as well as other components of the basic toolkit of quantitative policy analysis.
Instructor(s): A. Fowler Terms Offered: Spring

PBPL 26416. Latin American Extractivisms. 100 Units.
Latin American Extractivisms
This course will survey the historical antecedents and contemporary politics of Latin American extractivisms. While resource extraction in Latin America is far from new, the scale and transnational scope of current “neoextractivisms” have unearthed unprecedented rates of profit as well as social conflict. Today’s oil wells, open-pit mines, and vast fields of industrial agriculture have generated previously unthinkable transformations to local ecologies and social life, while repeating histories of indigenous land dispossession in the present. Yet parallel to neo-extractive regimes, emergent Latin American social movements have unleashed impassioned and often unexpected forms of local and transregional resistance. Readings in the course will contrast cross-regional trends of extractive economic development and governance with fine-grained accounts of how individuals, families, and communities experience and respond to land dispossession, local and transregional conflict, and the ecological and health impacts of Latin American extractivisms.
Instructor(s): Stefanie Graeter Terms Offered: Spring
Equivalent Course(s): ANTH 23093, LACS 26416
PBPL 26530. Environment, Agriculture, and Food: Economic and Policy Analysis. 100 Units.
The connections between environment, agriculture, and food are inherent in our social, cultural, and economic networks. Land use, natural resource management, energy balances, and environmental impacts are all important components in the evolution of agricultural systems. Therefore it is important to develop ways in which to understand these connections in order to design effective agricultural programs and policies. This course is designed to provide students with guidance on the models and tools needed to conduct an economic research study on the intersecting topics of environment, agriculture, and food. Students learn how to develop original research ideas using a quantitative and applied economic policy analysis for professional and scholarly audiences. Students collect, synthesize, and analyze data using economic and statistical tools. Students provide outcomes and recommendations based on scholarly, objective, and policy relevant research rather than on advocacy or opinions, and produce a final professional-quality report for a workshop presentation and publication. This small seminar course is open by instructor consent to undergraduate and graduate students who meet the prerequisites. For consideration, please submit a one-page proposal of research to pge@uchicago.edu.
Instructor(s): S. Shaikh Terms Offered: Winter
Prerequisite(s): ECON 20000 or ECON 20100 or PBPL 20000 or PBPL 22200 (or equivalent), STAT 22000 or STAT 23400 or PBPL 26400 (or equivalent); for ECON Enrollment: ECON 20000 and ECON 20100, STAT 23400
Equivalent Course(s): ECON 26530, PPFA 32510, ENST 26530

PBPL 26531. Environment, Agriculture, and Food: Advanced Economic and Policy Analysis. 100 Units.
This course is an extension of ENST 26530 but also stands alone as a complete course itself. Students don’t need to take ENST 26530 to enroll in this course. This small seminar course is open by instructor consent to undergraduate and graduate students who meet the prerequisites. For consideration, please submit a one-page proposal of research to pge@uchicago.edu.
Instructor(s): S. Shaikh Terms Offered: Not offered 2017-18
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, PPFA 32520, ENST 26531

PBPL 26700. Economics of Education. 100 Units.
This course explores economic models of the demand for and supply of different forms of schooling. The course examines the markets for primary, secondary, and post-secondary schooling. The course examines numerous public policy questions, such as the role of government in funding or subsidizing education, the design of public accountability systems, the design of systems that deliver publicly funded (and possibly provided) education, and the relationship between education markets and housing markets.
Instructor(s): D. Neal Terms Offered: TBD
Prerequisite(s): ECON 21020 or ECON 21030
Equivalent Course(s): ECON 26700

PBPL 27000. International Economics. 100 Units.
This course covers international economics with an emphasis on international trade. The basic theories of international trade are introduced and used to analyze welfare and distributional effects of international trade, government policies, and technology diffusion. In addition, this course also discusses the main empirical patterns of international trade and international investment.
Instructor(s): F. Tintelnot Terms Offered: Spring
Prerequisite(s): ECON 20100
Equivalent Course(s): ECON 27000

PBPL 27040. Public Finance and Public Policy. 100 Units.
This course analyzes the rationales for government intervention in the economy, the form that intervention takes, and the effects of government policy. We will review the economic tools of analysis used in public finance, including cost-benefit analysis, and apply them to government policies, largely at the federal level. The course will focus on policies to remedy externalities, the provision of public goods, social insurance, and the effects of taxes. Within social insurance, we will cover social security and health reform. We will also explore the role of taxations in government policy. Tax topics include the effect of taxes on consumers and firms, savings and corporate decisions, and fundamental tax reform.
Instructor(s): A. Jones Terms Offered: Winter
Prerequisite(s): PBPL 20000 or ECON 20000

PBPL 27750-27775. Practicum in Environment, Agriculture, and Food Policy I-II.
This course 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.
No description available.
Instructor(s): S. Shaikh Terms Offered: Autumn. Not offered 2017-18
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.
No description available.
Instructor(s): S. Shaikh Terms Offered: Winter. Not offered 2017-18
Prerequisite(s): Open only to Public Policy majors and Environmental Studies majors and minors
Equivalent Course(s): ENST 27751

PBPL 27809. Violence in the Early Years. 100 Units.
This course will address issues related to children’s exposure to violence. Classes will cover topics including, but not limited to, the history of violence against children (infanticide, etc), children’s literature, parental violence towards children, school-related violence, practices such as female genital mutilation, and other policy-relevant issues related to violence in children’s lives. We will analyze policies and reforms, review relevant research on each topic, and examine implications of the findings to policy and practice.
Instructor(s): A. Adukia Terms Offered: Winter
Prerequisite(s): Third- or fourth year standing required

PBPL 27818. Philosophical Foundations of Public Policy. 100 Units.
“Evidence-based policy making” sounds like a slogan everyone can get behind. But its central components, cost-benefit analysis and program evaluation, have each been subject to severe philosophical questioning. Does cost-benefit analysis ignore important ethical concerns? Does program evaluation ignore valuable kinds of knowledge? We will introduce each of these debates, and then take up the question of how evidence-based policy might be reconciled with democratic theory. Class discussion and assignments will consider these topics in the context of specific policy areas, including climate change, discrimination, and education.
Instructor(s): S. Ashworth Terms Offered: Autumn
Prerequisite(s): ECON 20000, PBPL 20000, ECON 20100, or PBPL 22200.

PBPL 27821. Urban Schools and Communities. 100 Units.
This course focuses on urban communities and the contextual factors influencing the organization of schools. It emphasizes historical, anthropological, and sociological perspectives as we explore questions about the purpose and history of public schools, the influences on the character of their structure and organization (especially in urban areas), and the surrounding context, such as housing, policy, race and class. The topics detailed below provide essential intellectual perspectives on the history, work, and complexities of urban schools.
Instructor(s): S. Stoelinga Terms Offered: Autumn
Note(s): CHDV Distribution: C
Equivalent Course(s): CHDV 27821, SOCI 20226

PBPL 27823. Urban School Reform: History and Policy. 100 Units.
This course explores the goals, logic, and contradictions of the American education and school improvement efforts. We will consider the history of school reform and the processes that influence education policy implementation and enactment. Current school reform debates and policies will be analyzed from historical, contemporary, and divergent perspectives, considering theories of organizational change. The strengths and shortcomings of current school reform policies will be considered with a stress on understanding the wide range of goals for education, the process of policy-making, and the complexity of organizational and systemic change implied in reform policy.
Instructor(s): S. Stoelinga Terms Offered: Spring
Equivalent Course(s): SOCI 20239

PBPL 27900. Global-Local Politics. 100 Units.
Globalizing and local forces are generating a new politics in the United States and around the world. This course explores this new politics by mapping its emerging elements: the rise of social issues, ethno-religious and regional attachments, environmentalism, gender and life-style identity issues, new social movements, transformed political parties and organized groups, and new efforts to mobilize individual citizens.
Instructor(s): T. Clark Terms Offered: Winter
Equivalent Course(s): HMRT 20116, HMRT 30116, SOCI 30116, LLSO 20116, SOCI 20116

PBPL 27919. Research in School Improvement. 100 Units.
Research evidence and data play an increasingly important and complex role in efforts to reform underperforming school systems in the United States. Both education policy and practice increasingly rely on sophisticated understandings of a dynamic interplay of complex organizations, systems, and policymaking. This course introduces students to cutting edge models for using research and data public school reform efforts, including examples of randomized control trials, district-based research, research-practice partnerships, and quality improvement strategies. The course includes concrete illustrations of research that reshaped educational practice drawn from the UChicago Consortium on School Research.
Instructor(s): Elaine Allensworth and David Johnson Terms Offered: Winter
PBPL 28019. Educational Policy Effects on Students’ Development. 100 Units.
This course examines the role of schools in students’ cognitive and socio-emotional development, and the influence of local, state, and federal educational policy on students’ outcomes. We will analyze the factors that contribute to student growth and development, both inside and outside of school, and school practices that are designed to promote equity and growth. Specific educational policies that have influenced educational practice will be discussed, including the assumptions behind them, their intended purpose, their unintended consequences, and the evidence for their success or failure.
Instructor(s): Elaine Allensworth and Shanette Porter Terms Offered: Spring

PBPL 28050. Remaking Chicago: The City That Works on Social Change. 100 Units.
In this sociological and policy-oriented course, students interface with change-agents in Chicago—community residents, religious leaders, and social activists; not-for-profit and governmental actors; and educators and researchers. The course explores how these change-agents advance innovative and also tried-and-true approaches to social problems, especially those of low-income areas characterized by troubled schools and high rates of crime (and with a particular focus on South Side neighborhoods). Students are asked to think critically about how meaningful social change occurs, and why it so often does not. The central components of the course are Chicago-oriented readings, guest speakers and panels, Friday excursions, and independent field research.
Instructor(s): Broughton, C. Terms Offered: Spring
Prerequisite(s): Open to Study Chicago Quarter students.

PBPL 28270. Economics and International Health. 100 Units.
This course uses the tools of applied microeconomics to explore public health issues in the developing world. The course will develop an economic approach to health and health behavior, and examine how health care markets in developing countries mediate the welfare of patients. We will consider the economic aspects of HIV, malaria, diarrhea, and air pollution. Along the way, we will weigh the merits of common policy responses to these problems.
Instructor(s): D. Bennett Terms Offered: TBD
Prerequisite(s): ECON 19800, ECON 20000 or PBPL 20000 (Microeconomics) and a Statistics course or consent of the instructor.

PBPL 28300. Health Economics and Public Policy. 100 Units.
This course analyzes the economics of health and medical care in the United States with particular attention to the role of government. The first part of the course examines the demand for health and medical care and the structure and the consequences of public and private insurance. The second part of the course examines the supply of medical care, including professional training, specialization and compensation, hospital competition, and finance and the determinants and consequences of technological change in medicine. The course concludes with an examination of recent proposals and initiatives for health care reform.
Instructor(s): D. Meltzer Terms Offered: Spring
Prerequisite(s): PBPL 20000 or ECON 20000 and one undergraduate course in quantitative research methods (Statistics or Econometrics) or the equivalent or consent of the instructor.
Equivalent Course(s): ECON 27700, PPHA 38300, CCTS 38300, PBHS 38300

PBPL 28350. Education and Development: Policy and Research. 100 Units.
This course covers policy issues related to education in developing contexts. We will analyze education policies and reforms, review relevant research on each topic, and examine implications of the findings to policy and practice. Topics include understanding factors that influence educational decisions, provision of basic needs in schools, teacher pay and incentives, school choice, discrimination and inclusion in education, early childhood education, and education in emergency settings. We will often have guest speakers who are working in policy and practice share their on-the-ground experiences followed by a class-led discussion about related academic papers.
Instructor(s): A. Adukia Terms Offered: TBD
Prerequisite(s): A microeconomics course and a statistics course. This course is intended for third- and fourth-year students; first-year students not admitted; second-year students require instructor consent.

PBPL 28375. Political Economy of Development. 100 Units.
This course explores why some countries are poor and violent, and what (if anything) peaceful and prosperous countries can do to foster stability and development elsewhere in the world. The first half of the course looks at history and theory to understand the roots of violence and how order and development emerged in some places. The second half of the course looks at Western interventions in the last half century (and today), from aid to military intervention to democracy portion, to understand why some efforts succeed and fail.
Instructor(s): C. Blattman Terms Offered: TBD
PBPL 28425. Strategic Behavior and Regulation of Firms. 100 Units.
This course will examine the role of public policy in oligopoly markets, where competition is imperfect. We will examine the strategies that firms use to increase profits, the effects of those strategies on consumers, and the cases for and against regulatory intervention in markets. Topics will include issues such as mergers, predation, price discrimination, collusion, and network economics. Class discussions will frequently focus on the economics of recent business and regulatory case studies, such as the California electricity crisis, Google’s use of its search engine, and net neutrality regulation. An important component of the course will be the Competitive Strategy Game, in which students will form firms that compete against one another in several simulated markets, allowing students to gain first-hand experience with some of the strategic decisions firms regularly face.
Instructor(s): R. Kellogg Terms Offered: Autumn
Prerequisite(s): PBPL 20000 or ECON 20000

PBPL 28488. Politics and Public Policy in Latin America. 100 Units.
This course will cover the politics of policy making in Latin America. The first part will focus on understanding the problems of economic development in the region. It will address how and why Latin America is different by looking at its economic outcomes, economic and social policies and political institutions. It will also look at different examples of how political institutions shape policy outcomes. The second part will ground the distinctiveness of Latin America in its history, and show why understanding this is critical for comprehending why it is so different from the United States. It will explore how these historical factors persist, for example, how the legacy of authoritarianism shapes redistributive policies and how these historical foundations have created the weak Latin American states we see today. The third part of the course will look at how groups such as civil society or violent actors can also shape policymaking and welfare in this region. Finally, it will discuss some perspectives on whether some countries in the region have managed to find ways to change their political institutions and subsequently their social and economic policies with the prospect of creating a more prosperous society. The aim of this course is for students to gain empirical knowledge on the region’s politics and policies as well as practical understanding of political factors that shape policy outcomes.
Instructor(s): Maria Bautista Terms Offered: Spring
Prerequisite(s): PBPL 20000 or ECON 20000

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, Spring, Winter

PBPL 28538. Political Economy of Natural Resources. 100 Units.
The aim of this course is to provide students with an understanding of the political and economic consequences of natural resource wealth. The course will combine theoretical models and empirical evidence on the relationship between natural resources and outcomes such as low economic growth, authoritarianism, corruption and conflict. We will look at the very different experiences of different resource-rich countries (e.g. Norway vs. Venezuela) and will also explore the differences across resources (e.g. oil vs minerals). The course will provide a setting for the discussion of the merits and potential pitfalls of various policies for the management of natural resource wealth.
Instructor(s): Luis Martinez Terms Offered: Winter
Prerequisite(s): PBPL 20000 or ECON 20000 and PBPL 26400

PBPL 28550. Social Experiments: Design and Experimentation. 100 Units.
The pressure in many fields (notably medicine, health research, and education) for evidence-based results has increased the importance of the design and analysis of social investigations. This course will address two broad topics: (i) the design of experiments, quasi-experiments, and surveys; and (ii) the use of these social investigations for generalization in policy areas. The course will explore how the relationship between surveys and experiments can inform generalization from experiments. Randomized clinical trials in medicine, field experiments in economics and psychology, and the use of scientific evidence in policy formulation will be among the examples.
Instructor(s): Staff Terms Offered: TBD

PBPL 28605. Economic Analysis of Law. 100 Units.
This course applies the involvement of the choice theory of economics to the opportunities obtainable within different legal environments. The likelihood that a person will choose to return a lost wallet, keep a promise, drive more carefully, or heed the terms in a will is partly a function of the applicable laws and regulations. Alternative rules, under the standard Law and Economics approach, are compared in terms of the economic efficiency of their subsequent outcomes. This efficiency lens of Law and Economics is applied to rules concerning property, torts, contracts, and criminal behavior.
Instructor(s): J. Leitzel Terms Offered: Autumn
Prerequisite(s): ECON 20100
Equivalent Course(s): ECON 28600
PBPL 28640. Mixed Methods Approaches to Policy Research. 100 Units.
This course will introduce students to a diverse range of mixed methods approaches to policy research. Students will learn about multiple disciplinary perspectives and methodological approaches to policy research. The course will expose students to different styles of mixed methods research, including a small project on qualitative data analysis. Students in this course will become critical consumers of both qualitative and quantitative research, specifically, what types of questions best lend themselves to quantitative, qualitative, and mixed methods studies.
Instructor(s): A. Claessens Terms Offered: Autumn

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?
Instructor(s): A. Fowler Terms Offered: TBD

PBPL 28730. Insurgency in South and Southeast Asia. 100 Units.
This course will trace the emergence, spread, and decline of insurgencies across South and Southeast Asia. We will use cutting-edge theoretical and quantitative research to examine the causes of each conflict—from the Naxal Insurgency in India to the varied separatist movements in Indonesia—and draw on in-depth case studies of various counterinsurgency strategies to assess how these conflicts were or might be resolved through cooperation between local and international actors. Students will engage with ongoing field data collection efforts in Thailand and the Philippines, and will use original microdata as a core feature of their final research paper.
Instructor(s): A. Fowler Terms Offered: TBD

PBPL 28747. The Modern Welfare State. 100 Units.
In 2016, Denmark was the happiest country in the world according to a United Nations happiness report. Denmark, along with Sweden and Finland have shared 20 years of relative prosperity and now are among the wealthiest countries in the world in terms of GDP per capita. They are also `welfare states' with very high levels of taxation and redistribution—policies at odds with traditional views on the power of incentives to encourage prosperity. The influence of the Nordic Model is evident in policy discussion in the US on issues ranging from educational subsidies to family-friendly workplaces. What can policy makers in other countries learn from the successes and failures of the Nordic Model? This class has three goals: 1. to familiarize you with Nordic taxes and subsidies, 2. to help you understand why these policies are successful (or appear to be successful), and 3. to give you the tools to critically evaluate suggestions for similar policy implementation in the US.
Instructor(s): A. Fowler Terms Offered: Winter
Prerequisite(s): PBPL 26400 or equivalent

PBPL 28750. Conflict: Root Causes, Conseq. and Solutions for the Future. 100 Units.
This course will focus on understanding the causes and consequences of conflict, drawing on literatures from economics, political science and psychology. We will study why people join armed groups; and examine the role of ethnicity, religion and poverty in terrorism and civil war. We will also study whether conflict has lasting consequences on social cohesion and prospects for economic development. Finally, we will examine how individuals reconcile and rebuild in the aftermath of conflict.
Instructor(s): Dube, O Terms Offered: Winter

PBPL 28775. Poverty and Economic Development. 100 Units.
This course focuses mainly on the microeconomic fundamentals of economic development. We will study causes of poverty and underdevelopment, poverty measurement issues, and policies to improve well-being. We will concentrate on topics such as fertility, nutrition and health, education, labor markets, intra-household allocation of resources and foreign aid. Empirical evidence from developing economies will be used extensively.
Instructor(s): A. Menendez Terms Offered: Autumn
Prerequisite(s): A microeconomics course and a statistics/econometrics course is required. This course is recommended for third and fourth-year students.

PBPL 28790. Psychology for Policy Designers. 100 Units.
Many policies are aimed at influencing people's behavior. The most well-intentioned policies can fail, however, if they are not designed to be compatible with the way people actually think and make decisions. This course will draw from the fields of cognitive, social, and environmental psychology to (1) examine the ways in which human behavior deviates from the standard rational actor model typically assumed by economics, and (2) provide strategies for improving the design, implementation, and evaluation of public-facing policies. The basic premise of this course is that a foundational understanding of human behavior can lead not only to more effective policies, but enhanced decision-making and well-being.
Instructor(s): K. Wolske Terms Offered: Spring
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 28820. Machine Learning and Policy. 100 Units.
The goal of this course is to make students better producers and consumers of machine learning tools designed to help solve public policy problems. One thing this goal requires is some understanding of the basics of machine learning: how it works, what makes it different from the usual sort of statistical and econometric tools that we tend to use in social science studies of public policy problems, and how to implement these prediction models (which we will be doing in R, a free statistical program that now includes many machine learning packages). But this goal also requires some understanding of issues that are outside the usual machine learning toolkit, such as: what sorts of public policy problems are right for these tools, and which are not; how do we know whether a new prediction tool is capable of actually improving policy decisions, not just predicting outcomes accurately within some hold-out set; what additional considerations around fairness and other normative values may arise in using machine learning tools for public policy applications; and what challenges are associated with getting policymakers, front-line practitioners or individual citizens to make use of prediction tools, and resulting decision aids.
Instructor(s): J. Ludwig Terms Offered: Spring

PBPL 28920. Inequality: Origins, Dimensions, and Policy. 100 Units.
For the last three decades, incomes in the United States and across the globe have grown more unequal. That fact has attracted worldwide attention from scholars, governments, religious figures, and public intellectuals. In this interdisciplinary course, participating faculty members drawn from across the University and invited guest speakers will trace and examine the sources and challenges of inequality and mobility in many of its dimensions, from economic, political, legal, biological, philosophical, public policy, and other perspectives.
Instructor(s): A. Sanderson and Staff Terms Offered: Winter
Prerequisite(s): Third- or fourth-year standing
Equivalent Course(s): ECON 24720,BPRO 28900

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, both those now in use and those under development, and the policy questions associated with each, as well as with more overarching aspects of energy policy that may affect several, perhaps many, technologies.
Instructor(s): S. Berry, G. Tolley Terms Offered: Autumn
Prerequisite(s): PQ: Third- or fourth-year standing. For ECON majors who want ECON credit for this course (ECON 26800): PQ is ECON 20100.
Equivalent Course(s): CHSS 37502,ECON 26800,ENST 29000,PPHA 39201,PSMS 39000,BPRO 29000

This course explores how legal institutions protect and punish children in the United States. We will spend the first part of the course exploring the child welfare system, which purports to protect children from abuse and neglect through various mechanisms including foster care and the termination of parental rights. We will spend the second part of the course exploring the juvenile justice system, which purports to prosecute and rehabilitate children for their criminal acts in a system separate from the criminal justice system. In the final part of the course, we will consider special topics in this area of law and policy including “cross-over youth” (i.e. children involved in both systems), unaccompanied immigrant children, homeless and runaway youth, and the so-called “school-to-prison-pipeline.” This course will place special emphasis on the judges, lawyers, law enforcement officers, and social workers that comprise these legal institutions.
Instructor(s): Andrew Hammond Terms Offered: Autumn
Equivalent Course(s): HMRT 29050,LLSO 29050
PBPL 29120. Poverty Law and Policy Reform. 100 Units.
This seminar seeks to give students a comprehensive understanding of the major anti-poverty programs in the United States with an emphasis on current challenges and reform proposals. We will spend the first half of the course exploring the implementation and evaluation of the programs that make up the traditional safety net for poor Americans: income supports, health insurance, and housing assistance. We will spend the rest of the quarter exploring topics that complicate the traditional social policy regime, including how the safety net is more robust for some groups, such as the elderly and veterans, than others. We will explore how the legal systems of immigration and incarceration hamper anti-poverty policy and how safety net programs address the needs of rural and Native Americans. Finally, we will investigate two recent developments in the field: social entrepreneurship and the critique of procedural rights.
Instructor(s): Hammond, A. Terms Offered: Spring
Prerequisite(s): No first year students; attendance on the first day of class is required.
Equivalent Course(s): HMRT 29120, LLSO 29120

PBPL 29122. Comparative Law and the Welfare State. 100 Units.
How do welfare states, complex public systems of the twentieth century, respond to various challenges of the twenty-first? Drawing on both comparative legal methods and social science, this course explores how contemporary societies manage globalization, population aging and inequality through social welfare law. Specific areas of study may include old age insurance, childcare, healthcare, labor market regulation and immigration law.
Instructor(s): Andrew Hammond Terms Offered: Winter
Equivalent Course(s): LLSO 29122

PBPL 29200. Global Energy & Climate Challenge: Economics, Science & Policy. 100 Units.
The global energy and climate challenge is one of the most important and urgent problems society faces. Progress requires identifying approaches to ensure people have access to the inexpensive and reliable energy critical for human development, without causing disruptive climate change or unduly compromising health and the environment. The course pairs technical and economic analysis to develop an understanding of policy challenges in this area. Lecture topics will include the past, present, and future of energy supply and demand, global climate change, air pollution and its health consequences, selected energy technologies such as solar photovoltaics, nuclear power, unconventional oil and gas, and an analysis of theoretical and practical policy solutions in developed and emerging economies.
Instructor(s): M. Greenstone, J. Deutch Terms Offered: Autumn
Prerequisite(s): PQ: Third- or fourth-year standing in the College.
Equivalent Course(s): ECON 26730, ENST 28220, BPRO 29200

PBPL 29355. Leading Complex Organizations. 100 Units.
In virtually any field of endeavor, individuals will find themselves operating within organizations — many of them quite complex. By studying leadership of such organizations at the outset of a career, individuals will learn how to better succeed within any organization and will attain a level of preparation for assuming leadership positions if they ultimately become available. The seminar will cover a number of critical subjects: the difference between leadership and management; the development of the organization’s sense of mission and the strategy to achieve it; organizational culture; building and leading a team; entrepreneurial leadership; organizational transformation; leading an organization through crisis; how a leader relates to an organization’s governing body and external constituencies; how leaders are held accountable.
Instructor(s): Thomas Cole Terms Offered: Spring
Prerequisite(s): Third- or fourth-year standing

PBPL 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, Spring, Winter
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.
No description available.
Terms Offered: Autumn, Spring, Winter
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: Winter
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.
No description available.
Instructor(s): Staff Terms Offered: Autumn, Spring, Winter
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.
RELIGIOUS STUDIES

Department Website: https://divinity.uchicago.edu/undergraduate-program-religious-studies-0

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 with permission to enroll in graduate Divinity courses may count these toward the major. Students who wish to receive credit in the major for non-departmental courses must submit a petition to the Director of Undergraduate Studies. Such requests are decided on a case-by-case basis. NOTE: The Office of the Dean of Students in the College must also approve the transfer of all courses taken at institutions other than those in which students are enrolled as part of a study abroad program that is sponsored by the University of Chicago. For more information, visit Examination Credit and Transfer Credit.

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
Religious Studies 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

RLST 10100  Introduction to Religious Studies  100
One course in historical studies in religious traditions  100
One course in constructive studies in religion  100
One course in cultural studies in religion  100
Six additional courses in Religious Studies  600
RLST 29800  BA Paper Seminar  100
RLST 29900  BA Paper  100
Total Units  1200

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 at https://college.uchicago.edu/sites/college.uchicago.edu/files/attachments/consent_minor_program.pdf.

Sample Program

The following group of courses would satisfy a minor in Religious Studies:

RLST 10100  Introduction to Religious Studies  100
RLST 11004  Introduction to the Hebrew Bible  100
RLST 21801  Religion and Society in the Middle Ages  100
RLST 23603  Cosmos and Conscience: Looking for Ourselves Elsewhere  100
RLST 23900  Buddhist Thought in India and Tibet  100
RLST 22505  Histories of Japanese Religion  100
RLST 26800  The Mahabharata in English Translation  100
Total Units  700
RELIGIOUS STUDIES COURSES

RLST 10100. Introduction to Religious Studies. 100 Units.
What are we talking about when we talk about religion? There are a multitude of answers to that question, and this course provides students with an entry way into a longstanding conversation—involving insiders, outsiders, and those in between—around the meanings of a word that indexes ideas of god and the gods, of origins and ends, and of the proper places of humans (and everything else, including animals) above, in, and below the globe. Talk about religion today is, in fact, cheap: this course will aim to promote a grammatical currency (morphology, vocabulary, syntax) to enhance the value of such talk.
Instructor(s): Sarah Hammerschlag Terms Offered: Winter
Note(s): Required of students who are majoring in Religious Studies.

RLST 11004. Introduction to the Hebrew Bible. 100 Units.
The Hebrew Bible (Old Testament) is a complex anthology of disparate texts and reflects a diversity of religious, political, and historical perspectives from ancient Israel, Judah, and Yehud. Because this collection of texts continues to play an important role in modern religions, new meanings are often imposed upon it. In this course, we will attempt to read biblical texts apart from modern preconceptions about them. We will also contextualize their ideas and goals through comparison with texts from ancient Mesopotamia, Syro-Palestine, and Egypt. Such comparisons will demonstrate that the Hebrew Bible is fully part of the cultural milieu of the Ancient Near East. To accomplish these goals, we will read a significant portion of the Hebrew Bible in English, along with representative selections from secondary literature. We will also spend some time thinking about the nature of biblical interpretation.
Instructor(s): Jeffrey Stackert Terms Offered: Autumn
Note(s): This course may be used to fulfill the College’s general education requirement in civilization studies. Equivalent Course(s): BIBL 31000,JWSC 20120,NEHC 20504,NEHC 30504

RLST 12602. Introduction to the New Testament. 100 Units.
This is an introductory course to the history and literature of the New Testament. Our primary focus will be to read select texts of the New Testament, with an emphasis on their literary nature, their historical problems and sources, their theological visions, and their historical, geographic, social, religious, political, and cultural contexts in early Jewish and Greco-Roman worlds. One will have the opportunity to situate one’s questions about and approaches to these texts in light of the history of scholarly research and through critical reflection about the methods and goals of interpretation. Discussions groups will meet on Fridays.
Instructor(s): Margaret Mitchell Terms Offered: Winter
Equivalent Course(s): FNDL 28205,BIBL 32602

RLST 20230. Jerusalem: The "Holy" City. 100 Units.
What makes a city “holy?” How is religious space created and contested? How can one city be claimed by three faiths? This course will attempt to answer these questions and many others by tracing the religious history of Jerusalem—a religious center for Jews, Christians, and Muslims—from its founding under King David to the modern Israeli/Palestinian conflict. For roughly three thousand years, Jerusalem has served as a site of creation, interaction, and conflict for these traditions and millions of their adherents. Using primary and secondary materials, along with theoretical works, we will analyze Jerusalem as an object of study in relation to common themes of Religious Studies like sacred space, pilgrimage, and myth.
Instructor(s): Marshall Cunningham Terms Offered: Spring

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): Staff Terms Offered: Autumn
Equivalent Course(s): NEHC 30601,SOSC 22000,HIST 25610,HIST 35610,ISLM 30601,NEHC 20601

RLST 20402. Islamic Thought and Literature II. 100 Units.
This course covers the period from ca. 950 to 1700, surveying works of literature, theology, philosophy, sufism, politics, history, etc., written in Arabic, Persian and Turkish, as well as the art, architecture and music of the Islamicate traditions. Through primary texts, secondary sources and lectures, we will trace the cultural, social, religious, political and institutional evolution through the period of the Fatimids, the Crusades, the Mongol invasions, and the “gunpowder empires” (Ottomans, Safavids, Mughals).
Instructor(s): 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 30602,SOSC 22100,ISLM 30602,CMES 30602,NEHC 20602
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): A. El Shamsy Terms Offered: Spring
Note(s): This course does not apply to the medieval studies major or minor. Equivalent Course(s): NEHC 30603, SOSC 22200, NEHC 20603

RLST 20408. 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 20120 (Introduction to the Hebrew Bible).
Instructor(s): David Schloen Terms Offered: Winter
Note(s): This course may be used to fulfill the College's general education requirement in civilization studies. Equivalent Course(s): NEHC 20121, NEHC 30121, JWSC 20121

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): F. Donner Terms Offered: Autumn
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 30501, HIST 25704, HIST 35704, ISLM 30500, NEHC 20501

RLST 20840. Radical Islamic Pieties, 1200 to 1600. 100 Units.
Some knowledge of primary languages (i.e., Arabic, French, German, Greek, Latin, Persian, Spanish, Turkish) helpful. This course examines responses to the Mongol destruction of the Abbasid caliphate in 1258 and the background to formation of regional Muslim empires. Topics include the opening of confessional boundaries; Ibn Arabi, Ibn Taymiyya, and Ibn Khaldun; the development of alternative spiritualities, mysticism, and messianism in the fifteenth century; and transconfessionalism, antinomianism, and the articulation of sacral sovereignties in the sixteenth century. All work in English. This course is offered in alternate years.
Instructor(s): C. Fleischer Terms Offered: Winter
Prerequisite(s): Consent of instructor
Equivalent Course(s): HIST 25901, HIST 35901, NEHC 20840

RLST 21304. Religion and the American Civil Rights Movement. 100 Units.
This course is an introduction to the civil rights movement of the 1950s and 1960s, though some attention is focused on the emergence and the consequences of this period. We will begin the course with a discussion of the moral and religious assault on Jim Crow segregation and then move to religious opposition to racial and political inequality in American society. Although emphasis will be placed on religious protest against racial oppression and inequality, we also linger on religious support for segregation and racial injustice. Rather than a straightforward narrative of progress, the course will seek to understand how competing visions for racial justice and opposition to such visions came together in the aftermath of the height of Civil Rights activism.
Instructor(s): Curtis J. Evans Terms Offered: Winter

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: Winter

RLST 21601. Saints and Barbarians: The Conversion of Europe. 100 Units.
How did Europe become Christian, and why? Who were these new Christians, and how did they shape what it meant to be Christian? What happened to those who were left out? And did Europe need to become Christian before it could become Europe? This course will examine these questions and more from the earliest stirrings of the new religion, through the fall of Rome and the barbarian invasions, the expansion of the Carolingian world, and the age of the Vikings. We will consider the relationship between the Church and the Roman state, Christian attitudes toward the barbarians, and the missions to northern Europe, as well manifestations of religion in "popular" Christianity and the emergence of consciously Christian monarchies.
Instructor(s): L. Pick Terms Offered: Winter
RLST 22121. Censorship from the Inquisition to the Present. 100 Units.
Collaborative research seminar on the history of censorship and information control, with a focus on the history of books and information technologies. The class will meet in Special Collections, and students will work with the professor to prepare an exhibit, *The History of Censorship*, to be held in the Special Collections exhibit space in the spring. Students will work with rare books and archival materials, design exhibit cases, write exhibit labels, and contribute to the exhibit catalog. Half the course will focus on censorship in early modern Europe, including the Inquisition, the spread of the printing press, and clandestine literature in the Renaissance and Enlightenment. Special focus on the effects of censorship on classical literature, both newly rediscovered works like Lucretius and lost books of Plato, and authors like Pliny the Elder and Seneca who had been available in the Middle Ages but became newly controversial in the Renaissance. The other half of the course will look at modern and contemporary censorship issues, from wartime censorship, to the censorship of comic books, to digital-rights management, to free speech on our own campus. Students may choose whether to focus their own research and exhibit cases on classical, early modern, modern, or contemporary censorship. This course is part of the College Course Cluster, *The Renaissance.*
Instructor(s): A. Palmer & S. McManus Terms Offered: Autumn
Prerequisite(s): Admission by consent of instructor
Equivalent Course(s): CLCV 25417, CLAS 35417, HIST 35421, HIPS 35421, KNOW 21403, KNOW 31403, HREL 34309, SIGN 26010, HIST 25421

RLST 22123. History of Skepticism. 100 Units.
Before we ask what is true or false, we must ask how we can know what is true or false. This course examines the vital role doubt and philosophical skepticism have played in the Western intellectual tradition, from pre-Socratic Greece through the Enlightenment, with a focus on how Criteria of Truth—what kinds of arguments are considered legitimate sources of certainty—have changed over time. The course will examine dialog between skeptical and dogmatic thinkers, and how many of the most fertile systems in the history of philosophy have been hybrid systems which divided the world into things which can be known, and things which cannot. The course will touch on the history of atheism, heresy and free thought, on fideism and skeptical religion, and will examine how the Scientific Method is itself a form of philosophical skepticism. Primary source readings will include Plato, Sextus Empiricus, Lucretius, Ockham, Pierre Bayle, Montaigne, Descartes, Francis Bacon, Hobbes, Voltaire, Diderot, and others.
Instructor(s): A. Palmer Terms Offered: Winter
Note(s): No prerequisites; first-year students welcome.
Equivalent Course(s): HIST 39516, CLCV 28517, CLAS 38517, HIPS 39516, CHSS 39516, KNOW 21406, KNOW 31406, HREL 39516, SIGN 26011, HIST 29516

RLST 23030. Introduction to Phenomenology of Religion. 100 Units.
General introduction to phenomenology to philosophy of religion, starting from Husserl into the ‘theological turn of phenomenology’, through Heidegger, Ricoeur, Levinas, Henry
Instructor(s): Jean-Luc Marion Terms Offered: Spring

RLST 23303. Black Theology: An Introduction. 100 Units.
In the 1960s, a group of black religious leaders began to discuss the relation between African American culture and the Christian religion. This course explores their creation, known as black theology of liberation. We will discuss the domestic, global, economic, cultural, and political contexts for the rise of this indigenous American phenomenon. And we will look at some of the theories, methods, and theologies of the pioneers in this field of inquiry.
Instructor(s): Dwight Hopkins Terms Offered: Spring

RLST 23506. Being Human in the Anthropocene. 100 Units.
The Anthropocene is a relatively new term to describe a geologic age in which humans shape the earth on a planetary scale (e.g. through climate change, nuclear weapons). While this term arose in the sciences, it raises many questions best addressed by the humanities including the study of religion and ethics. After discussing definitions of the Anthropocene, this course will examine several questions about what it means to be human in the Anthropocene. These questions may include What vision of humanity is that is implied by or presumed by the Anthropocene? Is the term problematically or appropriately anthropocentric (human centered)? Does the term allow or discourage recognizing the uneven contributions to environmental change and the uneven burdens of environnement.
Instructor(s): Sarah Fredericks Terms Offered: Winter
RLST 23902. Self-Cultivation and the Way in Traditional China. 100 Units.
In this course we will explore three distinct but interrelated modes of self-cultivation and the contemplative life from premodern China: those exemplified by the Laozi, and in particular by those artists and philosophers who drew upon the text; by the Chan tradition in Tang and Song Buddhism; and by the Song Neo-Confucian philosopher and exegete Zhu Xi (1130–1200). We will read classic texts in these modes (and a few modern ones too) closely, attuning ourselves as best we can to their original contexts, and we will brood together on how we might use them in our own contemplative lives. Central to the course will be careful consideration of the different understandings of the Way (Dao) found in our texts and how these different Ways structured conceptions of the ideal human life.
Instructor(s): P. Copp Terms Offered: Autumn
Equivalent Course(s): EALC 23902

RLST 23903. Jainism: An Indian Religion and its Contributions to Philosophy. 100 Units.
The course will introduce the history and doctrines of the Jaina religion and, in the second half of the quarter, turn to consider a selection of recent writings on Jaina philosophy in particular. Though there is no formal prerequisite, the course will presuppose a basic background in the study of Indian religions and philosophies, as is given, for instance, in Indian Philosophy I & II (RLST 24201, RLST 24202). Please contact the instructor (m-kapstein@uchicago.edu) if you are uncertain as to your prior preparation.
Instructor(s): M. Kapstein Terms Offered: Winter
Prerequisite(s): Open only to Juniors and Seniors
Equivalent Course(s): DVPR 32401,HREL 32401

RLST 23905. Is Buddhism a Religion? 100 Units.
One often hears it said that “Buddhism is not a religion, it’s […]” — with the ellipsis variously filled in as (e.g.) “a philosophy,” “a kind of mind science,” “a spiritual practice,” etc. This course will explore the origins and function of this meme, as well as the question of what, if anything, distinguishes a tradition as “religious.” It is hoped that we will, along the way, learn a bit about Buddhism, and/or about various Asian encounters with colonialism, empire, and modernity. And also maybe about being human in today’s world.
Instructor(s): Daniel A. Arnold Terms Offered: Spring

RLST 26150. Introduction to Buddhism. 100 Units.
This course will be an introduction to the ideas and meditative practices of the Theravada school of South and Southeast Asian Buddhism, from ancient to modern times. It will study both classical texts and modern ethnography.
Instructor(s): S. Collins Terms Offered: TBD
Equivalent Course(s): CHDV 29701,SALC 29700

RLST 26801. Many Ramayanas. 100 Units.
This course is a close reading of the great Hindu Epic, the story of Rama’s recovery of his wife, Sita, from the demon Ravana on the island of Lanka, with special attention to the changes in the telling of the story throughout Indian history. Readings are in Paula Richman, Many Ramayanas and Questioning Ramayanas; the Ramayanas of Valmiki (in translation by Goldman, Sattar, Shastrī, and R. K. Narayan), Kampan, and Tulsi; the Yogavāsistha-Mahāramayana; and contemporary comic books and films.
Instructor(s): W. Doniger Terms Offered: Winter
Prerequisite(s): Consent of instructor
Equivalent Course(s): FNDL 22901,SALC 42501,SCTH 40701,HREL 42501

RLST 27701. Religious Law, SECULAR LAW, and Sexual Deviation-Ancient India. 100 Units.
The Laws of Manu, the Arthasastra, and the Kamasutra. This course will compare these three important texts in order, first, to understand the social norms for religion and sexuality in ancient India (in The Laws of Manu); and then to discover how those widely accepted scientific texts (the Kamasutra, on pleasure, and the Arthasastra, on politics) challenged those norms.
Instructor(s): Wendy Doniger Terms Offered: Summer
Equivalent Course(s): GNSE 44009,SALC 44000,HREL 44009

RLST 28309. The Bible, the Reformation, and Modernity. 100 Units.
In celebration of the five hundredth anniversary of the Protestant Reformation, this course will examine the interpretation of the Bible both in the work of the Reformation’s founding figure, Martin Luther, and in one of the interpretive trajectories influenced by the Reformation, namely, modern biblical criticism. We will focus especially on the interpretation of the books of Genesis and Deuteronomy in Luther’s comments and in modern, critical scholarship. Themes to be addressed include faith, the hiddenness of God, idolatry, and the law.
Instructor(s): Jeffrey Stackert, Susan Schreiner Terms Offered: Winter
RLST 28310. Byzantium: Art, Religion, Culture I. 100 Units.
In this introductory seminar we will explore works of art and architecture as primary sources for Byzantine civilization. Through the close investigation of artifacts of different media and techniques, students will gain insight into the artistic production of the Byzantine Empire from its foundation in the 4th century A.D. to the Ottoman conquest in 1453. We will employ different methodological approaches and resources that are relevant for the fruitful investigation of artifacts in their respective cultural setting. In order to fully assess the pivotal importance of the visual arts in Byzantine culture, we will address a wide array of topics, including art and ritual, patronage, the interrelation of art and text, classical heritage, art and theology, Iconoclasm, etc.
Instructor(s): K. Krause Terms Offered: Winter
Equivalent Course(s): RLVC 32302, ARTH 32302, ARTH 23202, HCHR 32302

RLST 28610. Topics in EALC: Major Works of East Asian Buddhism. 100 Units.
An exploration of key textual and artistic works of East Asian Buddhism, including Chinese translations of Indic scriptures such as the Lotus and Vimalakirti sutras, Chan/Soen/Zen treatises and dialogues, and important works of Buddhist visual and material culture, including shrine murals, devotional prints, reliquaries, and sculptures.
Instructor(s): P. Copp Terms Offered: Autumn
Equivalent Course(s): EALC 10500

RLST 29700. Reading and Research Course. 100 Units.
No description available.
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.
Program of Study

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. Two of these programs offer major or minor credit: The three civilization courses in the French-language European Civilization in Paris program can be used for credit in the French major or minor, assuming a student is not using these courses to fulfill the general education civilization studies requirement. Similarly, the three civilization courses in the Spanish-language Civilization in the Western Mediterranean program in Barcelona can be used for credit in the Spanish major or minor, if these courses are not used to fulfill the general education civilization studies requirement. Further information is available from the Study Abroad office or at study-abroad.uchicago.edu.

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 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 to their College adviser.

The programs 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:

One of the following: 100

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>FREN 20500</td>
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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>
</tr>
<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>
</tr>
</tbody>
</table>

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. Students must complete a substantial part of the course work (e.g., readings, writing) in the appropriate Romance language in order to receive credit.

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 Italian, one of the nine courses must be ITAL 23410, an introductory gateway course designed to facilitate the transition between language courses and upper level electives. As such, students are strongly encouraged to take this gateway course before beginning upper level coursework. The eight remaining courses should be upper
level courses in or related to Italian. Most will be Italian literature and culture courses, but up to four of the eight can be Italian studies courses, which are largely interdisciplinary courses taught by affiliated faculty. A list of eligible Italian studies courses will be maintained on the department website.

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 Code</th>
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</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>

Courses in the major may not be counted toward general education requirements. For courses that are not taken as part of a University of Chicago study abroad program, students must petition for elective credit from the College before requesting departmental credit.

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.

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 no later than Friday of fifth week of Spring Quarter of their fourth year. Students with papers judged superior by the BA paper adviser and another faculty reader will be recommended to the Master of the Humanities Collegiate Division for honors. Only RLLT students who wish to be considered for honors are required to write a BA paper.

Students should select a faculty supervisor for the paper early in Autumn Quarter of their fourth year. During 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.

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.

Summary of Requirements: French

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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>Eight courses in French literature and culture (including at least one introductory course and at least three including pre-nineteenth-century material)</td>
<td>800</td>
<td></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 Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITAL 20400</td>
<td>Corso di perfezionamento</td>
<td>100</td>
</tr>
<tr>
<td>ITAL 23410</td>
<td>Reading and Practice of the Short Story</td>
<td>100</td>
</tr>
<tr>
<td>Eight upper level Italian courses (up to four may be interdisciplinary Italian studies courses; see department website for list of eligible courses)</td>
<td>800</td>
<td></td>
</tr>
<tr>
<td>BA paper (if the student wishes to qualify for honors)</td>
<td></td>
<td></td>
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</tbody>
</table>

Total Units 1000
Summary of Requirements: Spanish

One of the following: 100

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<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>
</tr>
<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>
</tr>
<tr>
<td>SPAN 21500</td>
<td>Introducción al análisis literario</td>
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</table>

Three of the following: 300

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<tr>
<td>SPAN 21703</td>
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<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>

Five additional courses in Spanish literature and culture 500

BA paper (if the student wishes to qualify for honors)

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 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 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**

One of the following advanced language courses: 100

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>FREN 20500</td>
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<td>Composición y conversación avanzada II</td>
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</tr>
</tbody>
</table>

Five literature courses, including three introductory literature courses in French or Spanish, or the agreed-upon alternative in Italian 500

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 600

BA paper (if the student wishes to qualify for honors)

Total Units 1200

**Summary of Requirements**

**Program with Greater Emphasis on One Literature**

One of the following advanced language courses: 100

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>An intermediate-advanced Catalan language course</td>
<td></td>
</tr>
<tr>
<td>FREN 20500</td>
<td>Ecrire en français</td>
</tr>
<tr>
<td>ITAL 20400</td>
<td>Corso di perfezionamento</td>
</tr>
<tr>
<td>PORT 21500</td>
<td>Curso de Aperfeiçoamento</td>
</tr>
<tr>
<td>SPAN 20400</td>
<td>Composición y conversación avanzada I</td>
</tr>
</tbody>
</table>
### 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 for the minor program signed by the appropriate RLLT undergraduate adviser. Students must then submit a copy of the signed approval form 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 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.

In Italian, one of the six courses must be ITAL 23410, an introductory gateway course designed to facilitate the transition between language courses and upper level electives. As such, students are strongly encouraged to take this gateway course before beginning upper level coursework. The four remaining courses in the minor will be upper level courses in or related to Italian. Most will be Italian literature and culture courses, but up to two may be Italian Studies courses, which are largely interdisciplinary courses taught by affiliated faculty. A list of eligible Italian Studies courses will be maintained on the department website.

The minor in Catalan requires a total of six courses beyond the first-year language sequence (11100 or 12200). One course must be an intermediate-advanced language course (11200 or equivalent). The balance must consist of five literature and culture courses, including at least one introductory-level course (21600 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. Students must complete a substantial part of the course work (e.g., readings, writing) in the appropriate Romance language in order to receive credit.

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATA 21600</td>
<td>Catalan Culture and Society: Art, Music, and Cinema</td>
<td>500</td>
</tr>
<tr>
<td>CATA 21900</td>
<td>Contemporary Catalan Literature</td>
<td></td>
</tr>
</tbody>
</table>

### Summary of Requirements: Minor in French

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 20500</td>
<td>Ecrire en français</td>
<td>500</td>
</tr>
</tbody>
</table>

| Total Units | 600 |

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<table>
<thead>
<tr>
<th>SPAN 20402</th>
<th>Curso de redacción académica para hablantes nativos</th>
<th>600</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>

Three introductory literature courses in French or Spanish, or the agreed-upon alternative in Italian

Four courses in the same Romance literature (French, Italian, or Spanish)

Three courses in a second Romance literature (Catalan, French, Italian, Portuguese, or Spanish)

One of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 21503</td>
<td>Approches à l’analyse littéraire</td>
<td>100</td>
</tr>
<tr>
<td>SPAN 21500</td>
<td>Introducción al análisis literario</td>
<td></td>
</tr>
</tbody>
</table>

The agreed-upon alternative in Catalan, Italian, or Portuguese

BA paper (if the student wishes to qualify for honors)

### Total Units

| Total Units | 1200 |
Summary of Requirements: Minor in Italian

ITAL 20400 Corso di perfezionamento 100
ITAL 23410 Reading and Practice of the Short Story 100
Four courses in Italian literature and culture (up to two may be interdisciplinary Italian Studies courses; see department website for list of eligible courses) 400
Total Units 600

Summary of Requirements: Minor in Portuguese

PORT 21500 Curso de Aperfeiçoamento 100
Five courses in Luso-Brazilian literature and culture (i.e., with PORT number above 20200) 500
Total Units 600

Summary of Requirements: Minor in Spanish

One of the following: 100
- SPAN 20400 Composición y conversación avanzada I
- SPAN 20402 Curso de redacción académica para hablantes nativos
- SPAN 20500 Composición y conversación avanzada II
- SPAN 20602 Discurso académico para hablantes nativos

A total of five courses from the following: 500
  - Two or three of the following:
    - SPAN 21703 Introducción a las literaturas hispánicas: textos españoles clásicos
    - SPAN 21803 Introducción a las literaturas hispánicas: textos españoles contemporáneos
    - SPAN 21903 Introducción a las literaturas hispánicas: textos hispanoamericanos desde la colonia a la independencia
    - SPAN 22003 Introducción a las literaturas hispánicas: del Modernismo al presente
  - Two or three additional Spanish literature and culture courses

Total Units 600

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 12200-12300. Catalan for Speakers of Romance Languages I-II.
Catalan for Speakers of Romance Languages

CATA 12200. Catalan for Speakers of Romance Languages I. 100 Units.
This course is intended for speakers of other Romance languages to quickly develop competence in spoken and written Catalan. In this introductory course, students learn ways to apply their skills in another Romance language to mastering Catalan by concentrating on the similarities and differences between the two languages.
Instructor(s): A. Girons Masot Terms Offered: Autumn, 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): A. Girons Masot Terms Offered: Winter
Prerequisite(s): Familiarity with a Romance language.
Note(s): Must be taken for a quality grade.

CATA 21100. Català avançat: Llengua, societat i cultura. 100 Units.
This advanced-level course will focus on speaking and writing skills through the study of a wide variety of contemporary texts and audiovisual materials. It will provide students with a better understanding of contemporary Catalan society. Students will study problematic grammatical structures, write a number of essays, and participate in multiple class debates.
Instructor(s): A. Girons Masot Terms Offered: Autumn
Prerequisite(s): CATA 11200, CATA 12300 or consent of instructor
Literature and Culture

CATA 21600. Catalan Culture and Society: Art, Music, and Cinema. 100 Units.
This course provides an interdisciplinary survey of contemporary Catalonia. We study a wide range of its cultural manifestations (architecture, paintings, music, arts of the body, literature, cinema, gastronomy). Attention is also paid to some sociolinguistic issues, such as the coexistence of Catalan and Spanish, and the standardization of Catalan.
Instructor(s): A. Girons Masot Terms Offered: Spring
Note(s): The course will be conducted in English and/or Catalan, depending on the students’ command of the language.
Equivalent Course(s): SPAN 21610

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): A. Girons Masot Terms Offered: Winter
Note(s): Taught in English.
Equivalent Course(s): CATA 31900, SPAN 21910, SPAN 31910

CATA 27917. Catalan Multipart Singing in Modern and Contemporary History. 100 Units.
To sing together “a veus” (multipart) has historically been an experiential way to build social groups. The aim of this course is to present this activity across Catalonia from the 16th to the 21st century, paying special attention to how multipart singing has articulated a large part of association and shared community life since the middle 19th century. The Catalan example will be placed among multipart singing in Mediterranean Latin countries, where the phenomenon is shared with great intensity.
Instructor(s): J. Ayats Terms Offered: Spring
Prerequisite(s): Reading knowledge of Arabic, Catalan, French, Italian, Portuguese or Spanish. Prerequisite for students taking course for music credit: MUSI 23300.
Equivalent Course(s): CATA 37917, SPAN 27917, SPAN 37917, MUSI 27918, MUSI 37918

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.

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: Autumn, Spring, 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: 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: Autumn, Winter, Spring
Prerequisite(s): FREN 10200 or placement.
Note(s): Must be taken for a quality grade.
FREN 10123. Summer Intensive Elementary French. 300 Units.
Summer Elementary French is an eight-week course which helps students build a solid foundation in the basic patterns of written and spoken French and their use in everyday communication. Attention will be given to all four language skills (listening, speaking, reading, and writing). Completing this sequence is the equivalent of FREN 10100-10200-10300 during the regular academic year, and it will fulfill the College language competency requirement for UChicago students.
Instructor(s): Staff Terms Offered: Summer. Summer 2017 dates: 6/19/17-8/10/17
Note(s): Successfully completing this course will fulfill the College language competency requirement.

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 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, Spring, Winter
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.

FREN 23333. Reading French for Research Purposes. 100 Units.
This intensive course is designed to take students with a basic knowledge of French to the level of reading proficiency needed for research. To that end, students will work on grammar, vocabulary, and reading strategies. Students will read a range of scholarly texts, a number of which will be directly drawn from their respective areas of research.
Instructor(s): Staff Terms Offered: Spring, Summer, Winter. Summer 2017 dates: 6/19/17-7/21/17
Equivalent Course(s): FREN 33333

Literature and Culture
All literature classes are conducted in French unless otherwise indicated. Students who are taking a course for credit toward the French major or minor do all work in French. With prior consent of instructor, nonmajors may write in English.
FREN 21700. Le Roman de la rose. 100 Units.
The mid-thirteenth-century Roman de la Rose was arguably the single most influential vernacular text of the (French) Middle Ages. A sprawling, encyclopedic summa composed by two separate authors writing some forty years apart, whether taken as a source of inspiration or an object of condemnation, the Roman de la Rose became an obligatory point of reference for generations of authors. Over the course of the quarter, we will read the conjoined text, each student focusing their reading through a critical optic of their choice (e.g., gender studies, animal studies, ethics and philosophy, reception studies, manuscript studies, etc.). Students will select and read ancillary texts to enrich their understanding of the Rose, and will collaborate with one another to chart a rich and diverse set of interpretive paths through this complex work.
Instructor(s): D. Delogu Terms Offered: Autumn
Prerequisite(s): FREN 20500 and at least one other literature course taught in French.
Note(s): Taught in English, with readings in French.
Equivalent Course(s): FREN 31700, GNSE 27300, FNDL 21700

FREN 21820. Blinding Enlightenment. 100 Units.
The French Enlightenment marks a blinding explosion of moral, philosophical, and artistic creativity. The dynamics of self and other are explored as vehicles for critical thought as well as a playful, even ironic understanding of a modern self that is being defined and constructed in and through many of the works that we will read for this course. The dialectics of passion and reason are examined in this unfurling of a newly self-conscious modernity. This introductory-level course will examine some of the great works of the French Enlightenment in their specific relation to the world we have become. Works by Voltaire, Montesquieu, Diderot, and Rousseau, as well as Marivaux and Beaumarchais; genres: theater, novels, philosophical dialogues, and tales.
Instructor(s): R. Morrissey Terms Offered: Winter
Prerequisite(s): FREN 20500
Note(s): Introductory-level course. Discussion, readings, and writing in French.

FREN 21903. Introduction à la littérature française III: Littérature du 19e. 100 Units.
An introduction to some major nineteenth-century French literary works, this course emphasizes the main cultural debates of the period through some close readings and discussions. We study various literary genres from early Romanticism to the rise of Symbolism. Authors may include Chateaubriand, Mme de Staël, Benjamin Constant, Balzac, George Sand, Hugo, Musset, Zola, Lamartine, Baudelaire, Rimbaud, Verlaine, and Mallarmé.
Instructor(s): D. Desormeaux Terms Offered: Spring
Prerequisite(s): FREN 20500
Note(s): Classes conducted in French.

FREN 22203. The Literary Avant-Garde. 100 Units.
This course surveys the history and aesthetics of French avant-garde groups and tendencies in the twentieth century, from Dada and surrealism to the Nouveau Roman and Oulipo. While our focus will be on literary texts, we will also consider theoretical perspectives on the avant-garde and explore connections and contacts between literature and the other arts. Authors studied include Apollinaire, Artaud, Breton, Robbe-Grillet, Sarraute, and Perec.
Instructor(s): A. James Terms Offered: Autumn
Prerequisite(s): FREN 20500 and one other literature course taught in French.
Note(s): Taught in French.
Equivalent Course(s): FREN 32203

FREN 22217. Anthropologie, littérature et société 100 Units.
Du naturalisme de Zola (France) à la littérature-monde de Mabanckou (Congo), en passant par l’exotisme de Segalen (France) ou la négritude de Senghor (Sénégal), la littérature de langue française est pleine de ces œuvres inspirées, voire imprégnées, de savoirs anthropologiques. Mais l’inverse est aussi vrai puisque, dès la fin du XIXe siècle, il n’est pas rare de voir les anthropologues s’intéresser à l’écriture littéraire comme moyen d’exploration, de découverte et d’exposition de problématiques propres aux sciences sociales. Ce cours d’introduction se propose d’aborder, à travers un nombre réduit de textes fondateurs (Rousseau, Gobineau, Firmin, Césaire, Lévi-Strauss, etc.), certaines des grandes questions sociopolitiques et culturelles (race, culture, nation, religion, etc.) qui ont poussé les écrivains et savants, aux XIXe et XXe siècles, à dépasser les barrières institutionnelles de leurs disciplines respectives. Il s’agira grâce à cette approche interdisciplinaire de comprendre comment la pensée des uns a pu permettre de réinventer la pratique des autres, et vice versa.
Instructor(s): B. Craipain Terms Offered: Autumn
Prerequisite(s): FREN 20500
Note(s): Taught in French.
FREN 23217. La réalité et ses contraires du moyen âge au XVIIe siècle. 100 Units.
What if I told you that the real was imaginary and the imaginary was real? This course will explore the concepts of the marvelous, the imaginary, and the real through a selection of French literature from the Middle Ages to the 17th century. The Middle Ages are often perceived as a rigid feudal society. Yet, fairies abound in stories, objects shape-shift, and objects magically transform under our eyes. In the 16th century truth appears to harden through advances in science, mathematics, and art. But simultaneously religious schisms, the discovery of the New World, and political anarchy shake the notion of the world's stable limits to the core. The 17th century is known for Descartes’ rationalism and classical regularity. But even here there is the unexpected, the surprising je ne sais quoi and overwhelming ineffable. Through the literature of each era, we will see how reality often mixes with the marvelous and everything is not always as it seems.
Instructor(s): E. Van Dyke Terms Offered: Spring
Prerequisite(s): FREN 20500
Note(s): Taught in French.

FREN 23610. Littérature et société: Flaubert et Marx. 100 Units.
Our approach to Flaubert will be sociological. Three novels will be studied (Madame Bovary, Un cœur simple, and L’Éducation sentimentale) in direct relation with texts from Marx, Althusser, and other critics on alienation, merchandise, value theory, and the revolution of 1848 (Capital, Manuscripts of 1844, The German Ideology, and 18 Brumaire de Louis Napoleon).
Instructor(s): P. Desan Terms Offered: Autumn
Note(s): Taught in English, with Flaubert readings in French. Meets RLL French section's graduate theory requirement.
Equivalent Course(s): FREN 33610,FNDL 23610

FREN 25551. Psychoanalytic Theory: Freud and Lacan. 100 Units.
For this course, we will read major texts by Freud and Lacan. Freud readings will include “Beyond the Pleasure Principle,” “Note on a Mystic Writing Pad,” “The Uncanny,” “Jensen’s Gradiva,” the Dora case, and a selection of texts from other works. Lacan readings: “Seminar on the Purloined Letter,” Poe’s “The Purloined Letter,” “God and the Jouissance of the Woman: A love letter,” and parts of the Ecrits. We will also read excerpts from a variety of texts that use the writings of Freud and Lacan for theoretical purposes: Derrida, Sarah Kristeva, Irigaray, Zizek, and others.
Instructor(s): Françoise Meltzer Terms Offered: Winter
Equivalent Course(s): FREN 35551,CMLT 35500,CMLT 25500

FREN 26103. Les Misérables. 100 Units.
In this course we read Les Misérables and discuss the work’s message, structure, and aesthetic vision. We will be particularly attentive to Victor Hugo’s role as an observer of nineteenth-century French society as well as an actor in the political life of his times.
Instructor(s): R. Morrissey Terms Offered: Spring
Prerequisite(s): FREN 20500
Note(s): All classes and texts in French; presentations preferred in French, but English will be acceptable depending on the concentration. Written work in French or English.
Equivalent Course(s): FREN 36103,FNDL 26100

FREN 26217. Histoire du théâtre français de la Renaissance aux Lumières. 100 Units.
Entre le XVie et le XVIIe siècle, le théâtre français connaît une période de remarquable effervescence. La tragédie renaît avec la Cléopâtre captive d’Étienne Jodelle (1553), la pastorale et la tragi-comédie connaissent une popularité sans précédent, la comédie est à jamais transformée par la représentation de L’école des femmes (1663), le théâtre lyrique et l’opéra-comique acquièrent leurs spécificités respectives et le drame bourgeois rencontre ses premiers succès. Ce cours d’Histoire du théâtre français de la Renaissance aux Lumières se propose d’examiner la poétique de chacun de ces genres dans le contexte des grands courants esthétiques de l’époque (humanisme, baroque et classicisme). Tout en soulignant que les pièces produites durant les trois siècles étudiés sont encore tributaires des sources antiques et médiévales, ce panorama montrera de quelle façon le génie de certains auteurs – ainsi que les querelles que suscite l’opposition morale et intellectuelle à l’art dramatique – contribue au développement d’un des spectacles les plus brillants et les plus acclamés d’Europe.
Instructor(s): J. Perrier-Chartrand Terms Offered: Spring
Note(s): Taught in French.
Equivalent Course(s): FREN 36217,TAPS 26217,TAPS 36217
FREN 26220. Classicism, Romanticism, Modernism. 100 Units.
This undergraduate/graduate course will examine the problematic impact of seventeenth-century French “Classicism” on the later literary movements of Romanticism and modernism, considering both the violent resistance and enduring influence it encounters. We will pair readings—of both literary (poetic, dramatic, narrative) and critical works—from the 17th century (e.g., Molière, Mme de Sévigné, Boileau, and Racine) with later counterparts ranging from Germaine de Staël, Chateaubriand, Stendhal, and Hugo to Gide, Valéry, Genet, and Beckett.
Instructor(s): L. Norman Terms Offered: Winter
Prerequisite(s): FREN 20500 and one introductory-level literature course taught in French.
Note(s): Taught in French.
Equivalent Course(s): FREN 36220

FREN 27701. Baudelaire. 100 Units.
An in-depth study of Baudelaire’s works. We will read (in English translation) Les Fleurs du mal, Les Petits poèmes en prose, and selections from his art criticism, in order to develop a perspective on this great poet who was both classical and romantic, both a traditional and a revolutionary artist who helped create modernism.
Instructor(s): R. Warren Terms Offered: Winter
Note(s): Taught in English. Students taking the course for French credit will do readings in French and participate in a weekly French discussion section.
Equivalent Course(s): FNDL 27701

FREN 28500. Les Revenants: histoire, fiction et société au 19e siècle. 100 Units.
Instructor(s): D. Desormeaux Terms Offered: Winter
Prerequisite(s): Undergraduates must be in their third or fourth year.
Note(s): Taught in French.
Equivalent Course(s): FREN 38500

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
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 sequence meets in Paris.
SOSC 27501. Civilisation Européenne I. 100 Units.
No description available.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): Advanced knowledge of French

SOSC 27601. Civilisation Européenne II. 100 Units.
No description available.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): Advanced Knowledge of French

SOSC 27701. Civilisation Européenne III. 100 Units.
No description available.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): Advanced Knowledge of French

ITALIAN COURSES
Language
Must be taken for a quality grade. No auditors are permitted.

ITAL 10100-10200-10300. Beginning Elementary Italian I-II-III.
This three-quarter sequence is intended for beginning and beginning/intermediate students in Italian. It provides
students with a solid foundation in the basic patterns of spoken and written Italian (e.g., grammar, vocabulary,
sociocultural norms) to develop their speaking, listening, writing, and reading skills. Although the three classes
constitute a sequence, there is enough review and recycling at every level for students to enter the sequence at
whatever level is appropriate for them. Cultural awareness is enhanced through the use of authentic audio-visual
materials and literary texts.

ITAL 10100. Beginning Elementary Italian I. 100 Units.
This course is intended for students who have no previous knowledge of Italian and for those who need an
in-depth review of the basic patterns of the language.
Terms Offered: Autumn
Note(s): Must be taken for a quality grade.

ITAL 10200. Beginning Elementary Italian II. 100 Units.
This course offers a rapid review of the basic patterns of the language and expands on the material presented
in ITAL 10100.
Terms Offered: Winter
Prerequisite(s): ITAL 10100 or placement
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: 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 20400. Corso di perfezionamento. 100 Units.
This course helps students achieve a very high level of composition and style through the acquisition of numerous writing techniques. Using a variety of literary and nonliterary texts as models, students examine the linguistic structure and organization of several types of written Italian discourse. This course is also intended to help students attain high levels in reading, speaking, and listening through readings and debates on various issues of relevance in contemporary Italian society.
Terms Offered: Autumn
Prerequisite(s): ITAL 20300, placement, or consent of instructor
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 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.

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 Difficoli, 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 22914. The Italian Renaissance. 100 Units.
Florence, Rome, and the Italian city-states in the age of plagues and cathedrals, Dante and Machiavelli, Medici and Borgia (1250–1600), with a focus on literature and primary sources, the recovery of lost texts and technologies of the ancient world, and the role of the church in Renaissance culture and politics. Humanism, patronage, translation, cultural immersion, dynastic and papal politics, corruption, assassination, art, music, magic, censorship, religion, education, science, heresy, and the roots of the Reformation. Assignments include creative writing, reproducing historical artifacts, and a live reenactment of a papal election. First-year students and non-history majors welcome.
Instructor(s): A. Palmer Terms Offered: Spring
Equivalent Course(s): HIST 32900, CLCV 22914, CLAS 32914, ITAL 32914, HCHR 32900, RLST 22900, KNOW 21405, KNOW 31405, HIST 22900
ITAL 23217. Challenges of Translation: Italian Poetry and Prose. 100 Units.
The course focuses on the analysis and production of translations of Italian literary texts. We will compare different English translations of classics of Italian literature, such as Dante's *Inferno*, Boccaccio's *Decameron*, and Petrarch's *Canzoniere*. We will analyze translations of modern poetry and prose, by authors such as Montale, Calvino, and Pasolini, and discuss the effectiveness of Ann Goldstein's recent translations of Elena Ferrante's tetralogy and their role in securing the author's success abroad. Students will also be faced with the challenges of allegedly untranslatable texts, such as those produced by Futurism. The course will shed light on the ways in which translations shape our reading of the Italian literary tradition and on the strategies involved in transporting literary artifacts across cultures. Students will be encouraged to produce their own translations and provide feedback on each other's texts in a workshop setting.
Instructor(s): S. Guslandi Terms Offered: Spring
Note(s): Only a very basic knowledge of Italian is required.

ITAL 23410. Reading and Practice of the Short Story. 100 Units.
What are the specific features of the short story? How does this literary form organize different visions of time and space? Informed by these fundamental theoretical questions, this course explores the logic of the short story and investigates its position among literary genres. We will read together a selection of contemporary Italian short stories (privileging the production of Italo Calvino, Beppe Fenoglio, and Elsa Morante, but also including less visible authors, such as Goffredo Parise, Dino Buzzati, and Silvio D’Arzo). The moments of close reading and theoretical reflection will be alternated with creative writing activities, in which students will have the opportunity to enter in a deeper resonance with the encountered texts. This course is especially designed to help students improve their written Italian and literary interpretive skills.
Instructor(s): M.A. Mariani Terms Offered: Autumn
Note(s): Taught in Italian.

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 *Délire*, and Fray Luis de León's *Poesia*.
Instructor(s): A. Maggi Terms Offered: Winter
Note(s): Taught in English.
Equivalent Course(s): ITAL 33900,CMLT 26701,CMLT 36701,FNDL 21103

ITAL 24217. Italy from Napoleon (1796) to the First Republic (1946) 100 Units.
This course is intended to be a historical overview and a useful resource for students seeking an introduction to nineteenth- and twentieth-century Italian literature and culture. We will explore the country's history from the late eighteenth century to the aftermath of World War II and survey the difficulties Italy faced during the long Ottocento (1796–1946) in forging a nation-state. In doing so, we will weave together literary, artistic, political, social, and cultural history, and also stress the role of literature and the visual arts in shaping modern Italy.
Instructor(s): F. Moslemi Terms Offered: Spring
Note(s): Taught in English, with readings available in Italian and English.

ITAL 25217. Viaggio in Italia. 100 Units.
An ideal journey to Italy: we will travel to Firenze, Venezia, Ferrara, Urbino, Roma, and Palermo through literature and art. Visits to the rare books in the Special Collections Research Center and the Smart Museum of Art will allow us to investigate material aspects of selected works. Among others, Giotto, Ariosto, Michelangelo, Casanova, and Tomasi di Lampedusa will travel with us. This course is intended for students who have concluded their Italian language sequence and wish to explore Italian literature, art, and culture.
Instructor(s): F. Caneparo Terms Offered: Winter
Note(s): Taught in Italian. No previous knowledge of Italian literature or art history is necessary.
ITAL 26002. Philosophical Petrarchism. 100 Units.
This course is a close reading of Petrarch's Latin corpus. Readings include the Coronation Oration, The Secret, and selections from Remedies for Fortune Fair and Foul, On Illustrious Men, On Religious Leisure, and The Life of Solitude. Special attention is devoted to Petrarch's letter collections (Letters on Familiar Matters, Letters of Old Age, Book without a Name, etc.) and his invectives. The aim of the course is to familiarize the student with the new and complete Petrarch that emerged in 2004 on the occasion of the 700th anniversary of his birth. Discussion will focus on Petrarch's self-consciousness as the "father of humanism," his relationship to Dante, autobiographism, dialogical inquiry, anti-scholasticism, patriotism, and Petrarch's "civic" reception in the Quattrocento as well as on a comparative evaluation of the nineteenth-century Petrarchs of Alfred Mézières, Georg Voigt, and Francesco De Sanctis.
Instructor(s): R. Rubini Terms Offered: Spring
Note(s): Taught in Italian.
Equivalent Course(s): FNDL 25802,ITAL 36002

ITAL 26401. Torquato Tasso. 100 Units.
This course investigates the entire corpus of Torquato Tasso, the major Italian poet of the second half of the sixteenth century. We read in detail the Gerusalemme Liberata and Aminta, his two most famous works, in the context of their specific literary genre. We then spend some time examining the intricacies of his vast collection of lyric poetry, including passages from his poem "Il mondo creato." We also consider some of his dialogues in prose that address essential issues of Renaissance culture, such as the theories of love, emblematic expression, and the meaning of friendship.
Instructor(s): A. Maggi Terms Offered: Autumn
Note(s): Taught in Italian.
Equivalent Course(s): ITAL 36401,FNDL 26401

ITAL 28702. Italian Comic Theater. 100 Units.
A survey of the history of Italian theater 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 English.
Equivalent Course(s): ITAL 38702,TAPS 28702,TAPS 38702

ITAL 28818. Literature and Technology: Machines, Humans, and the Novel. 100 Units.
In his Scienza Nuova (New Science), Giambattista Vico writes that "the Egyptians reduced all preceding world time to three ages; namely, the age of gods, the age of heroes, and the age of men." What the Egyptians and Vico could not have predicted was that history had yet another age in store: the age of the machine. Carlyle baptized, Marx outlined it, Heidegger warned against it; Deleuze and Guattari proclaimed that "everything is a machine"; and Ted Kaczynski even went as far as to kill in order to free human beings from the "technological slavery" the machine age had purportedly brought about. And yet, as Heidegger wrote, "everywhere we remain unfree and chained to technology, whether we passionately affirm or deny it." So what is technology? What impact did it have on human beings and on the writing of literature as the Industrial Revolution exploded onto the European continent? In this course we will pose anew the question concerning technology within the one field that Heidegger deemed akin to the essence of technology: art, and by deduction, literature. Together, we will trace the ecological, economical, and emotional footprints of various machines and technological devices (automata, trains, phonographs, cameras). We will delve into the topic with Charlie Chaplin's Modern Times, continue with a reflection on the human being as a machine (Frankenstein and Pinocchio), transition to accounts on cities, prog.
Instructor(s): Ana Ilievska Terms Offered: Winter
Equivalent Course(s): ITAL 38818,CMLT 21200

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.
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.
PORTUGUESE/LUSO-BRAZILIAN COURSES

Language

Must be taken for a quality grade. No auditors are permitted.

PORT 10100-10200-10300. Beginning Elementary Portuguese I-II-III.
This sequence is intended for beginning and beginning/intermediate students in Portuguese. It provides students with a solid foundation in the basic patterns of spoken and written Portuguese (e.g., grammar, vocabulary, phonetics, sociocultural norms) to develop their speaking, listening, writing, and reading skills. Although the three courses constitute a sequence, there is enough review and recycling at every level for students to enter the sequence whenever it is appropriate for them.

PORT 10100. Beginning Elementary Portuguese I. 100 Units.
This 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 12200. Portuguese for Spanish Speakers. 100 Units.
This course is intended for speakers of Spanish to develop competence quickly in spoken and written Portuguese. In this intermediate-level course, students learn ways to apply their Spanish language skills to mastering Portuguese by concentrating on the similarities and differences between the two languages.
Terms Offered: Autumn, Spring
Prerequisite(s): SPAN 20100 or consent of instructor
Note(s): Must be taken for a quality grade.
Equivalent Course(s): LACS 12200

PORT 13120. Accelerated Portuguese for Speakers of Romance Languages. 300 Units.
Our summer Portuguese course helps students gain intermediate skills in spoken and written Portuguese quickly by building on their prior knowledge of another Romance language (Spanish, French, or Italian). By relying on the many similarities with other Romance languages, students can focus on mastering the different aspects of Portuguese, allowing them to make very quick progress and to develop their abilities for further study at the advanced level or for professional purposes. All students enrolled in Accelerated Portuguese will conclude the program by participating in an ACTFL Oral Proficiency Interview. Each student will then receive an independent, certified rating of speaking ability to document the student’s speaking abilities.
Instructor(s): Staff Terms Offered: Summer. Summer 2017 dates: 6/19/17-7/28/17
Prerequisite(s): At least one year of recent college-level study of Spanish, French, or Italian.
Note(s): This course provides 140 contact hours and accepts the FLAS grant as full tuition.

PORT 14100. Portuguese for Romance Language Speakers. 100 Units.
This course helps students quickly gain skills in spoken and written Portuguese by building on their prior working knowledge of another Romance language (Spanish, French, Catalan or Italian). By relying on the many similarities with other Romance languages, students can focus on mastering the different aspects of Portuguese, allowing them to develop their abilities for further study. This class covers content from PORT 10100 and 10200.
Terms Offered: Winter
Prerequisite(s): 20100 in another Romance Language or instructor’s consent.

PORT 14500. Portuguese for the Professions: Intensive Business Portuguese. 100 Units.
This is an accelerated language course that covers vocabulary and grammar for students interested in working in a business environment where Portuguese is spoken. The focus of this highly interactive class is to develop basic communication skills and cultural awareness through formal classes, readings, discussions, and writings.
Instructor(s): A. Lima Terms Offered: Spring
Prerequisite(s): PORT 10200, SPAN 20100 or consent.
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.
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.
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. 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 28818. Literature and Technology: Machines, Humans, and the Novel. 100 Units.
In his *Scienza Nuova* (New Science), Giambattista Vico writes that "the Egyptians reduced all preceding world time to three ages; namely, the age of gods, the age of heroes, and the age of men.” What the Egyptians and Vico could not have predicted was that history had yet another age in store: the age of the machine. Carlyle baptized, Marx outlined it, Heidegger warned against it; Deleuze and Guattari proclaimed that “everything is a machine”; and Ted Kaczynski even went as far as to kill in order to free human beings from the "technological slavery” the machine age had purportedly brought about. And yet, as Heidegger wrote, “everywhere we remain unfree and chained to technology, whether we passionately affirm or deny it.” So what *is* technology? What impact did it have on human beings and on the writing of literature as the Industrial Revolution exploded onto the European continent? In this course we will pose anew the question concerning technology within the one field that Heidegger deemed akin to the essence of technology: art, and by deduction, literature. Together, we will trace the ecological, economical, and emotional footprints of various machines and technological devices (automata, trains, phonographs, cameras). We will delve into the topic with Charlie Chaplin’s *Modern Times*, continue with a reflection on the human being as a machine (*Frankenstein* and *Pinocchio*), transition to accounts on cities, prog
Instructor(s): Ana Ilievska
Terms Offered: Winter
Equivalent Course(s): ITAL 28818, CMLT 21200

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: 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: Autumn, Spring, Winter
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: Autumn, Spring, Winter
Prerequisite(s): SPAN 10200 or placement
Note(s): Must be taken for a quality grade.

SPAN 10123. Summer Intensive Elementary Spanish. 300 Units.
Summer Elementary Spanish is an eight-week course which helps beginning students build a solid foundation in the basic patterns of written and spoken Spanish and their use in everyday communication. It is specifically designed to help you obtain functional competency in speaking, reading, writing and listening in Spanish. The curriculum in Summer Elementary Spanish is the equivalent of SPAN 10100-10200-10300 during the regular academic year.
Instructor(s): Staff Terms Offered: Summer. Summer 2017 dates: 6/19/17-8/10/17
Note(s): Successfully completing this course will fulfill the College language competency requirement.

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 20303. Curso de composición y de conversación para hablantes nativos. 100 Units.
The goal of this course is to teach heritage learners of Spanish how to use formal written and spoken language to debate and to formulate cogent arguments. Students are expected to analyze particular topics related to the Spanish-speaking world and to participate within an academic forum. Challenging grammatical structures and orthographic conventions are reviewed and practiced in a variety of writing exercises and through class discussions. Students are exposed to a wide range of literary and non-literary texts and audio-visual materials that exemplify the different cultures and regional varieties within the Spanish-speaking world.
Instructor(s): Staff
Note(s): This course is designed for students who have a personal, familial, or community connection to Spanish but who have received the majority of their formal education in English and may have little experience using Spanish in formal settings. Must be taken for a quality grade.

SPAN 20304. Spanish for the Professions. 100 Units.
This course is designed as an alternative to SPAN 20300 for students aspiring to use Spanish in a professional context. In order for both courses to serve as equal preparation for the following course in the sequence (SPAN 20400), the textbook used and the grammatical topics covered in SPAN 20300 and 20304 are identical, while some readings, listenings, and vocabulary will differ. Students will expand their lexical and cultural knowledge of their chosen professional area through self-selected readings and a presentation, and will hone linguistic skills relevant to any workplace environment.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): SPAN 20200 or consent of instructor.

SPAN 20400-20500. Composición y conversación avanzada I-II.
Third-year language sequence

SPAN 20400. Composición y conversación avanzada I. 100 Units.
This course targets the development of advanced writing skills and oral proficiency in Spanish through the study of a wide variety of contemporary journalistic texts and unscripted recordings. Students will review problematic grammatical structures, write a number of essays, and participate in multiple class debates, using the authentic readings and listening segments as linguistic models on which to base their own production.
Terms Offered: Autumn,Spring,Winter
Prerequisite(s): SPAN 20300 or consent of instructor
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: Spring,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): SPAN 20300 or placement. Open only to native and heritage speakers with 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): SPAN 20300 or consent of instructor. Open only to native speakers.
Note(s): Must be taken for a quality grade.
SPAN 23333. Reading Spanish for Research Purposes. 100 Units.
This intensive course is designed to take students with a basic knowledge of Spanish to the level of reading proficiency needed for research. To that end, students will work on grammar, vocabulary, and reading strategies. Students will read a range of scholarly texts, a number of which will be directly drawn from their respective areas of research.
Instructor(s): Staff Terms Offered: Spring, Summer
Prerequisite(s): One quarter of French or equivalent, placement into SPAN 10200, or an intermediate level of another Romance or classical language.

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: Autumn
Prerequisite(s): SPAN 20300 or consent of instructor

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: Winter
Prerequisite(s): SPAN 20300 or consent of instructor

SPAN 21803. Introducción a las literaturas hispánicas: textos españoles contemporáneos. 100 Units.
Este curso ofrecerá un amplio panorama de las literaturas españolas de los siglos XIX y XX. Buena parte de la historia cultural de España ha estado marcada por la ansiedad respecto al supuesto atraso cultural, político, social y económico del país. La modernidad se convierte así en objeto de deseo y de disputa cultural para los intelectuales españoles que luchan por definir en qué consiste y cómo alcanzarla. Este es el tema que nos guiará, de manera flexible, por las obras de autores como Mariano José de Larra, Gustavo Adolfo Bécquer, Rosalía de Castro, Emilia Pardo Bazán, Leopoldo Alas Clarín, Antonio Machado, Federico García Lorca, Ana María Matute, Max Aub y Manuel Rivas, entre otros, complementadas por algunas películas. En relación con este tema principal, se explorarán también el lugar del campo y la ciudad en la imaginación moderna, la cuestión nacional, las luchas por la emancipación de la mujer, la tensión creativa entre tradición y vanguardia artística, o los debates sobre la historia y la memoria del pasado reciente de España.
Instructor(s): M. Martínez Terms Offered: Autumn
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): L. Brewer-García Terms Offered: Spring
Prerequisite(s): SPAN 20300 or consent of instructor
Equivalent Course(s): CRES 21903, LACS 21903
SPAN 21910. 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): A. Girons Masot Terms Offered: Winter
Note(s): Taught in English.
Equivalent Course(s): CATA 31900,SPAN 31910,CATA 21900

SPAN 22003. Introducción a las literaturas hispánicas: del Modernismo al presente. 100 Units.
En este curso haremos un recorrido panorámico por algunas de las principales tendencias de la escritura hispanoamericana y sus diásporas desde a finales del siglo XIX hasta el presente. Habremos de prestar particular atención no sólo a las dimensiones estéticas de los textos sino también a las condiciones socio-históricas y políticas que los posibilitaron y en las que, a su vez, ellos incidieron. Entre los autores y autoras a estudiar se encuentran José Martí, Rubén Darío, Mariano Azuela, María Luisa Bombal, Horacio Quiroga, Teresa de la Parra, Jorge Luis Borges, Luis Rafael Sánchez y Pedro Pietri, entre otros/as.
Instructor(s): L. Gandolfi Terms Offered: Spring
Prerequisite(s): SPAN 20300 or consent of instructor
Equivalent Course(s): LACS 22003

SPAN 23117. Research and Performance: Latin American Baroque Music. 100 Units.
This course will examine the musical document as a source of musicological studies and its relationship to performance. We will look at various types of documents and assess specific problems of each age and geographical area. Topics include: major reservoirs of music documents in Latin America; the early music ensemble, Ars Longa, and the rescue of opera omnia; recording and performing Cuban and Latin American music in a historically informed way; the Sacred Music Collection from eighteenth century Cuba. There is a performance component to this course. Students are encouraged to have some background in music or Latin American history prior to entering the course.
Instructor(s): M. Escudero Terms Offered: Spring
Prerequisite(s): Recommended background of MUSI 153 or MUSI 272 OR SPAN 103 plus a course in Latin American history or literature
Equivalent Course(s): LACS 35114,MUSI 23718,MUSI 33718,SPAN 33117,LACS 25114

SPAN 24420. Unsettling Encounters: Colonial Latin America in Film. 100 Units.
This course explores a selection of foundational texts of Latin American literature in conversation with films about colonial Latin America by American and European directors. We will engage questions of how, when, and why images remember historical moments, and will consider the possibilities and limitations of using film to represent history. Students will learn and practice techniques of textual analysis and film criticism while discussing themes such as visual literacy, cultural imperialism, and economic colonialism.
Instructor(s): L. Brewer-García Terms Offered: Spring
Prerequisite(s): SPAN 20300 or consent of instructor.
Note(s): Taught in Spanish.
Equivalent Course(s): LACS 24420

SPAN 26117. Nuevas formas de la intimidad: escrituras lat.am. actuales. 100 Units.
La literatura del siglo XX se caracterizó por poner el foco en el “yo” del escritor. Ya sea para ocultarlo, para mostrarlo tímidamente o para exhibirlo sin prejuicios, lo cierto es que ese “yo” se transformó en el protagonista de los cambios literarios que apuntaron al siglo XXI. Este fenómeno, que se produjo tanto en la poesía como en la narrativa y en el teatro, permite hoy el surgimiento de formas nuevas que descolocan los viejos géneros literarios. Formas donde los restos de las novelas en primera persona, del “yo lírico” de la poesía, del viejo diario íntimo, de las autobiografías, de las crónicas, se pueden encontrar insertados en nuevas escrituras del presente que operan más a la manera de la producción escrita en las redes sociales, que con el protocolo estético de lo literario. Este curso se propone analizar el recorrido de estas verdaderas transformaciones subjetivas, en relación directa con los contextos históricosociales en los que se producen. Para esto se trabajan textos narrativos, poéticos y teatrales de diversos creadores latinoamericanos contemporáneos.
Instructor(s): Kamenszain, Tamara Terms Offered: Autumn
Note(s): This course will be taught in Spanish.
Equivalent Course(s): LACS 35115,SPAN 36117,LACS 25115

SPAN 27917. Catalan Multpart Singing in Modern and Contemporary History. 100 Units.
To sing together “a veus” (multipart) has historically been an experiential way to build social groups. The aim of this course is to present this activity across Catalonia from the 16th to the 21st century, paying special attention to how multipart singing has articulated a large part of association and shared community life since the middle 19th century. The Catalan example will be placed among multipart singing in Mediterranean Latin countries, where the phenomenon is shared with great intensity.
Instructor(s): J. Ayats Terms Offered: Spring
Prerequisite(s): Reading knowledge of Arabic, Catalan, French, Italian, Portuguese or Spanish. Prerequisite for students taking course for music credit: MUSI 23300.
Equivalent Course(s): CATA 37917,SPAN 37917,MUSI 27918,MUSI 37918,CATA 27917
SPAN 28017. Cervantes in the Americas. 100 Units.
Miguel de Cervantes continues to be a literary referent for some of the most important authors in the Americas. Jorge Luis Borges, Mario Vargas Llosa, Carlos Fuentes, Roberto Bolaño and Jorge Volpi are among those who have reflected on Cervantes’ literary works. In this course we will examine some of the most representative examples of the transatlantic dialog that emerged from the appropriation of Cervantes’ Don Quixote as inspiration for the production of literary texts in the Americas. Each text will be paired with a section of Don Quixote in order to establish a transatlantic dialog that aims to explore how certain cultural materials are re-appropriated and re-contextualized to produce new manifestations of art.
Instructor(s): M. Rosario Terms Offered: Winter
Note(s): Taught in Spanish.
Equivalent Course(s): LACS 28017

SPAN 29117. Theater and Performance in Latin America. 100 Units.
This course is an introduction to theatre, performance, and visual art in Latin America and the Caribbean. We will examine the intersection of performance and social life by looking at performance practices in key historical moments in Latin America and the Caribbean. We ask: how have embodied practice, theatre and visual art been used to negotiate particular moments in Latin American history? We will study performances during independence, revolution, dictatorships, processes of democratization, truth and reconciliation, as well as the rise of neoliberalism. In our investigation, we will pay close attention to how ideologies of race, gender, and sexuality are articulated and disseminated within these performances at critical historical junctures. Our corpus may include blackface performance traditions in the Caribbean, indigenous performance, queer performance and we will look closely at the artistic works of Coco Fusco, Neo Bustamante, Las Yeguas del Apocalipsis, Yuyachkani, Griselda Gambaro, and others. We will also read key theoretical work in Performance Studies including the work Joseph Roach, Richard Schechner, Diana Taylor, Jill Lane, and others.
Instructor(s): D. Roper Terms Offered: Spring
Note(s): Taught in English.
Equivalent Course(s): TAPS 28479, SPAN 39117, LACS 29117, LACS 39117, TAPS 34879, GNSE 29117, GNSE 39117, CRES 29117, CRES 39117

SPAN 29220. Espacio y memoria en el cine español. 100 Units.
Through the study of a selection of films and documentaries, this course will provide a critical examination of the history and poetics of cinema in Spain, with particular attention to the relation between the representation of space and the recovery of traumatic memory in contemporary culture.
Instructor(s): M. Santana Terms Offered: Autumn
Note(s): Taught in Spanish.
Equivalent Course(s): SPAN 39220

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.
Program of Study

The Department of Slavic Languages and Literatures offers courses in the Bosnian/Croatian/Serbian, Czech, Polish, and Russian languages and literatures, and other Slavic and East European cultures, leading to a BA in Russian and East European Studies. The BA degree program is designed to provide students with skills and facility in the languages and cultures of the region. It is intended for students preparing for graduate work, those planning a career in government or industry, and those whose primary aim is to master Russian and East European cultures in the original languages. Students interested in the program are encouraged to consult with the director of undergraduate studies. The contact information for the current director of undergraduate studies may be obtained by consulting the departmental website at slavic.uchicago.edu.

Students who are majoring in other fields of study may also complete a minor in Russian and East European Studies.

General Education

Depending on the language(s) of concentration, it is recommended that students majoring in REES satisfy the general education requirement in civilization studies with SOSC 24000-24100 Introduction to Russian Civilization I-II or HIST 13100-13200-13300 History of Western Civilization I-II-III.

Grading

Students who are majoring or minoring in Russian and East European Studies must receive a quality grade in all courses taken to meet requirements in the major or minor. Nonmajors and nonminors have the option of taking courses on a P/F basis at the discretion of the instructor (except for language courses, which must be taken for quality grades). For the major a minimum of seven courses must bear University of Chicago course numbers and be completed for quality grades.

Honors

To be eligible for honors in Russian and East European Studies, students must maintain an overall College GPA of 3.25 or higher and of 3.5 or higher in the major. Students must indicate their intention to pursue honors to the director of undergraduate studies no later than the end of the first week of the first quarter of their fourth year.

In addition, students pursuing honors must write an acceptable BA paper in their final year under the supervision of a faculty member in the Department of Slavic Languages and Literatures. Students must submit the BA paper to the BA supervisor no later than Friday of fifth week in Spring Quarter of their fourth year.

At the latest by the Autumn Quarter of their fourth year, students should begin the BA process by consulting with the director of undergraduate studies. Students may register for the BA Paper seminar (REES 29900 BA Paper Workshop) with approval of the BA supervisor. This course will confer general College elective credit, but it will not count toward the major. If the completed bachelor's paper is judged by the supervisor and a second faculty member to be a distinguished example of original research or criticism, the student is recommended to the College for graduation with honors in Russian and East European Studies. The final decision regarding the granting of any degree with honors rests with the Collegiate divisional master.

Advising

Students wishing to declare the major should meet with the director of undergraduate studies. Further information on the undergraduate program is available in the departmental office (Foster 406, 773.702.8033). Questions about placement, competency, and proficiency examinations in Russian should be directed to the coordinator of Russian language courses.

Study Abroad

Several study abroad opportunities are offered in subjects and geographic areas of interest to students who are majoring in Russian and East European Studies, including those described below. For more information, students should consult with the study abroad advisers or visit study-abroad.uchicago.edu.

1. **Smolny College**: The University of Chicago sponsors summer, semester-long, and year-long programs at Smolny College, a joint Russian-American college in St. Petersburg. College-level courses are taught in Russian and English on a broad range of subjects, as well as language courses.

2. **Russian Civilization in Paris**: A three-part sequence of courses is taught by University of Chicago faculty at the Center in Paris. The program includes an extended excursion to a Russian city. This program satisfies the general education requirement in civilization studies.

3. **FLAG study**: Students who wish to do a summer study abroad program can apply for a Foreign Language Acquisition Grant (FLAG) that is administered by the College and provides support for a minimum of eight weeks of study at a recognized summer program abroad. Students must have completed...
RUSS 10300 First-Year Russian III or its equivalent to be eligible for FLAG support for the study of Russian. For more information, visit study-abroad.uchicago.edu/programs/byType/summer-grants.

**Program Requirements**

Major in **Russian and East European Studies (REES)**. The BA in REES requires twelve courses, which fall into two categories: courses in the major language of study and elective courses. In this way students have the flexibility to construct a course of study that accords with their interests.

**Major in Russian and East European Studies**

1. **Six language courses at the 20000 level or beyond.** In exceptional circumstances students may petition to substitute three courses in a concentrated area of study for three quarters of study in the major language.

   This requirement may be satisfied in whole or in part by examination credit based on a University placement exam. Students who fulfill the language requirement with fewer than three quarters of study must substitute elective courses offered in the Department of Slavic Languages and Literatures.

2. **Six elective courses in REES or in languages offered by Slavic Languages and Literatures.** This requirement is designed to allow students to tailor their program to their intended goals and career track.

   A maximum of one Reading and Research course (REES 29700 Reading/Research: Russian and Eastern European Studies) may be counted as an elective course.

   Courses in the major may not be double-counted with general education requirements. A minimum of seven courses in the major must be completed for quality grades at the University of Chicago.

   **NOTE:** Students who entered the University prior to Autumn 2015 may choose to fulfill the requirements here or those that were in place when they entered the University. For questions about course eligibility, contact the director of undergraduate studies.

**Summary of Requirements for the Major in Russian and East European Studies**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six courses in Russian or an East European language at the 20000 level or above*</td>
<td>600</td>
</tr>
<tr>
<td>Six elective courses</td>
<td>600</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td>1200</td>
</tr>
</tbody>
</table>

*Credit may be granted by examination. Up to three quarters worth of placement credit can be counted toward the major. When more than half of the language requirement (the equivalent of four to six quarters of study) is met by examination, electives in the Department of Slavic Languages and Literatures must be substituted for the additional quarters of language credit granted. If five quarters of credit are granted, two electives must be substituted, etc. Introductory courses in another Slavic or East European language can be used as electives.

**Minor Program in Russian and East European Studies**

The minor in Russian and East European Studies requires seven courses, including at least three language courses at the 20000 level or higher and at least two REES courses.

Courses in the minor (1) may not be double-counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

**Summary of Requirements for the Minor in Russian and East European Studies**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Three second-year courses in a Russian or East European language*</td>
<td>300</td>
</tr>
<tr>
<td>Four elective courses (including at least two REES courses)</td>
<td>400</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td>700</td>
</tr>
</tbody>
</table>

*Credit may be granted by examination.

**Slavic Languages and Literatures - Bosnian/Croatian/Serbian Courses**

**BCSN 10103-10203-10303. First-Year Bosnian/Croatian/Serbian I-II-III.**

The major objective of the sequence is to build a solid foundation in the basic grammatical patterns of written and spoken Bosnian/Croatian/Serbian, while simultaneously introducing both the Cyrillic and Latin alphabets. This sequence is complemented with cultural and historical media from the Balkans and is designed for students with a wide range of interests. Screenings of movies and other audio-visual materials are held in addition to scheduled class time. Knowledge of a Slavic language and background in linguistics not required.
BCSN 10103. First-Year Bosnian/Croatian/Serbian I. 100 Units.
In this introductory course of a three-course sequence in Bosnian/Croatian/Serbian (BCS) languages and cultures, students are encouraged to concentrate on the language of their interest and choice. The major objective is to build a solid foundation in the grammatical patterns of written and spoken BCS, while introducing both the Cyrillic and Latin alphabets. This is achieved through a communicative situation-based approach, textbook dialogues, reinforcement by the instructor, screenings of film shorts, TV announcements, documentaries, commercials, and the like. The course includes a sociolinguistic component, an essential part of understanding the similarities and differences between the languages. Mandatory drill sessions are held twice per week, offering students ample opportunity to review and practice materials presented in class.
Instructor(s): Nada Petkovic
Terms Offered: Autumn

BCSN 10203. First-Year Bosnian/Croatian/Serbian II. 100 Units.
No description available.
Instructor(s): Nada Petkovic
Terms Offered: Winter

BCSN 10303. First-Year Bosnian/Croatian/Serbian III. 100 Units.
In this three-quarter sequence introductory course in Bosnian/Croatian/Serbian (BCS) languages and cultures, students are encouraged to concentrate on the language of their interest and choice. The major objective is to build a solid foundation in the grammatical patterns of written and spoken BCS, while introducing both the Cyrillic and Latin alphabets. This is achieved through a communicative situation-based approach, textbook dialogues, reinforcement by the instructor, screenings of film shorts, TV announcements, documentaries, commercials, and the like. The course includes a sociolinguistic component, an essential part of understanding the similarities and differences between the languages. Mandatory drill sessions are held twice per week, offering students ample opportunity to review and practice materials presented in class.
Instructor(s): Nada Petkovic
Terms Offered: Spring

BCSN 20103-20203-20303. Second-Year Bosnian/Croatian/Serbian I-II-III.
The second-year sequence in Bosnian/Croatian/Serbian languages and cultures is a continuation of first-year BCS and therefore assumes one year of formal study of the target language(s) or equivalent course work elsewhere. The sequence is focused on spoken and written modern BCS, emphasizing communicative practice in authentic cultural contexts. The language(s) are introduced through a series of dialogues gathered from a variety of textbooks published in Serbia, Croatia, and Bosnia, as well as newspaper articles, short biographies, poems, and song lyrics in both the Latin and Cyrillic alphabets. A vast archive of audiovisual materials, representing both high and popular culture, constitutes an integral part of every unit. Simultaneously, aural comprehension, speaking, grammar, and vocabulary are reinforced and further developed throughout the year. Mandatory drill sessions are held twice a week, offering students ample opportunity to review and practice materials presented in class.
Instructor(s): Nada Petkovic
Terms Offered: Autumn
Prerequisite(s): BCSN 10303 or consent of instructor

BCSN 20103. Second-Year Bosnian/Croatian/Serbian I. 100 Units.
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.
Instructor(s): Nada Petkovic
Terms Offered: Autumn

BCSN 20203. Second-Year Bosnian/Croatian/Serbian II. 100 Units.
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.
Instructor(s): Nada Petkovic
Terms Offered: Winter

BCSN 20303. Second-Year Bosnian/Croatian/Serbian III. 100 Units.
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.
Instructor(s): Nada Petkovic
Terms Offered: Spring
BCSN 21101. Advanced Bosnian/Croatian/Serbian: Language through Fiction. 100 Units.
Advanced BCS courses encompass both the 3rd and 4th years of language study, with the focus changed from language structure and grammar to issues in interdisciplinary content. The courses are not in sequence. Language through Fiction is designed to help students and instructors over one of the most difficult hurdles in language training—the transition from working through lessons in a textbook to reading unedited texts. Literature represents the greatest development of the expressive possibilities of a language and reveals the bounds within which language operates. The texts will immerse motivated language students in a complete language experience, as the passages and related exercises present the language’s structure on every page. Students will learn how to engage the natural, organic language of a literary text across a variety of styles and themes. The course assumes that students are familiar with basic grammar and vocabulary, as well as both the Latin and Cyrillic alphabets. It is particularly appealing to students who are interested in the literature, history, and anthropology of the region.
Instructor(s): Nada Petkovic
Terms Offered: Autumn
Equivalent Course(s): REES 31103, BCSN 31101, REES 21100

BCSN 21200. Advanced Bosnian/Croatian/Serbian: Language through Film. 100 Units.
Advanced BCS courses encompass both the 3rd and 4th years of language study, with the focus changed from language structure and grammar to issues in interdisciplinary content. The courses are not in sequence. This course addresses the theme of Yugoslav and Post-Yugoslav identity through discussion and interpretation based on selected films, documentaries, images, and related texts—historical and literary, popular press, advertisements, screenplays, and literature on film. Emphasis is on interpersonal communication as well as the interpretation and production of language in written and oral forms. The course engages in systematic grammar review, along with introduction of some new linguistic topics, with constant practice in writing and vocabulary enrichment. The syllabus includes the screening of six films, each from a different director, region, and period, starting with Cinema Komunisto (2012), a documentary by Mila Turajlic. This film will be crucial for understanding how Yugoslav cinema was born and how, in its origins, it belongs to what a later cinephile, Fredric Jameson, has called a “geopolitical aesthetic.” We shall investigate the complex relationship between aesthetics and ideology in the Yugoslav and Post-Yugoslav cinema, and pay close attention to aesthetic conceptions and concrete formal properties, and more importantly, to language, narrative logic, and style.
Instructor(s): Nada Petkovic
Terms Offered: Winter
Equivalent Course(s): BCSN 31203, REES 21200, REES 31203

BCSN 21300. (Re)Branding the Balkan City: Contemp. Belgrade/Sarajevo/Zagreb. 100 Units.
The course will use an urban studies lens to explore the complex history, infrastructure, and transformations of these three cities, now the capitals of Serbia, Bosnia and Hercegovina, and Croatia. Drawing on anthropological theory and ethnography of the city, we will consider processes of urban destruction and renewal, practices of branding spaces and identities, urban life as praxis, art and design movements, architectural histories and styles, metropolitan citizenship, and the broader politics of space. The course is complemented by cultural and historical media, guest speakers, and virtual tours. Classes are held in English. No knowledge of BCS is required. However, this module can fulfill a language requirement or simply further the study of BCS with additional weekly sections, materials, discussions, and presentations in the target language.
Instructor(s): Nada Petkovic
Terms Offered: Spring
Equivalent Course(s): BCSN 31303, REES 21300, REES 31303

SLAVIC LANGUAGES AND LITERATURES - CZECH COURSES

CZEC 10203. First-Year Czech II. 100 Units.
No description available.
Terms Offered: Winter

CZEC 10303. First-Year Czech III. 100 Units.
No description available.
Terms Offered: Spring

CZEC 20103-20203-20303. Second-Year Czech I-II-III.
The main goal of this sequence 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 20103. Second-Year Czech I. 100 Units.
No description available.
Terms Offered: Autumn
Prerequisite(s): CZEC 10300 or consent of instructor

CZEC 20203. Second-Year Czech II. 100 Units.
No description available.
Terms Offered: Winter
CZEC 20303. Second-Year Czech III. 100 Units.
No description available.
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: Spring
Equivalent Course(s): CZEC 37700,FNDL 22207,GRMN 29600,GRMN 39600

SLAVIC LANGUAGES AND LITERATURES - POLISH COURSES
POLI 10103-10203-10303. First-Year Polish I-II-III.
This sequence teaches students to speak, read, and write in Polish, as well as familiarizes them with Polish
culture. It employs the most up-to-date techniques of language teaching (e.g., communicative and accelerated
learning, and learning based on students’ native language skills), as well as multileveled target-language
exposure.

POLI 10103. First-Year Polish I. 100 Units.
No description available.
Instructor(s): Kinga Kosmala Terms Offered: Autumn

POLI 10203. First-Year Polish II. 100 Units.
This course includes instruction in grammar, writing, and translation, as well as watching selected Polish
movies. Selected readings are drawn from the course textbook, and students also read Polish short stories
and press articles. In addition, the independent reading of students is emphasized and reinforced by class
discussions. Work is adjusted to each student’s level of preparation. Drill sessions to be arranged.
Terms Offered: Winter

POLI 10303. First-Year Polish III. 100 Units.
No description available.
Terms Offered: Spring

POLI 20103-20203-20303. Second-Year Polish I-II-III.
This sequence includes instruction in grammar, writing, and translation, as well as watching selected Polish
movies. Selected readings are drawn from the course textbook, and students also read Polish short stories
and press articles. In addition, the independent reading of students is emphasized and reinforced by class
discussions. Work is adjusted to each student’s level of preparation.

POLI 20103. Second-Year Polish I. 100 Units.
No description available.
Terms Offered: Autumn
Prerequisite(s): POLI 10300 or equivalent

POLI 20203. Second-Year Polish II. 100 Units.
No description available.
Terms Offered: Winter

POLI 20303. Second-Year Polish III. 100 Units.
No description available.
Terms Offered: Spring
Prerequisite(s): POLI 10300 or equivalent; drills to be scheduled

POLI 20500-20600-20700. Third-Year Polish I-II-III.
The process of learning in all three quarters of Third-Year Polish is framed by three themes, which most
succinctly but aptly characterize Polish life, culture, and history: in the Autumn Quarter—the noble democracy
in the Commonwealth of Both Nations, in the Winter Quarter—the fight for independence, and in the Spring
Quarter—the newly independent Poland. During the course of the year, students also improve their knowledge
of advanced grammar and stylistics. All work in Polish.

POLI 20500. Third-Year Polish I. 100 Units.
No description available.
Terms Offered: Autumn
Prerequisite(s): POLI 20300 or equivalent
Equivalent Course(s): POLI 30100
POLI 20600. Third-Year Polish II. 100 Units.
Terms Offered: Winter
Equivalent Course(s): POLI 30200

POLI 20700. Third-Year Polish III. 100 Units.
Terms Offered: Spring
Equivalent Course(s): POLI 30300

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.
No description available.
Instructor(s): Kinga Kosmala Terms Offered: Autumn

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 25302. Kieslowski: The Decalogue. 100 Units.
In this course, we study the monumental series “The Decalogue” by one of the most influential filmmakers from Poland, Krzysztof Kieślowski. Without mechanically relating the films to the Ten Commandments, Kieślowski explores the relevance of the biblical moral rules to the state of modern man forced to make ethical choices. Each part of the series contests the absolutism of moral axioms through narrative twists and reversals in a wide, universalized sphere. An analysis of the films will be accompanied by readings from Kieślowski’s own writings and interviews, including criticism by Zizek, Insdorf, and others.
Instructor(s): B. Shallcross Terms Offered: Autumn
Note(s): Each half-hour long film will be viewed separately. All materials in English.
Equivalent Course(s): POLI 35302,FNDL 24002

POLI 25303. Kieslowski’s French Cinema. 100 Units.
Krzysztof Kieślowski’s long-lived obsession with parallel histories and repeated chances is best illustrated by his The Double Life of Veronique. The possibility of free choice resulting in being granted a second chance conjoins this film with his French triptych White, Blue, Red, all co-written by Krzysztof Piesiewicz. In this course we discuss why and how in the Kieślowski/Piesiewicz virtual universe the possibility of reconstituting one’s identity, triggered by tragic loss and betrayal, reveals an ever-ambiguous reality. We also analyze how these concepts, posited with visually and aurally dazzling artistry, shift the popular image of Kieślowski as auteur to his viewers’ as co-creators. We read selections from current criticism on the “Three Color Trilogy.” All materials in English.
Instructor(s): B. Shallcross Terms Offered: Winter
Equivalent Course(s): FNDL 25312,POLI 35303,REES 27025,REES 37025

POLI 29900. BA Paper. 100 Units.
No description available.
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 once a week.

RUSS 10100. First-Year Russian I. 100 Units.
No description available.
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 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 once a week.

RUSS 20100. Second-Year Russian I. 100 Units.
No description available.
Terms Offered: Autumn
Prerequisite(s): RUSS 10300 or consent of instructor

RUSS 20200. Second-Year Russian II. 100 Units.
No description available.
Terms Offered: Winter

RUSS 20300. Second-Year Russian III. 100 Units.
No description available.
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.
No description available.
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.
No description available.
Instructor(s): V. Pichugin Terms Offered: Winter

RUSS 20902. Third-Year Russian through Culture III. 100 Units.
No description available.
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.
No description available.
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.
No description available.
Instructor(s): STAFF Terms Offered: Winter

RUSS 21202. Fourth-Year Russian through Short Story III. 100 Units.
No description available.
Instructor(s): STAFF Terms Offered: Spring
RUSS 21302-21402-21502. Advanced Russian through Media I-II-III.
This is a three-quarter sequence designed for fourth- and fifth-year students of Russian. It is also suitable for native speakers of Russian. This sequence covers various aspects of advanced Russian stylistics and discourse grammar in context. It builds transcultural competence by expanding students’ knowledge of the language, culture, history, and daily lives of the Russian-speaking people. Vocabulary building is strongly emphasized. We add to the existing skills and develop our abilities to analyze increasingly complex texts for their meaning: to identify various styles and registers of the Russian language and to provide their neutral equivalents in standard Russian. We also work on developing our abilities to paraphrase, narrate, describe, support opinions, hypothesize, discuss abstract topics, and handle linguistically unfamiliar situations (in spoken and written format). Classes conducted in Russian. Course-specific grammar issues are covered during drill sessions (weekly) and office hours (by appointment). Oral Proficiency Interviews are conducted in the beginning and the end of the course (Autumn and Spring Quarters).

RUSS 21302. Advanced Russian through Media I. 100 Units.
No description available.
Instructor(s): Valentina Pichugin Terms Offered: Autumn
Prerequisite(s): Four years of Russian, or equivalent, or consent of instructor.
Equivalent Course(s): RUSS 30102

RUSS 21402. Advanced Russian through Media II. 100 Units.
No description available.
Instructor(s): Valentina Pichugin Terms Offered: Winter
Prerequisite(s): Four years of Russian, or equivalent, or consent of instructor.
Equivalent Course(s): RUSS 30202

RUSS 21502. Advanced Russian through Media III. 100 Units.
No description available.
Instructor(s): Valentina Pichugin Terms Offered: Spring
Prerequisite(s): Four years of Russian, or equivalent, or consent of instructor.
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.
Instructor(s): Maria Yakubovich Terms Offered: Autumn
Prerequisite(s): Ability to speak Russian fluently required; formal training in Russian not required

RUSS 23300. Reading Russian for Research Purposes. 100 Units.
This course prepares students to read and do research in Russian. Students will gain a fundamental knowledge of Russian grammar and a basic vocabulary while learning to work intensively with primary and secondary texts in their area of academic interest. Reading Russian for Research Purposes has a limited number of spots available for participation via electronic course sharing, intended for students who are unable to be in Chicago physically for the course.
Instructor(s): Staff Terms Offered: Summer. Summer 2017 dates: 6/19-7/27
Prerequisite(s): One year of college-level Russian or equivalent; or knowledge of another Slavic language; or consent of instructor.
Equivalent Course(s): RUSS 33300

RUSS 23333. Reading Russian for Research Purposes. 100 Units.
This course prepares students to read and do research in Russian. Students will gain a fundamental knowledge of Russian grammar and a basic vocabulary while learning to work intensively with primary and secondary texts in their area of academic interest. Reading Russian for Research Purposes has a limited number of spots available for participation via electronic course sharing, intended for students who are unable to be in Chicago physically for the course.
Instructor(s): Staff Terms Offered: Summer. Summer 2017 dates: 6/19-7/27
Prerequisite(s): One year of Russian or equivalent; or knowledge of another Slavic language; or consent of instructor.
Equivalent Course(s): RUSS 33333
SLAVIC LANGUAGES AND LITERARIES – RUSSIAN AND EAST EUROPEAN STUDIES

COURSES

**REES 2004. 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 pedophiliac plot as such by concerning itself above all with the novel’s language: language as failure, as mania, and as conjuration.

Instructor(s): Malynne Sternstein Terms Offered: Spring

**REES 20020. Pale Fire. 100 Units.**

This course is an intensive reading of *Pale Fire* by Nabokov.

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

Equivalent Course(s): GNSE 29610,REES 30020,FNDL 25311

**REES 21100. Advanced Bosnian/Croatian/Serbian: Language through Fiction. 100 Units.**

Advanced BCS courses encompass both the 3rd and 4th years of language study, with the focus changed from language structure and grammar to issues in interdisciplinary content. The courses are not in sequence. Language through Fiction is designed to help students and instructors over one of the most difficult hurdles in language training—the transition from working through lessons in a textbook to reading unedited texts. Literature represents the greatest development of the expressive possibilities of a language and reveals the bounds within which language operates. The texts will immerse motivated language students in a complete language experience, as the passages and related exercises present the language’s structure on every page. Students will learn how to engage the natural, organic language of a literary text across a variety of styles and themes. The course assumes that students are familiar with basic grammar and vocabulary, as well as both the Latin and Cyrillic alphabets. It is particularly appealing to students who are interested in the literature, history, and anthropology of the region.

Instructor(s): Nada Petkovic Terms Offered: Autumn

Equivalent Course(s): REES 31103,BCSN 21101,BCSN 31101

**REES 21200. Advanced Bosnian/Croatian/Serbian: Language through Film. 100 Units.**

Advanced BCS courses encompass both the 3rd and 4th years of language study, with the focus changed from language structure and grammar to issues in interdisciplinary content. The courses are not in sequence. This course addresses the theme of Yugoslav and Post-Yugoslav identity through discussion and interpretation based on selected films, documentaries, images, and related texts—historical and literary, popular press, advertisements, screenplays, and literature e on film. Emphasis is on interpersonal communication as well as the interpretation and production of language in written and oral forms. The course engages in systematic grammar review, along with introduction of some new linguistic topics, with constant practice in writing and vocabulary enrichment. The syllabus includes the screening of six films, each from a different director, region, and period, starting with Cinema Komunisto (2012), a documentary by Mila Turajlic. This film will be crucial for understanding how Yugoslav cinema was born and how, in its origins, it belongs to what a later cinephile, Fredric Jameson, has called a “geopolitical aesthetic.” We shall investigate the complex relationship between aesthetics and ideology in the Yugoslav and Post-Yugoslav cinema, and pay close attention to aesthetic conceptions and concrete formal properties, and more importantly, to language, narrative logic, and style.

Instructor(s): Nada Petkovic Terms Offered: Winter

Equivalent Course(s): REES 31203,REES 31203,BCSN 21200

**REES 21300. (Re)Branding the Balkan City:Contemp. Belgrade/Sarajevo/Zagreb. 100 Units.**

The course will use an urban studies lens to explore the complex history, infrastructure, and transformations of these three cities, now the capitals of Serbia, Bosnia and Hercegovina, and Croatia. Drawing on anthropological theory and ethnography of the city, we will consider processes of urban destruction and renewal, practices of branding spaces and identities, urban life as praxis, art and design movements, architectural histories and styles, metropolitan citizenship, and the broader politics of space. The course is complemented by cultural and historical media, guest speakers, and virtual tours. Classes are held in English. No knowledge of BCS is required. However, this module can fulfill a language requirement or simply further the study of BCS with additional weekly sections, materials, discussions, and presentations in the target language.

Instructor(s): Nada Petkovic Terms Offered: Spring

Equivalent Course(s): BCSN 31303,REES 31303,BCSN 21300
REES 22008. The Fact of the Prague Spring: 1949-1989. 100 Units.
In 1949 Vladimir Holan composed a poem entitled “To Enemies.” The final line of the poem, "Být neni lehké… Lehká jsou jen hovna…” (Being is not easy...Only shit is easy...) echoed throughout the era of Czech state communism up to 1989 and beyond, percussive in dissident Czech art, artifacts, and political performance. This course concerns itself with the era in images, film, literature, pop culture, plastic arts, and philosophy from conditions leading to the rebellion known as the Prague Spring, the clampdown in its aftermath known as “Normalization,” and the movements simmering in the “parallel polis” that led to the ‘Velvet Revolution.’ Mass culture, underground culture, and official culture are all confronted in seminar discussion. Texts include but are not limited to the work of Milan Kundera, Jan Patočka, Václav Havel, Eva and Jan Svankmajer, Bohumil Hrabal, The Plastic People of the Universe, and Czech New Wave film.
Instructor(s): Malynne Sternstein Terms Offered: Spring

REES 22402. Fate and Duty: European Tragedy from Aeschylus to Brecht. 100 Units.
This class will explore the development of European drama from Attic tragedy and comedy and their reception in Ancient Rome and French Neoclassicism to the transformation of dramatic form in 18-20th c. European literatures. The focus will be on the evolution of plot, characterization, time-and-space of dramatic action, ethical notions (free will, guilt, conscience), as well as on representations of affect. All readings in English. No prerequisites.
Instructor(s): Staff Terms Offered: Autumn
Equivalent Course(s): CMLT 32402,GRMN 22402,CLCV 22117,CLAS 32117,CMLT 22402

REES 23137. Narrative Suspense in European/Russian Lit/Film. 100 Units.
This course examines the nature and creation of suspense in literature and film as an introduction to narrative theory. We will question how and why stories are created, as well as what motivates us to continue reading, watching, and listening to stories. We will explore how particular genres (such as detective stories and thrillers) and the mediums of literature and film influence our understanding of suspense and narrative more broadly. Close readings of primary sources will be supplemented with critical and theoretical readings. Literary readings will include work by John Buchan, Arthur Conan Doyle, Feodor Dostoevsky, Graham Greene, Bohumil Hrabal, and J.M. Coetzeee. We will also explore Alfred Hitchcock’s take on 39 Steps and the Czech New Wave manifesto film Pearls of the Deep. With theoretical readings by Roland Barthes, Viktor Shklovsky, Erich Auerbach, Paul Ricoeur, and others.
Instructor(s): Esther Peters Terms Offered: Spring
Equivalent Course(s): HUMA 26901,CMST 35102,ENGL 26901,REES 33137,CMLT 22100,ENGL 46901,CMST 25102

REES 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-Schedrin, and Kuprin. Texts in English and the original. Optional Russian-intensive section offered.
Terms Offered: Winter
Equivalent Course(s): REES 35600

REES 25602. Russian Short Fiction: Experiments in Form. 100 Units.
Russian literature is known for the sweeping epics that Henry James once dubbed the “loose baggy monsters.” However, in addition to the famed ‘doorstop novels,’ the Russian literary canon also has a long tradition of innovative short fiction—of short stories and novellas that experiment with forms of storytelling and narration. This course focuses on such works, as well as the narrative strategies and formal devices that allow these short stories and novellas to be both effective and economical. Throughout the quarter, we will read short fiction from a variety of Russian authors and examine the texts that establish the tradition of Russian short fiction as well as those that push its boundaries. This course will serve as a general survey of Russian Literature, as well as a focused introduction to a particular genre in that tradition. Although predominantly discussion-based, the class will also include short lectures by the instructor to introduce students to the broader historical contexts of the course texts, and to sample diverse theoretical approaches to those texts.
Instructor(s): K. Tucker Terms Offered: Winter
REES 25603. Media and Power in the Age of Putin and Trump. 100 Units.

Over the past 200 years, various political and cultural regimes of Russia have systematically exploited the gap between experience and representation to create their own mediated worlds—from the tight censorship of the imperial and Soviet periods to the propaganda of the Soviet period and the recent use of media simulacra for strategic geopolitical advantage. During this same period state control of media has been used to seclude Russia from the advancement of liberalism, market economics, individual rights, modernist art, Freud, Existentialism, and, more recently, Western discourses of inclusion, sustainability, and identity. Examining this history, it is sometimes difficult to discern whether the architects of Russian culture have been hopelesslybackward or shrewd phenomenologists, keenly aware of the relativity of experience and of their ability to shape it. This course will explore the worlds that these practices produce, with an emphasis on Russia’s recent confrontations with Western culture and power, and including various practices of subversion of media control, such as illegal printing and circulation. Texts for the course will draw from print, sound, and visual media, and fields of analysis will include aesthetics, cultural history, and media theory.

Instructor(s): William Nickell
Terms Offered: Winter
Equivalent Course(s): SIGN 26029

REES 26011-26012. 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-Tatar, 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.

REES 26011. Introduction to Russian Civilization I. 100 Units.

The first quarter covers the ninth century to the 1870s; the second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tatar, 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.

Instructor(s): W. Nickell
Terms Offered: Autumn
Note(s): Taking these courses in sequence is recommended but not required.
Equivalent Course(s): SOSC 24000,HIST 13900

REES 26012. Introduction to Russian Civilization II. 100 Units.

The first quarter covers the ninth century to the 1870s; the second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tatar, 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.

Instructor(s): F. Hillis
Terms Offered: Winter
Note(s): Taking these courses in sequence is recommended but not required.
Equivalent Course(s): SOSC 24100,HIST 14000

REES 26064. Revolution. 100 Units.

Revolution primarily denotes radical political change, but this definition is both too narrow and too broad. Too broad, because since the late eighteenth century revolution has been associated specifically with an emancipatory politics, from American democracy to Soviet communism. Too narrow, because revolutionary political change is always accompanied by change in other spheres, from philosophy to everyday life. We investigate the history of revolution from 1776 to the present, with a particular focus on the Bolshevik revolution of 1917, in order to ascertain how social revolutions have been constituted, conducted, and enshrined in political and cultural institutions. We also ask what the conditions and prospects of revolution are today. Readings will be drawn from a variety of fields, from philosophy to social history. Most readings will be primary documents, from Rousseau and Marx to Bill Ayers, but will also include major statements in the historiography of revolution.

Instructor(s): Robert Bird and Sheila Fitzpatrick
Terms Offered: Autumn
Equivalent Course(s): REES 36064,HIST 23707,HIST 33707
REES 26075. For Science Fiction in Eastern Europe and Russia. 100 Units.
In this course we will examine the cultural, historical, and political contexts of some of the great works of science fiction from Eastern Europe and Russia through literature like (but not limited to) Karel Capek's R.U.R. (origin of the robot), Evgenii Zamiatin's dystopian novel We (the inspiration for George Orwell's 1984), and Stanislaw Lem's Solaris (the inspiration for several film versions including Andrei Tarkovsky's in 1972). Our primary objective will be to examine how these writers used science fiction to interpret, comment upon, or critique their historical moment. How did these works propose alternate realities? Or how did they engage with the new and changing realities of the 20th century? All readings in English.
Instructor(s): Esther Peters Terms Offered: Winter
Equivalent Course(s): REES 36075

REES 26912. 20th Century Russian & South East European Émigré Literature. 100 Units.
"Being alienated from myself, as painful as that may be, provides me with that exquisite distance within which perverse pleasure begins, as well as the possibility of my imagining and thinking," writes Julia Kristeva in "Strangers to Ourselves," the book from which this course takes its title. The authors whose works we are going to examine often alternate between nostalgia and the exhilaration of being set free into the breathless possibilities of new lives. Leaving home does not simply mean movement in space. Separated from the sensory boundaries that defined their old selves, immigrants inhabit a warped, fragmentary, disjointed time. Immigrant writers struggle for breath—speech, language, voice, the very stuff of their craft resounds somewhere else. Join us as we explore the pain, the struggle, the failure, and the triumph of emigration and exile. Vladimir Nabokov, Joseph Brodsky, Marina Tsvetaeva, Nina Berberova, Julia Kristeva, Alexander Hemon, Dubravka Ugrešić, Norman Manea, Miroslav Penkov, Ilja Trojanow, Tea Obreht.
Instructor(s): Angelina Ilieva Terms Offered: Autumn

REES 27019. Holocaust Object. 100 Units.
In this course, we explore various ontological and representational modes of the Holocaust material object world as it was represented during World War II. Then, we interrogate the post-Holocaust artifacts and material remnants, as they are displayed, curated, controlled, and narrated in the memorial sites and museums of former ghettos and extermination and concentration camps. These sites which—once the locations of genocide—are now places of remembrance, the (post)human inhabit a warped, fragmentary, disjointed time. Therefore, we study the ways in which this material world, ranging from infrastructure to detritus, has been subjected to two, often conflicting, tasks of representation and preservation, which we view through a prism of authenticity. In order to study representation, we critically engage a textual and visual reading of museum narrations and fiction writings; to tackle the demands of preservation, we apply a neo-materialist approach. Of special interest are survivors' testimonies as appended to the artifacts they donated. The course will also equip you with salient critical tools for future creative research in Holocaust studies.
Instructor(s): Bozena Shallcross Terms Offered: Spring
Equivalent Course(s): REES 37019,JWSC 29500,ANTH 23910,ANTH 35035

REES 27025. Kieslowski's French Cinema. 100 Units.
Krzysztof Kieślowski's long-lived obsession with parallel histories and repeated chances is best illustrated by his The Double Life of Veronique. The possibility of free choice resulting in being granted a second chance conjoins this film with his French triptych White, Blue, Red, all co-written by Krzysztof Piesiewicz. In this course we discuss why and how in the Kieślowski/Piesiewicz virtual universe the possibility of reconstituting one's identity, triggered by tragic loss and betrayal, reveals an ever-ambiguous reality. We also analyze how these concepts, posited with visually and aurally dazzling artistry, shift the popular image of Kieślowski as auteur to his viewers' as co-creators. We read selections from current criticism on the "Three Color Trilogy." All materials in English.
Instructor(s): B. Shallcross Terms Offered: Winter
Equivalent Course(s): FNDL 25312,POLI 35303,REES 37025,POLI 25303

REES 27026. Kieslowski: The Decalogue. 100 Units.
In this class, we study the monumental series "The Decalogue" by one of the most influential filmmakers from Poland, Krzysztof Kieślowski. Without mechanically relating the films to the Ten Commandments, Kieślowski explores the relevance of the biblical moral rules to the state of modern man forced to make ethical choices. Each part of the series contests the absolutism of moral axioms through narrative twists and reversals in a wide, universalized sphere. An analysis of the films will be accompanied by readings from Kieślowski's own writings and interviews, including criticism by Žižek, Insdorf, and others.
Instructor(s): Bozena Shallcross Terms Offered: Winter
Equivalent Course(s): FNDL 24003,REES 37026
REES 28913. Comparative Methods in the Humanities. 100 Units.
This course introduces the models of comparative analysis across national literatures, genres, and media. The texts to be discussed include Orson Welles's "Citizen Kane" and Coleridge's poem "Kubla Khan"; Benjamin's "The Storyteller," Kafka's "Josephine the Mouse Singer," Deleuze and Guattari, Kafka: Toward a Minor Literature, and Mario Vargas Llosa's The Storyteller; Victor Segalen's Stèles; Fenollosa and Pound's "The Chinese Character as a Medium of Poetry" and Eliot Weinberger's Nineteen Ways of Looking at Wang Wei; Mérimée, "Carmen," Bizet, Carmen, and the film adaptation U-Carmen e-Khayelitsha (South Africa, 2005); Gorky's and Kurosawa's "Lower Depths;" Molière, Tartuffe, Dostoevsky, The Village Stepanchikovo and its Inhabitants, and Bakhtin, "Discourse in the Novel"; Gogol, The Overcoat, and Boris Eikhenbaum, "How Gogol's Overcoat Is Made."
Instructor(s): Olga Solovieva Terms Offered: Autumn
Equivalent Course(s): ENGL 28918, CMLT 20109

REES 29009. Balkan Folklore. 100 Units.
Vampires, fire-breathing dragons, vengeful mountain nymphs. 7/8 and other uneven dance beats, heart-rending laments, and a living epic tradition. This course is an overview of Balkan folklore from historical, political, and anthropological perspectives. We seek to understand folk tradition as a dynamic process and consider the function of different folklore genres in the imagining and maintenance of community and the socialization of the individual. We also experience this living tradition firsthand through visits of a Chicago-based folk dance ensemble, "Balkan Dance."
Instructor(s): A. Ilieva Terms Offered: Winter
Equivalent Course(s): ANTH 25908, ANTH 35908, CMLT 23301, CMLT 33301, NEHC 20568, NEHC 30568, REES 39009

REES 29010. Strangers to Ourselves: Émigré Lit from Russia and SE Europe. 100 Units.
"Being alienated from myself, as painful as that may be, is provides me with that exquisite distance within which perverse pleasure begins, as well as the possibility of my imagining and thinking," writes Julia Kristeva in "Strangers to Ourselves," the book from which this course takes its title. The authors whose works we are going to examine often alternate between nostalgia and the exhilaration of being set free into the breathless possibilities of new lives. Leaving home does not simply mean movement in space. Separated from the sensory boundaries that defined their old selves, immigrants inhabit a warped, fragmentary, disjointed time. Immigrant writers struggle for breath—speech, language, voice, the very stuff of their craft resounds somewhere else. Join us as we explore the pain, the struggle, the failure, and the triumph of emigration and exile. Vladimir Nabokov, Joseph Brodsky, Marina Tsvetaeva, Nina Berberova, Julia Kristeva, Alexander Hemon, Dubravka Ugrešić, Norman Manea, Miroslav Penkov, Ilija Trojanow, Tea Obreht.
Instructor(s): Angelina Ilieva Terms Offered: Autumn
Equivalent Course(s): REES 39010, CMLT 26902, CMLT 36902

REES 29012. Returning the Gaze: The Balkans and Western Europe. 100 Units.
AWARE of being observed. And judged. Inferior... Abject... Angry... Proud... This course provides insight into identity dynamics between the "West," as the center of economic power and self-proclaimed normative humanity, and the "Rest," as the poor, backward, volatile periphery. We investigate the relationship between South East European self-representations and the imagined Western gaze. Inherent in the act of looking at oneself through the eyes of another is the privileging of that other's standard. We will contemplate the responses to this existential position of identifying symbolically with a normative site outside of oneself—self-consciousness, defiance, arrogance, self-exoticization—and consider how these responses have been incorporated in the texture of the national, gender, and social identities in the region. Orhan Pamuk, Ivo Andrić, Nikos Kazantzakis, Aleko Konstantinov, Emir Kusturica, Milcho Manchevski.
Instructor(s): Angelina Ilieva Terms Offered: Autumn
Equivalent Course(s): REES 39012, CMLT 23201, CMLT 33201, NEHC 20885, NEHC 30885

REES 29013. The Burden of History: The Nation and Its Lost Paradise. 100 Units.
How and why do national identities provoke the deep emotional attachments that they do? In this course we try to understand these emotional attachments by examining the narrative of loss and redemption through which most nations in the Balkans retell their Ottoman past. We begin by considering the mythic temporality of the Romantic national narrative while focusing on specific national literary texts where the national past is retold through the formula of original wholeness, foreign invasion, Passion, and Salvation. We then proceed to unpack the structural role of the different elements of that narrative. With the help of Žižek's theory of the subject as constituted by trauma, we think about the national fixation on the trauma of loss, and the role of trauma in the formation of national consciousness. Specific theme inquiries involve the figure of the Janissary as self and other, brotherhood and fratricide, and the writing of the national trauma on the individual physical body. Special attention is given to the general aesthetic of victimhood, the casting of the victimized national self as the object of the "other's perverse desire." With the help of Freud, Žižek, and Kant we consider the transformation of national victimhood into the sublimity of the national self. The main primary texts include Petar Njegoš' Mountain Wreath (Serbia and Montenegro), Ismail Kadare's The Castle (Albania), Anton Donchev's Time of Parting (Bulgaria).
Instructor(s): Angelina Ilieva Terms Offered: Spring / Winter
Equivalent Course(s): REES 39013
REES 29018. Imaginary Worlds: The Fantastic and Magic Realism in Russia and Southeastern Europe. 100 Units.
In this course, we will ask what constitutes the fantastic and magic realism as literary genres while reading some of the most interesting writings to have come out of Russia and Southeastern Europe. While considering the stylistic and narrative specificities of this narrative mode, we also think about its political functions—from subversive to escapist, to supportive of a nationalist imaginary—in different contexts and at different historical moments in the two regions.
Instructor(s): Angelina Ilieva Terms Offered: Spring
Prerequisite(s): Readings in English. Background in Russia and the Balkans will make the course easier, but is not required.
Equivalent Course(s): REES 39018

REES 29020. The Shadows of Living Things: The Writings of Mikhail Bulgakov. 100 Units.
Open these books and step into a world of fanciful possibilities, magic, and creatures produced by scientific experiments. Contemplate the nature of evil and human responsibility in the face of dehumanizing fear, while at the same time rolling with laughter at Bulgakov’s irresistible seduction into the comedic. Laughter, as shadow and light, as subversive weapon but also as power’s whip, the capacity to be comedic, grounds human relation to both good and evil. The Master and Margarita, Diaboliada, Fatal Eggs, Heart of a Dog, Ivan Vasilieviich.
Instructor(s): Angelina Ilieva Terms Offered: Winter
Equivalent Course(s): REES 39020

REES 29021. The Shadows of Living Things: The Writings of Mikhail Bulgakov. 100 Units.
"What at would your good do if evil did not exist, and what would the earth look like if all the shadows disappeared? After all, shadows are cast by things and people…. Do you want to strip the earth of all the trees and living things just because of your fantasy of enjoying naked light?” asks the Devil. Mikhail Bulgakov worked on his novel The Master and Margarita throughout most of his writing career, in Stalin’s Moscow. Bulgakov destroyed his manuscript, re-created it from memory, and reworked it feverishly even as his body was failing him in his battle with death. The result is an intense contemplation on the nature of good and evil, on the role of art and the ethical duty of the artist, but also a dazzling world of magic, witches, and romantic love, and an irresistible seduction into the comedic. Laughter, as shadow and light, as the subversive weapon but also as power’s whip, grounds human relation to both good and evil. Brief excursions to other texts that help us better understand Master and Margarita.
Instructor(s): Angelina Ilieva Terms Offered: Spring
Equivalent Course(s): REES 39021, FNDL 29020

REES 29024. States of Surveillance. 100 Units.
What does it feel to be watched and listened to all the time? Literary and cinematic works give us a glimpse into the experience of living under surveillance and explore the human effects of surveillance—the fraying of intimacy, fracturing sense of self, testing the limits of what it means to be human. Works from the former Soviet Union (Solženicyn, Abram Tertz, Andrey Zvyagintsev), former Yugoslavia (Ivo Andrić, Danilo Kiš, Dušan Kovačević), Romania (Norman Manea, Cristian Mungiu), Bulgaria (Valeri Petrov), and Albania (Ismail Kadare).
Instructor(s): Angelina Ilieva Terms Offered: Autumn
Equivalent Course(s): REES 39024

REES 29070. Reading/Research: Russian and Eastern European Studies. 100 Units.
This is an independent study course which is arranged, planned, and managed by a supervising professor in conjunction with the goals that are proposed by the student, and then refined and approved by the supervising professor. This course involves more student self-discipline and a greater sense of direction than do most courses—the student must be willing to plan and execute his/her activities with much less monitoring and without prompting by fellow classmates. The student and the professor discuss and propose goals, topics, and projects.
Instructor(s): Staff Terms Offered: Autumn, Spring, Winter
Prerequisite(s): Consent of instructor and Departmental Adviser
Note(s): Students are required to submit the College Reading and Research Course Form.
Equivalent Course(s): CMLT 33302, EALC 23312, REES 39814, SCTH 34012, CMST 24922, CMST 34922, EALC 33312, CMLT 23302

REES 29814. Kurosawa and His Literary Sources. 100 Units.
This interdisciplinary graduate and advanced undergraduate course focuses on ten films of Akira Kurosawa which were based on literary sources ranging from Ryunosuke Akutagawa, Georges Simenon, and Shakespeare to Dostoevsky, Tolstoy, Gorky, and Arseniev. The course not only introduces some theoretical and intermedial problems of adaptation of literature to film but also address cultural and political implications of Kurosawa’s adaptation of classic and foreign sources. We will study how Kurosawa’s turn to literary adaptation provided a vehicle for circumventing social taboos of his time and offered a screen for addressing politically sensitive and sometimes censored topics of Japan’s militarist past, war crimes, defeat in the Second World War, and ideological conflicts of reconstruction. The course combines film analysis with close reading of relevant literary sources, contextualized by current work of political, economic, and cultural historians of postwar Japan. The course is meant to provide hands-on training in the interdisciplinary methodology of Comparative Literature.
Instructor(s): Olga Solovieva Terms Offered: Spring
Equivalent Course(s): CMLT 33302, EALC 23312, REES 39814, SCTH 34012, CMST 24922, CMST 34922, EALC 33312, CMLT 23302
REES 29900. BA Paper Workshop. 100 Units.
Students pursuing honors must write an acceptable BA paper in their final year under the supervision of a faculty member in the Department of Slavic Languages and Literatures. At the latest by the Autumn Quarter, students should begin the BA process by consulting with the director of undergraduate studies. Students may register for the BA Paper seminar (REES 29900 BA Paper Workshop) with the approval of the BA supervisor. This course will confer general College elective credit, but it will not count toward the major. If the completed bachelor’s paper is judged by the supervisor and a second faculty member to be a distinguished example of original research or criticism, the student is recommended to the College for graduation with honors in Russian and East European Studies. The final decision regarding the granting of any degree with honors rests with the Collegiate divisional master.
Instructor(s): Staff Terms Offered: Autumn, Spring, Winter
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.

**GENERAL EDUCATION SEQUENCES**

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

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

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

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

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

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

Instructor(s): G. Herrigel, Staff
Terms Offered: Winter
Prerequisite(s): SOSC 11400. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

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

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

Instructor(s): G. Herrigel, Staff
Terms Offered: Spring
Prerequisite(s): SOSC 11500. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.
SOSC 12100-12200-12300. Self, Culture, and Society I-II-III.
"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.

SOSC 12100. Self, Culture, and Society I. 100 Units.
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.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 12200. Self, Culture, and Society II. 100 Units.
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.
Instructor(s): 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.
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.
Instructor(s): 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.
"Social Science Inquiry" explores classic and contemporary points of view about ways of gathering, analyzing, and interpreting information about public policy issues. The course aims to provide the student with an introduction to the philosophy of social science inquiry, a sense of how that inquiry is conducted, and an understanding of how policy implications can be drawn responsibly from evidence provided by empirical social science. The sequence’s objective is to convey both the promise and the pitfalls of social science and a sense of its uses and abuses. During the 2017–18 school year, one section of "Social Science Inquiry" will be offered with a special focus on spatial analysis. Spatial thinking deals with the fundamental role of space, place, location, distance, and interaction. The first course in the sequence explores the fundamentals of spatial analysis and different concepts of space; how it is measured, represented, and accounted for in social science methodology; and how spatial problems are solved. The second course will provide an introduction to spatial analysis methods, ranging from data manipulation to geovisualization, spatial autocorrelation analysis, and spatial clustering. The final course will focus on carrying out a research project using spatial analytical methods. This special section will be flagged as such in the course schedules each quarter. Instructors include Luc Anselin and Marynia Kolak.

SOSC 13100. Social Science Inquiry I. 100 Units.
The Autumn Quarter starts by introducing students to the various ways that social scientists think about the world. Examples include theoretical models from Milton Friedman, Thomas Schelling, and John Nash; path-breaking experiments from Stanley Milgram and Daniel Kahneman; and quantitative research on topics ranging from voting to gun violence to baby names. Through these works, students will learn how researchers theorize about social phenomena.
Instructor(s): 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.
In the Winter Quarter, students will be introduced to social science research tools. They will learn how to collect data, conduct experiments, and make causal inferences from statistics. Using the General Social Survey, the National Election Studies, and other surveys, students will gain hands-on experience working with large data sets.
Instructor(s): 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.
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.
Instructor(s): E. Oliver, Staff
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.
“Mind” explores subjective experience and behavior through the lens of underlying mental processes, biological mechanisms, and social context. Drawing from research in the social sciences and beyond, the course broadly considers how empirical approaches can shape our understanding of long-standing questions about human experience. Each quarter of Mind is taught by a different group of faculty, and the material in each quarter is arranged into a broad theme that makes connections across quarters. These themes vary from year to year.

SOSC 14100. Mind I. 100 Units.
The first quarter of Mind builds an intellectual framework for understanding the mental and behavioral phenomena of animals, connecting philosophical and historical foundations to the modern scientific literature. What is the difference between the subjective and the objective? How do the mind and body relate to each other? How do nature and nurture impact behavior? These are some of the broad questions that are addressed.
Instructor(s): D. Gallo, Staff
Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 14200. Mind II. 100 Units.
The second quarter of Mind explores the concept of “mechanism,” or different kinds of causal models and theories that are used to explain mental phenomena from different levels of scientific analysis (e.g., biological, cognitive). Focusing on empirical literature, this quarter’s emphasis on mechanism builds upon the intellectual foundations established in Fall quarter.
Instructor(s): D. Gallo, Staff
Prerequisite(s): SOSC 14100. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 14300. Mind III. 100 Units.
The third quarter of Mind explores the effects of different kinds of context on mental phenomena and mechanisms, including developmental, social, and cultural contexts. Focusing on empirical literature, this quarter highlights the impact of basic research on some of the big problems that face humans and society.
Instructor(s): D. Gallo, Staff
Prerequisite(s): SOSC 14200. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 15100-15200-15300. Classics of Social and Political Thought I-II-III.
“Classics of Social and Political Thought” reads classic texts from Plato and Aristotle to Nietzsche and DuBois in order to investigate criteria for understanding and judging political, social, and economic institutions. What is justice? What makes a good society? This sequence examines such problems as the conflicts between individual interest and common good; between morality, religion, and politics; and between liberty and equality. We examine alternative conceptions of society, law, authority, consent, and dissent that underlie continuing controversies in contemporary political life.

SOSC 15100. Classics of Social and Political Thought I. 100 Units.
No description available.
Instructor(s): N. Tarcov, Staff
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.
No description available.
Instructor(s): S. Muthu, Staff
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.
No description available.
Instructor(s): J. Pitts, Staff
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. 0.25 Units.
This course is for students who secure a summer internship. For details, visit careeradvancement.uchicago.edu/jobs-internships-research/internships-for-credit. Students write a short paper (two to three pages) and give an oral presentation reflecting on their internship experience.
Instructor(s): D. Spatz Terms Offered: Summer
Note(s): Must be taken for P/F grading; students who fail to complete the course requirements will receive an F on their transcript (no W will be granted). Students receive 0.25 units of credit at completion of course. Course meets once in Spring Quarter and once in Autumn Quarter. Course fee $150; students in need of financial aid should contact Jay Ellison at 702.8609.
Equivalent Course(s): HUMA 02980

SOSC 21100-21200. Music in Western Civilization I-II.
This two-quarter sequence explores musical works of broad cultural significance in Western civilization. We study pieces not only from the standpoint of musical style but also through the lenses of politics, intellectual history, economics, gender, cultural studies, and so on. Readings are taken both from our music textbook and from the writings of a number of figures such as St. Benedict of Nursia and Martin Luther. In addition to lectures, students discuss important issues in the readings and participate in music listening exercises in smaller sections.

SOSC 21100. Music in Western Civilization I: To 1750. 100 Units.
This 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.
Instructor(s): Robert Kendrick Terms Offered: Winter
Note(s): Prior music course or ability to read music not required. Students must confirm enrollment by attending one of the first two sessions of class. This two-quarter sequence meets the general education requirement in civilization studies; it does not meet the general education requirement in the arts.
Equivalent Course(s): HIST 12700, MUSI 12100

SOSC 21200. Music in Western Civilization II: 1750 to the Present. 100 Units.
No description available.
Terms Offered: Spring
Note(s): Prior music course or ability to read music not required. Students must confirm enrollment by attending one of the first two sessions of class. This two-quarter sequence meets the general education requirement in civilization studies; it does not meet the general education requirement in the arts.
Equivalent Course(s): HIST 12800, MUSI 12200

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): Staff Terms Offered: Autumn
Equivalent Course(s): NEHC 30601, RLST 20401, HIST 25610, HIST 35610, ISLM 30601, NEHC 20601

SOSC 22100. Islamic Thought and Literature II. 100 Units.
This course covers the period from ca. 950 to 1700, surveying works of literature, theology, philosophy, sufism, politics, history, etc., written in Arabic, Persian and Turkish, as well as the art, architecture and music of the Islamicate traditions. Through primary texts, secondary sources and lectures, we will trace the cultural, social, religious, political and institutional evolution through the period of the Fatimids, the Crusades, the Mongol invasions, and the "gunpowder empires" (Ottomans, Safavids, Mughals).
Instructor(s): 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 30602, RLST 20402, ISLM 30602, CMES 30602, NEHC 20602
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): A. El Shamsy Terms Offered: Spring
Note(s): This course does not apply to the medieval studies major or minor. Equivalent Course(s): NEHC 30603, RLST 20403, NEHC 20603

SOSC 23000-23100. Introduction to the Civilizations of South Asia I-II.
This sequence introduces core themes in the formation of culture and society in South Asia from the early modern period until the present. This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.

SOSC 23000. Introduction to the Civilizations of South Asia I. 100 Units.
The first quarter focuses on Islam in South Asia, Hindu-Muslim interaction, Mughal political and literary traditions, and South Asia's early encounters with Europe.
Instructor(s): M. Alam Terms Offered: Winter
Equivalent Course(s): ANTH 24101, HIST 10800, SASC 20000, SALC 20100

SOSC 23100. Introduction to the Civilizations of South Asia II. 100 Units.
The second quarter analyzes the colonial period (i.e., reform movements, the rise of nationalism, communalism, caste, and other identity movements) up to the independence and partition of India.
Instructor(s): D. Chakrabarty Terms Offered: Spring
Prerequisite(s): SASC 20000, ANTH 24101, HIST 10800, SASC 20000, SOSC 23000
Equivalent Course(s): ANTH 24102, HIST 10900, SASC 20100, SALC 20200

SOSC 23500-23600-23700. Introduction to the Civilizations of East Asia I-II-III.
This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformations in these cultures and societies from the Middle Ages to the present.

SOSC 23500. Introduction to the Civilizations of East Asia I. 100 Units.
East Asian Civilizations I covers China.
Instructor(s): G. Alitto Terms Offered: Summer, Winter
Prerequisite(s): Open to undergraduates only.
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): CRES 10800, EALC 10800, HIST 15100

SOSC 23600. Introduction to the Civilizations of East Asia II. 100 Units.
East Asian Civilizations II covers Japan.
Instructor(s): J. Ketelaar Terms Offered: Autumn, Summer
Prerequisite(s): Open to undergraduates only.
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): CRES 10900, EALC 10900, HIST 15200

SOSC 23700. Introduction to the Civilizations of East Asia III. 100 Units.
East Asian Civilizations III covers Korea.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): Open to undergraduates only.
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): CRES 11000, EALC 11000, HIST 15300

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 nineteenth 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 systems. 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.
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.
Instructor(s): W. Nickell Terms Offered: Autumn
Note(s): Taking these courses in sequence is recommended but not required.
Equivalent Course(s): REES 26011, HIST 13900

SOSC 24100. Introduction to Russian Civilization II. 100 Units.
The first quarter covers the ninth century to the 1870s; the second quarter continues on through the post-
Soviet period. Working closely with a variety of primary sources—from oral legends to film and music,
from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the
centuries and through radically different political regimes. Topics to be discussed include the influence of
Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in
political, intellectual and cultural life; the relationship between center and periphery; systems of social and
political legitimation; and symbols and practices of collective identity.
Instructor(s): F. Hillis Terms Offered: Winter
Note(s): Taking these courses in sequence is recommended but not required.
Equivalent Course(s): REES 26012, HIST 14000

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, Winter
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, CRES 24001

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: Spring, 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, CRES 24002

SOSC 24003. Colonizations III. 100 Units.
The third quarter considers the processes and consequences of decolonization both in the newly
independent nations and the former colonial powers.
Terms Offered: Spring
Note(s): This sequence meets the general education requirement in civilization studies. These courses can be
taken in any sequence.
Equivalent Course(s): ANTH 24003, HIST 18303, SALC 20702, CRES 24003

SOSC 25090. Anthropology of Olympic Sport. 100 Units.
If cultural differences are as powerful as Anthropology has conventionally stressed, how is it possible that
over 200 national and innumerable sub-national and transnational cultural formations have found common
cause in the modern Olympic Games? This course explores, theoretically and historically, the emergence of the
Olympic Games as the liturgy of the world system of nation states and the current dialectic between the Olympic
Movement and the Olympic Sports Industry. Extensive reading and an independent research paper will be
required.
Instructor(s): John J MacAloon Terms Offered: Winter
Note(s): 3rd and 4th year undergraduates only
Equivalent Course(s): ANTH 20420, ANTH 30420, MAPS 47501
SOSC 25100. Urban Structure and Process. 100 Units.
This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past American experience as a way of developing urban policy both in this country and elsewhere.
Instructor(s): F. Stuart Terms Offered: Spring
Equivalent Course(s): CRES 20104,GEOG 22700,GEOG 32700,SOCI 30104,SOCI 20104

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.
May be taken in sequence or individually. This sequence meets the general education requirement in civilization studies. This course is offered every year. 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): E. Kouri Terms Offered: Autumn
Equivalent Course(s): ANTH 23101,CRES 16101,HIST 16101,HIST 36101,LACS 34600,LACS 16100

SOSC 26200. Introduction to Latin American Civilization II. 100 Units.
May be taken in sequence or individually. This sequence meets the general education requirement in civilization studies. This course is offered every year. Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.
Instructor(s): D. Borges Terms Offered: Winter
Equivalent Course(s): ANTH 23102,CRES 16102,HIST 16102,HIST 36102,LACS 34700,LACS 16200

SOSC 26300. Introduction to Latin American Civilization III. 100 Units.
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). The third quarter focuses on the twentieth century, with special emphasis on economic development and its political, social, and cultural consequences.
Instructor(s): B. Fischer Terms Offered: Spring
Equivalent Course(s): ANTH 23103,CRES 16103,HIST 16103,HIST 36103,LACS 34800,LACS 16300

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.
Instructor(s): Staff Terms Offered: Autumn,Spring,Winter
Prerequisite(s): At least one year of language

SOSC 29700. Independent Study in the Social Sciences. 100 Units.
No description available.
Instructor(s): Staff Terms Offered: Autumn,Spring,Winter
Prerequisite(s): Consent of instructor and senior adviser
Note(s): Students are required to submit the College Reading and Research Course Form.

SOSC 29900. BA Paper in Russian Civilization. 100 Units.
This is a reading and research course for independent study related to BA research and BA paper preparation.
Instructor(s): Staff Terms Offered: Autumn,Spring,Summer,Winter
Prerequisite(s): Consent of instructor and undergraduate program chair
Note(s): Students are required to submit the College Reading and Research Course Form.

SOSC 34500-34600. Anthropology of Museums I-II.
Anthropology of Museums

SOSC 34500. Anthropology of Museums I. 100 Units.
Using anthropological theories and methodology as a conceptual framework, this seminar will explore the organizational and ideological aspects of museum culture(s). The course includes visits to museums with guest museum professionals as guides into the culture of museums.
Instructor(s): M. Fred Terms Offered: Autumn,Winter
Prerequisite(s): Advanced standing and consent of instructor
Note(s): CHDV Distribution: C
Equivalent Course(s): ANTH 34502,CRES 34501,MAPS 34500,CHDV 34501,ANTH 24511
SOSC 34600. Anthropology of Museums II. 100 Units.
No description available.
Instructor(s): M. Fred
Terms Offered: Spring
Prerequisite(s): Advanced standing or consent of instructor
Equivalent Course(s): CRES 34502, ANTH 24512

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

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Sociology

Department Website: http://sociology.uchicago.edu

PROGRAM OF STUDY

The discipline of sociology explores the nature, structure, and dynamics of social life, and also its causes and consequences for the world. With this broad mandate, sociology encompasses a diversity of substantive interests, methodological approaches, and theoretical orientations. Sociologists study diverse social phenomena ranging from online conversations, friendship, and families to neighborhoods, governments, and global markets. They study cities and communities, inequality, social mobility and social class, patterns of population change and migration, social identities such as race, class, and gender, ethnic relations and social conflict, social media and digital interaction, and social dimensions of sex, health, business, education, law, politics, religion, and science. Sociologists study the emergence, stabilization, disintegration, and wide-ranging implications of these social institutions, behaviors, and meanings. Methodologies of the field range from ethnography, interviews, and historical research to surveys, computational modeling, and big data analysis.

The University of Chicago's sociology department was the first in the United States, and it stewards the American Journal of Sociology, the discipline's longest running sociology journal. Chicago sociology builds on these legacies by continuing to sponsor pathbreaking research. Chicago training in sociology confers deep understanding of social organization and human relations, along with skill in drawing inferences from data, which has made it attractive for students considering careers in business, social media, data science, education, law, marketing, medicine, journalism, social work, politics, public administration, and urban planning. Chicago's sociology education forms an excellent basis for specialized graduate work and affords entry to careers in federal, state, and local agencies, as well as into business enterprises, private foundations, and research institutes. Chicago's sociology program provides a preeminence foundation for students considering careers in advanced research and university teaching. The program is designed to meet the needs of diverse students, and students declare a student-designed specialty that reflects their course work and BA thesis research, such as social policy or social analytics.

PROGRAM REQUIREMENTS

Students pursuing a BA degree in sociology are expected to complete the following requirements. All required sociology courses are offered annually, and students should inquire directly of the director of undergraduate studies if they need to know when a course will be offered in the next academic year.

A. Social Theory

Two required courses acquaint students with some of the fundamental problems and analytic perspectives of the field of sociology.

SOCI 20002 Social Structure and Change. The central objective of this course is to introduce students to the sociological study of individuals in society—how individual actions are shaped by their position in society, while contributing to its structure and change. We focus on sociological approaches to American society, its position in the international system, and principal dimensions including race and ethnicity, age, gender, and social class.

SOCI 20005 Sociological Theory. Drawing on the classics as well as on contemporary works in sociological theory, this course raises questions about the nature of sociological theory and its relation to both empirical research and sociological inquiry. Authors include Weber, Durkheim, Simmel, Dewey, Parsons, and Merton.

With the approval of the undergraduate program director, students may use other courses toward this requirement.

B. Methodology

Students are required to take at least one of the following methodology courses.

SOCI 20001 Sociological Methods. This course introduces the philosophy and practice of social research. It explores questions of causality in social research and the limits of knowledge. It then covers the basic practices that are components of all methods of social research through an in-depth examination of interviews, ethnography, surveys, and archival, online, and computational research. Students spend the quarter working on a series of assignments that culminate in a research proposal for the BA thesis.

SOCI 20111 Survey Analysis I. This course teaches students how to analyze survey data and write up the results: basic logic of multivariate causal reasoning and its application to OLS regression, percentage tables, and log odds, with an emphasis on communicating insights.

SOCI 20140 Qualitative Field Methods. This course introduces techniques and approaches to ethnographic field research. Emphasis is placed on quality of attention and awareness of perspective as foundational aspects of the craft. Students conduct research at a site, compose and share field notes, and produce a final paper distilling sociological insight from fieldwork.
C. Statistics

Students must take the following statistics requirement.

SOCI 20004 Statistical Methods of Research. This required course provides a comprehensive introduction to widely used quantitative methods in sociology and related social sciences. Topics include analysis of variance and multiple regression, tools used often by practicing social scientists. Substitutes for this course are STAT 20000 Elementary Statistics or higher. Students with AP examination credit for Statistics may count it toward this requirement, although we encourage such students to take an additional social science statistics course.

D. Additional Courses

Students must take seven additional courses in sociology or related fields, and at least four of these must be in sociology. They may be drawn from any of the 20000-level courses in sociology and, after the student completes SOCI 20002 Social Structure and Change, from any 30000-level courses in sociology that have not been cross listed with undergraduate course numbers. Students may also count graduate courses (e.g., 40000-level or higher) in which they may enroll with permission of course instructors toward this requirement.

Courses outside of sociology must be approved by the undergraduate program director. Students must submit the College’s General Petition Form (https://college.uchicago.edu/advising/forms-and-petitions) for review. With a few exceptions, courses offered in the Division of the Social Sciences are accepted. Other courses with significant social science content or special relevance to a student’s BA thesis may also be accepted.

Area of Specialization. At least three of the additional courses in sociology or related fields, outlined above, must comprise a self-defined area of specialization. Students will declare a specialization which reflects an emphasis of their course work and BA thesis research. Students in the Class of 2019 and beyond are required to develop a specialization; students in the Classes of 2017 and 2018 may elect to do so.

Students are encouraged to consider their specialization from the time that they enter the program in order to guide their selection of courses and prepare them for the substantial research project of the BA thesis. Students formally propose their specialization at the start of their penultimate quarter of residence (ordinarily, this will be due in January of the student's fourth year). The proposal should include a theme with three (or more) courses in sociology or related fields that students have completed or are completing within that domain. These proposals are to be submitted on the College’s General Petition Form (https://college.uchicago.edu/advising/forms-and-petitions) and must be approved by the undergraduate program director. Some examples of specializations might be:

- **Urban Studies** (e.g., SOCI 20215 Urban Health, SOCI 20219 Urban Ethnography, SOCI 20221 Crime and the City)
- **Social Policy** (e.g., SOCI 20106 Political Sociology, SOCI 20192 The Effects of Schooling, PBPL 22300 Policy Implementation)
- **Gender and Sexuality** (e.g., SOCI 20107 Sociology of Human Sexuality, SOCI 20175 The Sociology of Deviant Behavior, GNSE 10310 Theories of Gender and Sexuality)
- **Organizations** (e.g., SOCI 20101 Organizational Analysis, PLSC 27500 Organizational Decision Making, ECON 28000 Industrial Organization)
- **Social Analytics** (e.g., SOCI 20157 Mathematical Models, SOCI 20209 Culture and Social Networks, STAT 22600 Analysis of Categorical Data)
- **Demography** (e.g., SOCI 20123 The Family, SOCI 28062 American Families: Inequality and Change, SOCI 20103 Social Stratification)

E. BA Thesis

During their fourth year, students majoring in sociology are expected to complete an original project of sociological inquiry on a topic of their choice, culminating in a final paper from twenty to forty pages in length. The project is an independent research project in which questions are formulated and data are collected and analyzed by the student. Recent projects have included studies of emerging forms of social interaction on the Internet, conflict and safety in urban Chicago neighborhoods, immigration and national identity in Germany and Guatemala, processes of gendering in the workplace, homosexuality and AIDS in South Africa, church leadership transition among Korean immigrants, the power of public rhetoric in public housing, role models among Mexican American youth, gender roles in families of graduate students, peer pressure and teenage pregnancy, and attitudes toward immigration.

The senior project is written under the guidance of an assigned preceptor from the department and a faculty member that students select during Spring Quarter of SOCI 29998 Sociology BA Thesis Seminar. After a faculty member agrees to advise a student’s thesis, the student will have the faculty member sign a hard copy of the BA Thesis Faculty Advisor Consent Form available for printing at sociology.uchicago.edu/sites/sociology.uchicago.edu/files/AdvisorConsentForm_0.pdf, which is to be turned in to the Department of Sociology office. Students may register for additional reading courses (SOCI 29997 Readings in Sociology); however, only two sociology reading/research courses can be counted toward courses required for the sociology major.
**BA Seminar.** The senior project is researched, discussed, and written in the context of SOCI 29998 Sociology BA Thesis Seminar, which is a required yearlong course. *Students are required to attend this senior seminar in Spring Quarter of their third year and in the Autumn and Winter Quarters of their fourth year, but they must register for the seminar in only one of the three terms.* Students who plan to study abroad during any of these quarters must still participate in the seminar by completing required assignments and submitting them online and on time. The completed thesis is submitted during Spring Quarter of their fourth year. Students graduating in a quarter other than Spring Quarter must turn in their theses by Friday of seventh week of their final quarter. When circumstances justify it, the department may set individual deadlines and procedures.

**SUMMARY OF REQUIREMENTS**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
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<tbody>
<tr>
<td>Two of the following:</td>
<td>200</td>
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<tr>
<td>SOCI 20002 Social Structure and Change</td>
<td></td>
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<tr>
<td>SOCI 20005 Sociological Theory</td>
<td></td>
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<tr>
<td>or approved substitute</td>
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<tr>
<td>One of the following:</td>
<td>100</td>
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<tr>
<td>SOCI 20001 Sociological Methods</td>
<td></td>
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<tr>
<td>SOCI 20111 Survey Analysis I</td>
<td></td>
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<tr>
<td>SOCI 20140 Qualitative Field Methods</td>
<td></td>
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<tr>
<td>SOCI 20004 Statistical Methods of Research **</td>
<td>100</td>
</tr>
<tr>
<td>Three approved courses in an area of specialization *</td>
<td>300</td>
</tr>
<tr>
<td>Four additional courses in sociology or related fields *</td>
<td>400</td>
</tr>
<tr>
<td>SOCI 29998 Sociology BA Thesis Seminar</td>
<td>100</td>
</tr>
<tr>
<td>Total Units</td>
<td>1200</td>
</tr>
</tbody>
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* No more than three courses from outside sociology and no more than two reading and research courses may be used toward the major. Students must submit the College’s General Petition Form (https://college.uchicago.edu/advising/forms-and-petitions) for approval of courses outside sociology. See "Additional Courses" section for details.

**GRADING**

All courses required for completion of the sociology program must be taken for quality grades (e.g., not P/F).

**HONORS**

If the student’s cumulative GPA is at or above 3.25 and the student’s GPA in the major is at or above 3.5, the student may be nominated for graduation with honors on the basis of the excellence of the thesis. The thesis must be based on substantial individual research conducted under the guidance of a faculty member, and it must be evaluated both by the student’s adviser and by the program chair at A- or A.

**ENTERING THE MAJOR**

No special application is required for admission to the sociology program, but students should discuss their plans with their College adviser prior to declaring the major. They must then declare their intention to major at my.uchicago.edu and inform the Department of Sociology at sociology.uchicago.edu/content/majoring-sociology-intake-form, which includes a short entry survey. Students may enter the program at any time upon completion of any social sciences general education sequence, but no later than the beginning of Spring Quarter in their third year.

Students are encouraged to complete the required introductory sociology courses (SOCI 20002 Social Structure and Change and SOCI 20005 Sociological Theory) as early as possible, and to enroll in a required methodology course by Spring Quarter of their third year, the quarter in which students begin SOCI 29998 Sociology BA Thesis Seminar.

**ADVISING**

Students should address technical questions regarding the program (e.g., required courses, petitions) to the undergraduate program director. During Spring Quarter of the third year, students will also select a faculty member to serve as adviser. Students may wish to contact their faculty adviser to address general questions regarding the discipline of sociology and to receive guidance in designing an individualized program of study and selecting a specialization.

**Handbook**

Students interested in pursuing the BA degree in sociology are encouraged to read the brochure *Undergraduate Program in Sociology*, which is available in the Office of the Department of Sociology (SS 307).
SOCI 20001. Sociological Methods. 100 Units.
This course introduces the philosophy and practice of social research. Working from the idea that the research process is fundamentally a critical dialogue, we begin by exploring questions of causality and the epistemology of social research. Then we turn to examine the basic practices that are a component of all methods of social research through an in-depth examination of interviews, ethnography, surveys, and archival research. Assignments culminate in a research proposal for the BA thesis.
Instructor(s): D. Zhao Terms Offered: Spring

SOCI 20002. Social Structure and Change. 100 Units.
The title of this course is traditional more than it is descriptively accurate. It should be called How to Think Sociologically. Rather than attempt to survey the state of the field as introductory courses typically do, this course advances a particular vision of the discipline. We will be reading authors that fundamentally inform this vision (not all of whom were sociologists proper), including Durkheim, Weber, Simmel, Garfinkel, Goffman, Geertz, Levi-Strauss, Mauss, Bourdieu, and Fanon. We will learn how to identify properly sociological objects and how to engage in various modes of sociological analysis. We will discuss social facts, forms, types, and relations; the collective nature of social reality, social identities such as race and gender, and social class. We may even get to talk about social structure and change. The course has been designed to provide students majoring in sociology a more solid—although, again, a very particular—disciplinary foundation. The readings fill the gap between the classical sociology covered in the social science cores Self and Power and the contemporary sociology covered by other departmental offerings.
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): S. Raudenbush 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.
The course provides a basic introduction to modern sociological theory. Readings focus on classic texts by Weber, Durkheim, Simmel, and Dewey, ending with an individually chosen (by each student) text by a theoretical writer from outside Europe and North America. Lectures provide a background history of modern social thought.
Instructor(s): A. Glaeser 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 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: Spring
Equivalent Course(s): SOCI 30103

SOCI 20104. Urban Structure and Process. 100 Units.
This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past American experience as a way of developing urban policy both in this country and elsewhere.
Instructor(s): F. Stuart Terms Offered: Spring
Equivalent Course(s): CRES 20104, GEOG 22700, GEOG 32700, SOCI 30104, SOSC 25100
SOCI 20106. Political Sociology. 100 Units.
This course provides analytical perspectives on citizen preference theory, public choice, group theory, bureaucrats and state-centered theory, coalition theory, elite theories, and political culture. Theses competing analytical perspectives are assessed in considering middle-range theories and empirical studies on central themes of political sociology. Local, national, and cross-national analyses are explored. The course covers readings for the Sociology PhD. Prelim exam in political sociology.
Instructor(s): T. Clark Terms Offered: Spring
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 20112. Applications of Hierarchical Linear Models. 100 Units.
A number of diverse methodological problems such as correlates of change, analysis of multi-level data, and certain aspects of meta-analysis share a common feature—a hierarchical structure. The hierarchical linear model offers a promising approach to analyzing data in these situations. This course will survey the methodological literature in this area, and demonstrate how the hierarchical linear model can be applied to a range of problems.
Instructor(s): S. Raudenbush Terms Offered: Spring
Prerequisite(s): Applied statistics at a level of multiple regression
Equivalent Course(s): SOCI 30112

SOCI 20116. Global-Local Politics. 100 Units.
Globalizing and local forces are generating a new politics in the United States and around the world. This course explores this new politics by mapping its emerging elements: the rise of social issues, ethno-religious and regional attachments, environmentalism, gender and life-style identity issues, new social movements, transformed political parties and organized groups, and new efforts to mobilize individual citizens.
Instructor(s): T. Clark Terms Offered: Winter
Equivalent Course(s): HMRT 20116, HMRT 30116, PBPL 27900, SOCI 30116, LLSO 20116

SOCI 20120. Urban Policy Analysis. 100 Units.
This course addresses the explanations available for varying patterns of policies that cities provide in terms of expenditures and service delivery. Topics include theoretical approaches and policy options, migration as a policy option, group theory, citizen preference theory, incrementalism, economic base influences, and an integrated model. Also examined are the New York fiscal crisis and taxpayer revolts, measuring citizen preferences, service delivery, and productivity.
Instructor(s): T. Clark Terms Offered: Autumn
Equivalent Course(s): PBPL 24800, SOCI 30120

SOCI 20122. Introduction to Population. 100 Units.
This course provides an introduction to the field of demography, which examines the growth and characteristics of human populations. It also provides an overview of our knowledge of three fundamental population processes: fertility, mortality, and migration. We cover marriage, cohabitation, marital disruption, aging, and population and environment. In each case we examine historical trends. We also discuss causes and outcomes of recent trends in population growth, and the current demographic situation in developing and developed countries.
Instructor(s): L. Waite Terms Offered: Spring
Prerequisite(s): 1st and 2nd year undergraduates only
Note(s): Only offered at the undergraduate level in 2017-18
Equivalent Course(s): ENST 20500, GNSE 20120

SOCI 20125. Rational Foundations of Social Theory. 100 Units.
This course introduces conceptual and analytical tools for the micro foundations of macro and intermediate-level social theories, taking as a basis the assumption of rational action. Those tools are then used to construct theories of power, social exchange, collective behavior, socialization, trust, norm, social decision making and justice, business organization, and family organization.
Instructor(s): K. Yamaguchi Terms Offered: Spring
Equivalent Course(s): SOCI 30125
SOCI 20126. Japanese Society: Functional/Cultural Explanations. 100 Units.
The objective of this course is to provide an overview of social structural characteristics and the functioning of contemporary Japanese society by a juxtaposition of universalistic functional (or rational) explanations and particularistic cultural (and historical) explanations. It will become clear these are complementary to each other. Substantively, the course primarily focuses on 1) the forms of social interaction and structure, 2) work organization and family, and 3) education, social inequality, and opportunity. The course also presents discussions of the extent to which Japan is “unique” among industrial societies. In covering a broad range of English-language literature on Japanese society, the course not only presents reviews and discussions of various alternative theoretical explanations of the characteristics of Japanese society, but also a profound opportunity to critically review and study selected sociological theories.
Instructor(s): K. Yamaguchi Terms Offered: Winter
Equivalent Course(s): SOCI 30126

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—smoking, “satanic” daycares, internet trolls—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

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: Winter
Equivalent Course(s): SOCI 30192

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 20226. Urban Schools and Communities. 100 Units.
This course focuses on urban communities and the contextual factors influencing the organization of schools. It emphasizes historical, anthropological, and sociological perspectives as we explore questions about the purpose and history of public schools, the influences on the character of their structure and organization (especially in urban areas), and the surrounding context, such as housing, policy, race and class. The topics detailed below provide essential intellectual perspectives on the history, work, and complexities of urban schools.
Instructor(s): S. Stoelinga Terms Offered: Autumn
Note(s): CHDV Distribution: C
Equivalent Course(s): CHDV 27821, PBPL 27821

SOCI 20233. Race in Contemporary American Society. 100 Units.
This survey course in the sociology of race offers a socio-historical investigation of race in American society. We will examine issues of race, ethnic and immigrant settlement in the United States. Also, we shall explore the classic and contemporary literature on race and inter-group dynamics. Our investigative tools will include an analysis of primary and secondary sources, multimedia materials, photographic images, and journaling. While our survey will be broad, we will treat Chicago and its environs as a case study to comprehend the racial, ethnic, and political challenges in the growth and development of a city.
Instructor(s): S. Hicks-Bartlett Terms Offered: Spring
Equivalent Course(s): SOCI 30233
SOCI 20239. Urban School Reform: History and Policy. 100 Units.
This course explores the goals, logic, and contradictions of the American education and school improvement efforts. We will consider the history of school reform and the processes that influence education policy implementation and enactment. Current school reform debates and policies will be analyzed from historical, contemporary, and divergent perspectives, considering theories of organizational change. The strengths and shortcomings of current school reform policies will be considered with a stress on understanding the wide range of goals for education, the process of policy-making, and the complexity of organizational and systemic change implied in reform policy.
Instructor(s): S. Stoelinga Terms Offered: Spring
Equivalent Course(s): PBPL 27823

SOCI 20242. States, Markets, and Bodies. 100 Units.
An introduction to political economy, this course will introduce students to theories, concepts, and tools for studying relations between states and markets that affect the structure of power relationships. Taking a global approach, we will examine the different forms of state repression, the consequences of a neoliberal and decentralized global market, and its affects on individual people/workers. This course is motivated by three interrelated questions: (1) What is the appropriate role of the government in the economy? (2) How should states govern their citizens? (3) What is the role of the individuals who make up civil society?
Instructor(s): K. Hoang Terms Offered: Autumn

SOCI 20251. Trade, Development, and Poverty in Mexico. 100 Units.
With a focus on the past two decades, this interdisciplinary course explores the impact of economic integration, urbanization, and migration on Mexico and, to a lesser extent, on the United States—in particular, working class communities of the Midwestern Rust Belt. The course will examine work and life in the borderland production centers; agriculture, poverty, and indigenous populations in rural Mexico; evolving trade and transnational ties (especially in people, food products and labor, and drugs) between the U.S. and Mexico; and trade, trade adjustment, and immigration policy.
Instructor(s): C. Broughton Terms Offered: Autumn
Prerequisite(s): 2nd year standing required; attendance on the first day of class is required or registration will be dropped.
Equivalent Course(s): LACS 24901, PBPL 24901

SOCI 20253. Introduction to Spatial Data Science. 100 Units.
Spatial data science consists of a collection of concepts and methods drawn from both statistics and computer science that deal with accessing, manipulating, visualizing, exploring and reasoning about geographical data. The course introduces the types of spatial data relevant in social science inquiry and reviews a range of methods to explore these data. Topics covered include formal spatial data structures, geovisualization and visual analytics, spatial autocorrelation, cluster detection regionalization and spatial data mining. An important aspect of the course is to learn and apply open source software tools for the analysis of spatial data, such as R and GeoDa.
Instructor(s): L. Anselin Terms Offered: Autumn
Prerequisite(s): A multivariate statistics course; familiarity with GIS is helpful, but not necessary
Equivalent Course(s): SOCI 30253, GEOG 20500, MACS 54000

SOCI 20258. Maverick Markets: Cultural Economy and Cultural Finance. 100 Units.
What are the cultural dimensions of economic and financial institutions and financial action? What social variables influence and shape ‘real’ markets and market activities? If you are so smart, why aren’t you rich?’ is a question economists have been asked in the past. Why isn’t it easy to make money in financial areas even if one knows what economists know about markets, finance and the economy? And why, on the other hand, is it so easy to get rich for some participants? Perhaps the answer is that real markets are complex social and cultural institutions which are quite different from organizations, administrations and the production side of the economy. The course provides an overview over social and cultural variables and patterns that play a role in economic behavior and specifically in financial markets. The readings examine the historical and structural embeddedness of economic action and institutions, the different constructions and interpretations of money, prices and other dimensions of a market economy, and how a financial economy affects organizations, the art world and other areas.
Instructor(s): K. Knorr Cetina Terms Offered: Spring
Equivalent Course(s): ANTH 25440, ANTH 35405, SOCI 30258

SOCI 20260. The Past and Future of Knowledge. 100 Units.
This course is a broad survey of the recent history and current prospects of formal knowledge practices. Topics to be covered include institutions like universities, laboratories, research institutes, and scholarly publication; knowledge practices like experimentation, statistics, data mining, and archival analysis; and scholarly groups like professions, disciplines, and collaborative networks. The course draws on a wide variety of theories of knowledge change and also considers contextual forces like technological and political change. The course will be in lecture format.
Instructor(s): A. Abbott Terms Offered: Winter
SOCI 20261. Demographic Technique. 100 Units.
Introduction to methods of demographic analysis. Topics include demographic rates, standardization, decomposition of differences, life tables, survival analysis, cohort analysis, birth interval analysis, models of population growth, stable populations, population projection, and demographic data sources.
Instructor(s): X. Song Terms Offered: Spring
Prerequisite(s): One Introductory statistics course. No Auditing
Equivalent Course(s): SOCI 30261

SOCI 20262. Pragmatism, Sociology and DuBois. 100 Units.
There is renewed interest in sociology in looking to pragmatism for insights as to ways of conceptualizing sociology as a form of study. Here we want to look at the sociological work of W E B DuBois in the context of 19th century American sociology, social reform movements, and pragmatist philosophy. Do we see a way of thinking about large scale social research that offers different orienting principles than those that have guided the discipline until now? We begin with a review of Peirce, James, and Dewey, then turning to the context of social work by James Adams, and then examples of late 19th century American sociology. We then examine DuBois’s sociological work, paying chief attention to the Philadelphia and Atlanta work. We close with a comparison of DuBois’s theory of race to that of Robert Park.
Instructor(s): J. Martin Terms Offered: Winter
Note(s): Only offered at the undergraduate level

SOCI 20263. Human Migration. 100 Units.
At any moment, spatial location is a fixed, essential characteristic of people and the places they inhabit. Over time, individuals and groups of people change places. In the long run, the places themselves move in physical, social, economic and political space. These movements can be characterized by their origins and destinations, as intentional or accidental, forced or voluntary, individual or collective, within political borders (e.g. the farm-to-city migration of the 1940’s in the U.S), migration across political boundaries (e.g. “displacement” of pariah ethnicities after World War II), and by other criteria. All of these phenomena are aspects of migration This course reviews contemporary demographic research and theory concerning the nature of migration, and its extent, causes and consequences for individuals and collectivities. The demographic perspective absorbs a wide range of disciplinary perspectives, including those of psychology (e.g. individual decision-making), sociology (collective behavior, stratification, race and ethnicity), economics (rational behavior, macroeconomic conditions), and more.
Instructor(s): R. Stolzenberg Terms Offered: Winter
Equivalent Course(s): SOCI 30263

SOCI 20264. Wealth. 100 Units.
Wealth is the value of a person’s accumulated possessions and financial assets. Wealth is more difficult for social researchers to measure than earnings and income, and wealthy people are notoriously uncooperative with efforts to study them and their assets. Further, wealth data conveys less information than income data about the lives of the middle- and lower-classes – who tend to have little or no wealth at all. However, information about wealth gives fundamentally important insight into the values, attitudes, behavior, consumption patterns, social standing, political power, health, happiness and yet more characteristics of individuals and population subgroups. This course considers the causes and consequences of wealth accumulation for individuals, the social groups to which they belong, and the societies in which they dwell.
Instructor(s): R. Stolzenberg Terms Offered: Winter
Equivalent Course(s): SOCI 30264

SOCI 20265. World Social Theory. 100 Units.
This course will consider Western social theories in the context of social thought from elsewhere around the world. It will begin with a review of classical Western contractarianism. It will then consider classical social texts from China and from Islamic societies. It will then turn to recent works from outside the Western metropolis, reviewing works from Latin America, Africa, the Middle East, and South, Southeast and East Asia. As their main written work, students will be expected to choose and discuss a non-Western theorist outside the course list.
Instructor(s): A. Abbott Terms Offered: Winter

SOCI 20266. The Social Life of Statistics. 100 Units.
Full Title: The Social Life of Statistics: Production, Power, and Performativity. Modern societies are saturated with statistics and numerical representations of social and natural worlds. Statistics are produced by major institutions, governmental, academic, and corporate, and have far ranging effects on everything from social policies to social imaginaries. Since the founding of the discipline, sociology has heavily based itself on statistics. However, while sociologists have treated numbers and statistics as “raw” data for social explanations, it has only rarely approached them as objects worthy of sociological investigation in their right. Drawing on sociological, historical, anthropological scholarship and work in science and technology studies, this course explores the social and political life and effects of numbers on modern societies.
Instructor(s): M. Rodriguez-Muniz Terms Offered: Autumn
SOCI 20267. Politics and the Sacred: Divinities, Essences, Order. 100 Units.
Politics is replete with references to phenomena that are themselves imagined to lie beyond political inference. Four such phenomena that are imagined as absolutes stand out in the making of the Europeanoid world: 1. the idea of a single all-knowing, all-powerful creator god; 2. the idea that the world as it appears to us is grounded in unchanging essences; 3. the idea that there can be a sovereign power that has the final and undisputable say in all matters political; and 4. the idea that like the material world human affairs are governed by unchanging laws which can be systematically exploited for creating a better social order. This course looks at the historical context in which these ideas have both emerged (or re-emerged) and found lastingly impactful formulations in the Hebrew Bible, Plato’s Philosophy, the works of Bodin and Hobbes, as well as in the works of Comte and Marx. It also explores the reasons and theorizes why references to absolutes appear to be so appealing to politicians.
Instructor(s): A. Glaeser Terms Offered: Spring
Equivalent Course(s): KNOW 23003 01

SOCI 20268. Health, Medicine, & Human Rights. 100 Units.
The World Health Organization, United Nations and other international bodies consider health a fundamental human right. At the same time, most countries around the world are characterized by profound inequalities in health and wellbeing. In this course, we leverage sociological and social scientific concepts through a human rights framework to understand how these inequalities in mental and physical health are perpetuated by the structure and culture of society, with an emphasis on U.S. society. We will also examine medicine as an institution with a problematic history of repeated human rights violations (in the U.S. and around the world) and explore how that history shapes the current practice of medicine, medical research, and relations between doctors and patients. Finally, we will explore how institutions provide (or fail to provide) equal access to healthcare, and how state understandings of the right to health influence the lives of individuals and communities.
Instructor(s): Mueller, Anna; Offidani-Bertrand, Carly Terms Offered: Autumn
Note(s): CHDV Distribution: B, C, D
Equivalent Course(s): HMRT 23440, CHDV 23440

SOCI 28075. Social Networks and Social Capital. 100 Units.
Social network analysis focuses on the inherent interdependence of actors and treats relationships between them as the building blocks for large-scale social structures. This course covers core concepts and findings in the field with empirical examples from diverse areas of social life like adolescent cliques, gang homicides, scientific discourse, and online gaming. Towards the end, we devote special attention to applications in the study of inequality, politics, and the Internet to consider and interrogate the utility of network ideas for answering specific substantive questions.
Instructor(s): J. Murphy Terms Offered: Winter

SOCI 28076. Gentrification: The Good, the Bad, and the Ugly. 100 Units.
Ruth Glass coined the term “gentrification” in 1964 to describe changes she was seeing in London, in particular the fact that “one by one, many of the working class quarters of London have been invaded by the middle classes.” A physical and social transformation of urban neighborhoods, gentrification might have gotten its name in the 1960s, but it has its roots in social processes that run from the early twentieth century through today. In this class, we will explore the causes and consequences of gentrification, with a focus on the United States.
Instructor(s): J. Parker Terms Offered: Winter

SOCI 28077. Sociological Perspectives on Gender, Work and Family. 100 Units.
In this course students will learn to think critically about how gender structures work and family practices in American and Western society. Each week will bring together scholarly readings as well as materials from popular culture and current events to illustrate issues related to gender, work, and family. This course will also consider how race, class, and sexuality shape the interface of gender, work, and family. Students will be graded on class presentations and participation, and three response papers (4-5 pages each) based on class readings.
Instructor(s): J. Wong 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.
South Asian Languages and Civilizations

Department Website: http://salc.uchicago.edu

PROGRAM OF STUDY

The Department of South Asian Languages and Civilizations (SALC) offers an undergraduate major leading to a BA in the Humanities Collegiate Division. The social sciences are integrated into our program through the civilization sequence, and courses in the social sciences and religious studies are usually included in a student’s program of study. Students majoring in SALC will gain a broad knowledge of the literature and history of the South Asian subcontinent (i.e., Bangladesh, India, Nepal, Pakistan, Sri Lanka), and proficiency in at least one South Asian language that is equivalent to one year of study or more. Students currently can study Bangla (Bengali), Hindi, 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), and students will also engage with social scientific approaches to South Asian cultures. The thorough area knowledge of South Asian arts, culture, history, and politics, and the critical and linguistic skills developed through the SALC degree may prepare a student for any number of careers.

Students in other fields of study may also complete a minor in SALC. Information on the minor follows the description of the major below.

FORMS

Students who intend to join the SALC undergraduate program should fill out the appropriate form below and schedule a meeting with the SALC Director of Undergraduate Studies. Additional information about the timeline for completing these forms can be found in the corresponding section below.

Major form: http://salc.uchicago.edu/sites/salc.uchicago.edu/files/SALC_majorform.pdf

Honors form: http://salc.uchicago.edu/sites/salc.uchicago.edu/files/SALC_honorsform.pdf

Minor form: http://salc.uchicago.edu/sites/salc.uchicago.edu/files/SALC_minorform.pdf

GRADING

Students pursuing a major or minor in South Asian Languages and Civilizations must take a quality grade in all courses used to meet department requirements. More than half of the requirements must be met by courses bearing University of Chicago course numbers.

TIMELINE

First and Second Year

• Contact SALC Director of Undergraduate Studies and collect the form for intended minor/major.
• Start taking language, South Asia civilization, and other introductory classes.

Third Year

• Winter Quarter: If pursuing honors in SALC, find SALC faculty member who will act as your BA adviser to begin discussion of a research topic and schedule reading courses to be taken in the Autumn–Winter Quarters of the fourth year (SALC 29800-29801 BA Paper).

Fourth Year

• Autumn Quarter: Update form for departmental records. Submit a copy of the finalized form to your College adviser.
• Autumn-Winter Quarters: Take reading courses with SALC BA adviser.
• Spring Quarter: First week, submission of the BA thesis.

PROGRAM REQUIREMENTS

Ideally, students will begin their study with the two-quarter sequence SALC 20100-20200 Introduction to the Civilizations of South Asia I-II. All SALC majors must take this sequence or the equivalent program taught in Pune, SOSC 23004-23005 South Asian Civilizations in India I-II. If this sequence is not used to satisfy the civilization studies general education requirement, then it will count toward the major.

The major requires three courses in a South Asian language at the second-year level or above. These courses must be taken at the University of Chicago, and credit cannot be granted by examination. Students with prior knowledge of one or the languages offered by SALC may take a placement test in order to determine the right level for them to enroll. The College’s language competency requirement may be satisfied by demonstrated proficiency equivalent to one year of study of a South Asian language offered through SALC.
Students are also required to take six courses related to South Asia. In addition to SALC offerings, courses with significant South Asian content that originate in other departments may be eligible, subject to the approval of the SALC Director of Undergraduate Studies. Three of these six courses may be language courses, either further courses in the same language or courses in another South Asian language. Students should choose courses in consultation with the SALC Director of Undergraduate Studies and fill out a form indicating what they intend to list for their major requirements.

Summary of Requirements

One of the following two-quarter sequences: * 200

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SALC 20100-20200</td>
<td>Introduction to the Civilizations of South Asia I-II</td>
</tr>
<tr>
<td>SOSC 23004-23005</td>
<td>South Asian Civilizations in India I-II</td>
</tr>
</tbody>
</table>

Three courses in a South Asian language at second-year level or above ** 300

Six courses related to South Asia *** 600

Total Units 1100

* All SALC majors must take one of these two sequences. If the sequence is being used to satisfy the general education requirement in civilization studies, two additional courses related to South Asia must be substituted into the major.

** Credit may not be granted by examination. Courses must be taken at the University of Chicago.

*** May include SALC 29801 BA Paper, SOSC 23006 South Asian Civilizations in India III, and up to three additional language courses (either further study in the same language or courses in another South Asian language). Courses from other departments with significant South Asian content require approval of the Director of Undergraduate Studies.

Sample Major Programs

The following groups of courses would comprise a major.

I. Emphasis on language(s)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SALC 20100-20200</td>
<td>Introduction to the Civilizations of South Asia I-II</td>
</tr>
<tr>
<td>TBTN 20100-20200-20300</td>
<td>Second-Year Tibetan I-II-III</td>
</tr>
<tr>
<td>ANTH 25500</td>
<td>Cultural Politics of Contemporary India</td>
</tr>
<tr>
<td>SALC 20800</td>
<td>Music of South Asia</td>
</tr>
<tr>
<td>SALC 28700</td>
<td>The State in India</td>
</tr>
<tr>
<td>URDU 10100-10200-10300</td>
<td>First-Year Urdu I-II-III</td>
</tr>
</tbody>
</table>

Total Units 1100

II. Emphasis on civilization

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SALC 20100-20200</td>
<td>Introduction to the Civilizations of South Asia I-II</td>
</tr>
<tr>
<td>BANG 30100-30200-30300</td>
<td>Third-Year Bangla (Bengali) I-II-III</td>
</tr>
<tr>
<td>ANTH 21401</td>
<td>Logic and Practice of Archaeology</td>
</tr>
<tr>
<td>SALC 20400</td>
<td>The Mahabharata in English Translation</td>
</tr>
<tr>
<td>SALC 20901 &amp; SALC 20902</td>
<td>Indian Philosophy I: Origins and Orientations and Indian Philosophy II: The Classical Traditions</td>
</tr>
<tr>
<td>SALC 25302</td>
<td>Slavery in South Asia</td>
</tr>
<tr>
<td>SALC 23104</td>
<td>Problems in the Study of Gender: Gender, Citizenship, Violence</td>
</tr>
</tbody>
</table>

Total Units 1100

Honors

To be eligible for honors, students must:

1. maintain an overall GPA of 3.0 or higher
2. maintain a GPA of 3.3 or higher in courses satisfying major requirements
3. complete a BA thesis of superior quality

In order to be eligible to write a BA thesis in SALC, students must meet the civilization studies sequence and language requirements by the end of their third year. By then, they must also have completed the honors form and returned it to the SALC Director of Undergraduate Studies. In Winter Quarter of their third year, the student will arrange to work with a SALC faculty member for the Autumn and Winter Quarters of the following year. It is the student’s responsibility to find and make an arrangement with an appropriate faculty member who will be in residence during the student’s fourth year. In consultation with the BA thesis adviser, the student must also suggest the name of a faculty member who will act as a second reader.
Students will research, discuss, and write the BA thesis in the context of SALC 29800-29801 BA Paper, for which they will register in the Autumn and Winter Quarters of their fourth year. **Students may use SALC 29801 as one of their six content courses in the major.** SALC 29800 will be for general elective credit only.

Two hard copies of the thesis must be submitted to the SALC departmental office, and a PDF version must be sent electronically to the Director of Undergraduate Studies. The deadline for the submission of the thesis is Friday at 5 p.m. in the first week of Spring Quarter.

**MINOR PROGRAM IN SOUTH ASIAN LANGUAGES AND CIVILIZATIONS**

The minor program in South Asian Languages and Civilizations requires a total of seven or six courses, broken down into three categories.

**Civilization Studies**

All students in the minor are required to take two quarters of SALC 20100-20200 Introduction to the Civilizations of South Asia I-II or SOSC 23004-23005 South Asian Civilizations in India I-II (taught in Pune). These two quarters will count toward either the general education requirement in civilization studies or the minor itself. If SALC 20100-20200 Introduction to the Civilizations of South Asia I-II or SOSC 23004-23005 South Asian Civilizations in India I-II are not used to meet the general education requirement, both courses in the sequence must be included in the minor, for a total of seven courses. If they are counting toward the general education requirement instead, students must seek approval from the SALC Director of Undergraduate Studies to fulfill the requirement in the minor with one additional course related to South Asian civilizations, for a total of six courses.

**Language**

Three courses in a South Asian language at any level. Credit may not be granted by examination.

**Electives**

Two additional courses that may either be (a) listed as SALC courses or as one of the SALC languages (e.g., Bangla, Hindi, etc.), or (b) courses focused on South Asia that originate in other departments (subject to the approval of the SALC Director of Undergraduate Studies).

Students choose courses in consultation with the SALC Director of Undergraduate Studies.

**Summary of Requirements for the Minor in South Asian Languages and Civilizations**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of the following two-quarter sequences:</td>
<td>200</td>
</tr>
<tr>
<td>SALC 20100-20200 Introduction to the Civilizations of South Asia I-II</td>
<td></td>
</tr>
<tr>
<td>SOSC 23004-23005 South Asian Civilizations in India I-II</td>
<td></td>
</tr>
<tr>
<td>Three courses in a South Asian language at any level</td>
<td>300</td>
</tr>
<tr>
<td>Two courses related to South Asia</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td>700</td>
</tr>
</tbody>
</table>

* All students in the minor are required to take one of these two-quarter sequences. Students using one of the sequences to satisfy the general education requirement in civilization studies may not also use it toward the minor. In that case, students must seek approval from the SALC Director of Undergraduate Studies to fulfill the requirement in the minor with one additional course related to South Asian civilizations, for a total of six courses.

** Credit may not be granted by examination. Courses must be taken at the University of Chicago.

*** Two additional courses that may either be (a) listed as SALC courses or as one of the SALC languages (e.g., Bangla, Hindi, etc.), or (b) courses focused on South Asia that originate in other departments (subject to the approval of the SALC Director of Undergraduate Studies).

Students must receive the approval of the SALC Director of Undergraduate Studies on a form obtained from their College adviser and return it by the Spring Quarter of their third year. Students must also indicate their intent to minor in SALC with a form obtained from the SALC Director of Undergraduate Studies.

Courses in the minor (1) may not be counted double with the student’s major(s) or with other minors and (2) may not be counted double toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

**SALC Sample Minors**

The following groups of courses would comprise a minor.

**I. Seven-Course SALC Sample Minor**

| SALC 20100-20200 Introduction to the Civilizations of South Asia I-II | 200 |
Pune Program: SOSC 23004-23005-23006 South Asian Civilizations in India I-II-III

One of the College’s study abroad programs that meet the general education requirement in civilization studies, the Autumn Quarter program in Pune (Poona) is devoted to the study of South Asian history and culture. It is built upon a three-course civilizations sequence examining the history, culture, and society of the South Asian subcontinent through course work, field studies, and direct experience. During the first seven weeks of the quarter, the program will be based in the city of Pune, where students will complete two courses and participate in expeditions to nearby cultural and historical sites.

Students participating in the Pune Program receive three credits for the civilizations sequence, which meets the general education requirement in civilization studies. Students who have already met the civilization studies requirement may use these SALC credits as electives. Two South Asian civilizations courses are required for students in the major or minor, as described above. The additional civilizations course, SOSC 23006 South Asian Civilizations in India III, can be used toward other SALC requirements. Course titles, units of credit, and grades will be placed on the Chicago transcript.

In addition to the civilizations sequence, students take a fourth course in Hindi during the first seven weeks of the quarter. For students with no prior experience in South Asian languages, this course is designed to facilitate their access to local culture and to provide a basis for further study. Advanced sections will be held for those students with prior course work or experience in Hindi.

Pune is a city of some four million inhabitants, situated on the eastern foothills of the Indian western coastal mountains, or ghats, about 100 miles southeast of Mumbai. Labeled famously by India’s first prime minister, Jawaharlal Nehru, as “the Oxford and Cambridge of India,” it is a major center for Indian art, religion, and higher education, and an ideal site for cultural immersion.

For further details, consult the Study Abroad website (study-abroad.uchicago.edu/programs/pune-south-asian-civilization-india). For more information about this and other study abroad programs, contact Lauren Schneider, Pune Project Coordinator, at lschneider12@uchicago.edu. For information on other study abroad programs in South Asia, contact the SALC undergraduate adviser.

SALC LANGUAGE COURSES

SALC language courses at all levels are open to undergraduates. Additional advanced courses in all SALC languages are also offered, either on a regular basis or by arrangement with the instructors.

Graduate-Level Language Courses

Graduate-level language courses that may be open to qualified undergraduates can be found in the Graduate Announcements (http://graduateannouncements.uchicago.edu/graduate/departments/southasianlanguagesandcivilizations).

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.

No description available.

Instructor(s): Staff Terms Offered: Autumn

BANG 10200. First-Year Bangla (Bengali) II. 100 Units.

No description available.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): BANG 10100 or consent of instructor
BANG 10300. First-Year Bangla (Bengali) III. 100 Units.
No description available.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): BANG 10200 or consent of instructor

BANG 20100-20200-20300. Second-Year Bangla (Bengali) I-II-III.
This sequence is a continuation of First-Year Bangla and aims at gaining intermediate high proficiency in the language. Students who have prior knowledge of elementary Bengali can join the course. The course concentrates equally on speaking, listening, reading and writing skills. At the end of the course the learner is supposed to have a command of Bengali language and culture that allows him/her to communicate with native speakers with ease. He/she will have sufficient reading abilities to comprehend non-technical modern texts. Evaluation will be based on classroom performance, homework assignments, projects, tests, and final examination.

BANG 20100. Second-Year Bangla (Bengali) I. 100 Units.
No description available.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): BANG 10300 or consent of instructor

BANG 20200. Second-Year Bangla (Bengali) II. 100 Units.
No description available.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): BANG 20100 or consent of instructor

BANG 20300. Second-Year Bangla (Bengali) III. 100 Units.
No description available.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): BANG 20200 or consent of instructor

HIND 10100-10200-10300. First-Year Hindi I-II-III.
This five-day-a-week sequence presents an introduction to the world’s second most spoken language through reading, writing, listening, memorizing, and speaking. We begin with the Devanagari script, and we then introduce the Urdu script in Winter Quarter.

HIND 10100. First-Year Hindi I. 100 Units.
This five-day-a-week introductory sequence presents a dynamic, fun, and lively introduction to the world’s second most spoken language through intensive conversation, reading, writing, and listening. No prior Hindi knowledge necessary.
Instructor(s): J. Grunebaum Terms Offered: Autumn

HIND 10200. First-Year Hindi II. 100 Units.
No description available.
Instructor(s): J. Grunebaum Terms Offered: Winter
Prerequisite(s): HIND 10100 or consent of instructor

HIND 10300. First-Year Hindi III. 100 Units.
No description available.
Instructor(s): J. Grunebaum Terms Offered: Spring
Prerequisite(s): HIND 10200 or consent of instructor

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.
No description available.
Instructor(s): J. Grunebaum Terms Offered: Autumn
Prerequisite(s): HIND 10300 or consent of instructor

HIND 20200. Second-Year Hindi II. 100 Units.
No description available.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): HIND 20100 or consent of instructor

HIND 20300. Second-Year Hindi III. 100 Units.
No description available.
Instructor(s): J. Grunebaum Terms Offered: Spring
Prerequisite(s): HIND 20200 or consent of instructor
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.
No description available.
Instructor(s): P. Engblom Terms Offered: Autumn

MARA 10200. First-Year Marathi II. 100 Units.
No description available.
Instructor(s): P. Engblom Terms Offered: Winter
Prerequisite(s): MARA 10100 or consent of instructor

MARA 10300. First-Year Marathi III. 100 Units.
No description available.
Instructor(s): P. Engblom Terms Offered: Spring
Prerequisite(s): MARA 10200 or consent of instructor

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.
No description available.
Instructor(s): P. Engblom Terms Offered: Autumn
Prerequisite(s): MARA 10300 or consent of instructor

MARA 20200. Second-Year Marathi II. 100 Units.
No description available.
Instructor(s): P. Engblom Terms Offered: Winter
Prerequisite(s): MARA 20100 or consent of instructor

MARA 20300. Second-Year Marathi III. 100 Units.
No description available.
Instructor(s): P. Engblom Terms Offered: Spring
Prerequisite(s): MARA 20200 or consent of instructor

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.
No description available.
Instructor(s): S. Collins Terms Offered: Not offered in 2017-18

PALI 10200. First-Year Pali II. 100 Units.
No description available.
Instructor(s): S. Collins Terms Offered: Not offered in 2017-18
Prerequisite(s): PALI 10100 or consent of instructor

PALI 10300. First-Year Pali III. 100 Units.
No description available.
Instructor(s): S. Collins Terms Offered: Not offered in 2017-18
Prerequisite(s): PALI 10200 or consent of instructor

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.
No description available.
Instructor(s): S. Collins Terms Offered: Winter
Prerequisite(s): PALI 10300 or consent of instructor
PALI 20200. Second-Year Pali II. 100 Units.
No description available.
Instructor(s): S. Collins Terms Offered: Spring
Prerequisite(s): PALI 20100 or consent of instructor

PALI 20300. Second-Year Pali III. 100 Units.
No description available.
Instructor(s): S. Collins Terms Offered: Not offered in 2017-18
Prerequisite(s): PALI 20200 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.
No description available.
Instructor(s): Staff Terms Offered: Autumn

SANS 10200. First-Year Sanskrit II. 100 Units.
No description available.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): SANS 10100 or consent of instructor

SANS 10300. First-Year Sanskrit III. 100 Units.
No description available.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): SANS 10200 or consent of instructor

SANS 20100-20200-20300. Second-Year Sanskrit I-II-III.
This sequence begins with a rapid review of grammar learned in the introductory course, followed by readings from a variety of Sanskrit texts. The goals are to consolidate grammatical knowledge, expand vocabulary, and gain confidence in reading different styles of Sanskrit independently.

SANS 20100. Second-Year Sanskrit I. 100 Units.
The intermediate-level Sanskrit sequence will equip students to apply the core grammar concepts that they learned in the introductory course to selected narrative, poetic, dramatic, philosophical, and scholastic texts in Sanskrit. In-class activities and selected assignments that develop skills in writing, speaking, listening, and vocabulary retention will support students' success in reading the text(s) at hand. Students will expand their abilities to apply grammar concepts by bringing increased attention to syntax and morphology. Students will be able to identify major poetic meters. Students will begin to build the skills that they will need to make use of Sanskrit commentarial works. As a whole, the sequence in Intermediate Sanskrit will prepare students to read and analyze Sanskrit texts in a range of literary styles at the advanced level, and to do so with confidence. Prerequisite(s): SANS 10300 or consent of instructor.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): SANS 10300 or consent of instructor

SANS 20200. Second-Year Sanskrit II. 100 Units.
No description available.
Instructor(s): W. Doniger Terms Offered: Winter
Prerequisite(s): SANS 20100 or consent of instructor
Equivalent Course(s): HREL 36000,SALC 48400

SANS 20300. Second-Year Sanskrit III. 100 Units.
No description available.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): SANS 20200 or consent of instructor

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
Prerequisite(s): SALC 20100,ANTH 24101,HIST 10800,SASC 20000,SOSC 23000
Equivalent Course(s): ANTH 24102,HIST 10900,SASC 20100,SOSC 23100

SALC 20702. Colonizations III. 100 Units.
The third quarter considers the processes and consequences of decolonization both in the newly independent nations and the former colonial powers.
Terms Offered: Spring
Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.
Equivalent Course(s): ANTH 24003,HIST 18303,SOSC 24003,CRES 24003

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: TBD
Equivalent Course(s): ANTH 42600,SALC 30900,ANTH 25500

SALC 22603. Intro to Premodern South Asian Lit: Courts, Poets, Power. 100 Units.
The Indian subcontinent and the surrounding areas were home to some of the most vibrant literary traditions in world history. The aim of this course is to introduce students to the main trends in the premodern (pre-nineteenth century) literatures of South Asia through a selection of texts translated from a variety of languages (Bengali, Hindi, Marathi, Persian, Sanskrit, Tamil, Telugu, Urdu, etc.). We will discuss issues of literary historiography, the relations between orality and writing, the basic principles of Dravidian, Sanskrit, and Persian-Arabic poetics, the formation of vernacular literary traditions, multilingual literacy, and the role of literature in social interactions and community building in premodern South Asia. Each reading will thus be framed by the systematic exploration of those poetic systems and a close reading of representative texts. Attention will also be given to the original languages in which those texts were composed. The course offers a comprehensive and critical introduction to major non-western knowledge systems and aesthetic theories.
Instructor(s): T. D’Hubert Terms Offered: Autumn

SALC 23700. How to Do Things with South Asian Texts? Literary Theories. 100 Units.
This course provides an overview of different methods, approaches and themes currently prevalent in the study of South Asian texts from various periods. Topics covered will include translation (theory and practice), book history, literary history, textual criticism, genre theory (the novel in South Asia), literature and colonialism, cultural mobility studies (Greenblatt) and comparative literature/new philologies (Spivak, Ette). Readings will include work by George Steiner, Sheldon Pollock, Meenakshi Mukherjee, Terry Eagleton, Stephen Greenblatt, Gayatri Spivak, Ottmar Ette, and others. We will discuss these different approaches with particular reference to the texts with which participating students are working for their various projects. Students interested in both pre-modern and modern/contemporary texts are welcome. While the course is organized primarily from a literary studies perspective, it will also be of interest to students of history, anthropology and other disciplines dealing with “texts”. The course is open to both undergraduate and graduate students (no prior knowledge of literary theory or South Asian writing is assumed).
Instructor(s): Sascha Ebeling Terms Offered: Winter
Equivalent Course(s): SALC 33700
SALC 25306. Sex and Censorship in South Asia. 100 Units.

There have been many exceptional moments of political intolerance and censorship in South Asia in the last two decades. Bloggers have been murdered in Bangladesh, student activists have been arrested on university campuses across India, books have been banned, theaters and galleries have been vandalized, couples have been attacked across the country on Valentine’s Day as sexuality is supposedly foreign to “Indian Culture”, the Indian judiciary has refused to strike down Section 377 of the Indian Penal Code, which leaves homosexuality as a criminal activity that is constantly censored in film and literature. Restrictions on speech are a feature of democracies everywhere, from persecuting whistle-blowers in the US, to ban on religious symbols in France, to restrictions on Twitter in Turkey. What sets the South Asian experience apart? This introductory course will interrogate how a nexus of concerns about power, religion and sex, originating in the colonial experience, has shaped the particular dynamics of censorship in South Asia. By looking at a long history of banning and prohibition, we will also examine how censorship has molded South Asian cultural and political lives.

Instructor(s): Ahona Panda
Terms Offered: Autumn

Note(s): This course should be of interest to students of gender and sexuality studies, cinema and media studies, literature, history, politics, human rights, anthropology and modern South Asian history and culture. It should also appeal to those interested in the past and present of law, censorship and democracy in the Non-West. Students at all stages of undergraduate study are encouraged to take this introductory course.

Equivalent Course(s): HIST 26710, GNSE 25306-01, HREL 35306

SALC 25310. Extinction/Disaster/Dystopias: Environment/Ecology in Mod India. 100 Units.

This course aims to provide students interested in South Asia (Afghanistan, Bangladesh, Bhutan, India, Maldives, Pakistan, Nepal and Sri Lanka) an overview of key environmental and ecological issues in the subcontinent. We will investigate the ways the environment, ecology and culture of this region have interacted with pre-colonial, colonial and national histories to shape the peculiar nature of environmental issues. Students will be introduced to these issues via the narrative and disciplinary resources that South Asian studies more broadly provide. Given the time constraint of 10 weeks we will consider three major concepts—“extinction”, “disaster” and “dystopia” to see how they can be used to frame issues of environmental and ecological concern. We will approach each concept as a framing device for issues such as conservation and preservation of wildlife, erasure of adivasi (indigenous) ways of life, environmental justice, water scarcity and climate change. The course will aim to develop students’ ability to assess the specificity of these concepts in different disciplines. For example: What methods and sources will an environmental historian use to write about wildlife? How does this differ from the approach an ecologist or literary writer might take? Students will analyze various textual forms: both literary and visual, such as autobiographies of shikaris (hunters), graphic novels, photographs, documentary films, ethnographic accounts and, histories.

Instructor(s): Joya John
Terms Offered: Winter

SALC 25311. The Harem: Gender, Family and Power in Early Modern and Modern. 100 Units.

Even today, the word “harem” evokes orientalist imaginings of an exotic east. Popular images drawn from colonial-era representations continue to define our understanding of this complex institution. In this course we will work to complicate this understanding through considering the harem as a site of interplay between gender, family ties, and power. Taking into account influences from the larger Islamicate world as well as more local, Indic practices, we will historicize the harem, tracking its changes over the course of this long period, and critiquing its various (mis)representations. We will explore how the harem constituted a diverse space including not only elite women and their male relatives, but also other figures such as slave girls, eunuchs and guards. We will furthermore look at how this space was transformed in the era of European expansionism and colonial rule in the subcontinent, becoming a flash point over questions of social reform and Indian nationalism. Materials will include not just secondary literature but also excerpts from contemporary historical accounts, paintings, short stories, photographs, and films. No prior knowledge of South Asian history required.

Instructor(s): Emma Kalb
Terms Offered: Winter

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: Autumn

Prerequisite(s): Advanced standing or consent of instructor. Prior knowledge of appropriate history and secondary literature required.

Equivalent Course(s): HIST 26602, HIST 36602, SALC 37701
SALC 27904. Wives, Widows, Prostitutes: Indian Lit & the Women's Question. 100 Units.
From the early 19th century onward, the debate on the status of Indian women was an integral part of the
discourse on the state of civilization, Hindu tradition, and social reform in colonial India. This course will explore
how Indian authors of the late 19th and early 20th centuries engaged with the so-called "women's question."
Caught between middle-class conservatism and the urge for social reform, Hindi and Urdu writers addressed
controversial issues such as female education, child marriage, widow remarriage, and prostitution in their
fictional and discursive writings. We will explore the tensions of a literary and social agenda that advocated the
'uplift' of women as a necessary precondition for the progress of the nation, while also expressing patriarchal
fears about women's rights and freedom. The course is open to both undergraduate and graduate students.
Basic knowledge of Hindi and/or Urdu is preferable, but not required. We will read works by Nazir Ahmad,
Premchand, Jainendra Kumar, Mirza Hadi Ruswa, and Mahadevi Varma in English translation, and also look at
texts used in Indian female education at the time.
Instructor(s): U. Stark Terms Offered: Spring
Equivalent Course(s): SALC 43800, GNSE 27902, GNSE 47900

SALC 29503. Deccan Days: Exploring South Indian Frontiers. 100 Units.
This SALC seminar, open to both undergraduates and graduate students, attempts a cultural-historical overview
of the great Deccan plateau and its major languages, cultures, literary and artistic monuments, and driving
historical forces and themes. It follows a broad chronological order but also seeks to juxtapose thematic and
generic topics from distinct historical periods. Each class presents at least one major text in translation, keyed to
the period and the topics examined. Given the wide scope of Deccani history, the seminar seeks to make good use
of expertise in many fields by SALC faculty and can be classed as a Faculty Seminar.
Instructor(s): David Shulman Terms Offered: Spring
Note(s): Grades: On the basis of seminar papers and oral presentations.
Equivalent Course(s): SALC 39503

SALC 29700. Introduction to Buddhism. 100 Units.
This course will be an introduction to the ideas and meditative practices of the Theravada school of South
and Southeast Asian Buddhism, from ancient to modern times. It will study both classical texts and modern
ethnography.
Instructor(s): S. Collins Terms Offered: TBD
Equivalent Course(s): RLST 26150, CHDV 29701

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.
No description available.
Terms Offered: Autumn
Prerequisite(s): Eligibility for honors, and consent of faculty supervisor and SALC adviser

SALC 29801. BA Paper. 100 Units.
No description available.
Terms Offered: Winter
Prerequisite(s): Eligibility for honors, and consent of faculty supervisor and SALC adviser

SALC 29802. BA Paper. 100 Units.
No description available.
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.
No description available.
Terms Offered: Autumn
Note(s): Students are required to submit the College Reading and Research Course Form.

SALC 29901. Informal Reading Course. 100 Units.
No description available.
Terms Offered: Winter
Note(s): Students are required to submit the College Reading and Research Course Form.

SALC 29902. Informal Reading Course. 100 Units.
No description available.
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.
No description available.
Instructor(s): E. Annamalai Terms Offered: Autumn

TAML 10200. First-Year Tamil II. 100 Units.
No description available.
Instructor(s): E. Annamalai Terms Offered: Winter
Prerequisite(s): TAML 10100 or consent of instructor

TAML 10300. First-Year Tamil III. 100 Units.
No description available.
Instructor(s): E. Annamalai Terms Offered: Spring
Prerequisite(s): TAML 10200 or consent of instructor

TAML 20100-20200-20300. Second-Year Tamil I-II-III.
This sequence is structured in a similar fashion as in the first year to develop the higher order of the four language skills. All materials, aural and visual, will be uncontrolled and unedited. The student will be introduced to web sources and dictionaries for self-reference and to using Unicode for writing. The student also will be exposed to dialects to have a taste of them. At the end of the course, the student will be able to converse in Tamil about specific topics of interest, to understand programs in the visual media including lyrics, to ask questions in field work situations, to read and understand texts on current events in newspapers and magazines, to understand and appreciate modern fiction and poetry, to read and understand public communications such as pamphlets, invitations, announcements, advertisements, and public speeches, and to write short essays and reports. If there is interest, web pages will be added to printed pages for reading and email and chat groups will be added for practicing writing.

TAML 20100. Second-Year Tamil I. 100 Units.
No description available.
Instructor(s): E. Annamalai Terms Offered: Autumn
Prerequisite(s): TAML 10300 or consent of instructor

TAML 20200. Second-Year Tamil II. 100 Units.
No description available.
Instructor(s): E. Annamalai Terms Offered: Winter
Prerequisite(s): TAML 20100 or consent of instructor

TAML 20300. Second-Year Tamil III. 100 Units.
No description available.
Instructor(s): E. Annamalai Terms Offered: Spring
Prerequisite(s): TAML 20200 or consent of instructor

South Asian Languages & Civilizations - Tibetan Courses

TBTN 10100-10200-10300. First-Year Tibetan I-II-III.
The Tibetan language, with a history going back more than one thousand years, is one of Asia’s major literary languages. At the present time, it is the first language of close to seven million people in Tibet, as well as in India, Nepal, and Bhutan. The textbook is *The Manual of Standard Tibetan* by Nicolas Tournade and Sangda Dorje. This introductory sequence covers the script and pronunciation, the grammar of the modern Lhasa dialect, as well as basic reading and speaking skills.

TBTN 10100. First-Year Tibetan I. 100 Units.
No description available.
Instructor(s): K. Ngodup Terms Offered: Autumn
TBTN 10200. First-Year Tibetan II. 100 Units.
No description available.
Instructor(s): K. Ngodup Terms Offered: Winter
Prerequisite(s): TBTN 10100 or consent of instructor

TBTN 10300. First-Year Tibetan III. 100 Units.
No description available.
Instructor(s): K. Ngodup Terms Offered: Spring
Prerequisite(s): TBTN 10200 or consent of instructor

TBTN 20100-20200-20300. Second-Year Tibetan I-II-III.
This intermediate sequence covers second-level pronunciation and grammar of the modern Lhasa dialect, as well as intermediate-level reading and speaking skills.

TBTN 20100. Second-Year Tibetan I. 100 Units.
No description available.
Instructor(s): K. Ngodup Terms Offered: Autumn
Prerequisite(s): TBTN 10300 or consent of instructor

TBTN 20200. Second-Year Tibetan II. 100 Units.
No description available.
Instructor(s): K. Ngodup Terms Offered: Winter
Prerequisite(s): TBTN 20100 or consent of instructor

TBTN 20300. Second-Year Tibetan III. 100 Units.
No description available.
Instructor(s): D. Tomlinson Terms Offered: Spring
Prerequisite(s): TBTN 20200 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. Prospective students should contact the instructor, Elena Bashir (http://salc.uchicago.edu/faculty/bashir).

URDU 10100. First-Year Urdu I. 100 Units.
No description available.
Instructor(s): E. Bashir Terms Offered: Autumn

URDU 10200. First-Year Urdu II. 100 Units.
No description available.
Instructor(s): E. Bashir Terms Offered: Winter
Prerequisite(s): URDU 10100 or consent of instructor

URDU 10300. First-Year Urdu III. 100 Units.
Spoken by over thirty-five million people in South Asia, Urdu is the national language of Pakistan and one of the official languages of India. It is written in the Perso-Arabic script, which facilitates learning to read and write several other South Asian languages. This three-quarter sequence covers basic grammar and vocabulary. Our text is C. M. Naim’s *Introductory Urdu, Volumes I and II*. Students learn to read and write the Urdu script, as well as to compose/write in Urdu. By the end of three quarters students have covered all the major grammatical structures of the language. We also emphasize aural and oral skills (i.e., listening, pronunciation, speaking). These courses must be taken in sequence, since the script is introduced in the Autumn Quarter. Students should also be aware that they need to contact the instructor ahead of time to discuss scheduling if they are planning to take this course. Prospective students should contact instructor: ebashir@uchicago.edu.
Instructor(s): E. Bashir Terms Offered: Spring
Prerequisite(s): URDU 10200 or consent of instructor.

URDU 20100-20200-20300. Second-Year Urdu I-II-III.
This sequence is a continuation of URDU 10100-10200-10300. There is increased emphasis on vocabulary building. Depending on ability levels and interests of the students, readings can include selections from various original sources. Prospective students should contact the instructor, Elena Bashir (http://salc.uchicago.edu/faculty/bashir).

URDU 20100. Second-Year Urdu I. 100 Units.
No description available.
Instructor(s): E. Bashir Terms Offered: Autumn
Prerequisite(s): URDU 10300 or consent of instructor
URDU 20200. Second-Year Urdu II. 100 Units.
No description available.
Instructor(s): E. Bashir Terms Offered: Winter
Prerequisite(s): URDU 20100 or consent of instructor

URDU 20300. Second-Year Urdu III. 100 Units.
This sequence is a continuation of URDU 10100-10200-10300. There is increased emphasis on vocabulary building and reading progressively more complex texts. Depending on ability levels and interests of the students, readings can include selections from various original sources. Prospective students should contact instructor: ebashir@uchicago.edu.
Instructor(s): E. Bashir Terms Offered: Spring
Prerequisite(s): URDU 20200 or consent of instructor.
The modern science of statistics involves the development of principles and methods for modeling uncertainty, for designing experiments, surveys, and observational programs, and for analyzing and interpreting empirical data. Mathematics plays a major role in all areas of statistics, from probability theory to data analysis. Statistics is an appropriate field for students with strong mathematical and computational skills and an interest in applying these skills to problems in the natural and social sciences. A program leading to the bachelor's degree in Statistics offers coverage of the principles and methods of statistics in combination with solid training in mathematics and some additional training in computation. The major can provide appropriate preparation for graduate study in statistics or in other subjects with strong quantitative components. Students considering graduate study in statistics or related fields are encouraged to discuss their programs with the Departmental Adviser for Majors at an early stage, whether or not they plan to receive an undergraduate degree in Statistics.

Students who are majoring in other fields of study may also complete a minor in Statistics and are encouraged to discuss their course choices with the Departmental Adviser for Minors. Information on the minor follows the description of the major.

**General Course Information**

Courses at the 20000 level are designed to provide instruction in statistics, probability, and statistical computation for students from all parts of the University. These courses differ in emphasis on theory or methods, in mathematical level, and in the direction of applications.

**Introductory Courses and Sequences**

To begin their studies in statistics, students can choose from several courses. Students and College advisers are encouraged to contact the Departmental Adviser for Introductory Courses for advice on choosing an appropriate first course.

For students with little or no math background who do not intend to continue on to more advanced statistics courses, STAT 20000 Elementary Statistics is an introductory course that emphasizes concepts rather than statistical techniques. STAT 20000 Elementary Statistics may not be taken by students with credit for STAT 22000 Statistical Methods and Applications, STAT 23400 Statistical Models and Methods, or more advanced courses in the Department of Statistics. STAT 20000 Elementary Statistics does not count toward the major or minor in Statistics.

Students with at least MATH 13100 Elementary Functions and Calculus I or placement into MATH 15100 Calculus I are encouraged to take STAT 22000 Statistical Methods and Applications instead of STAT 20000 Elementary Statistics. Students with three quarters of calculus may choose either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods. Students may count either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods, but not both, toward the forty-two credits required for graduation.

STAT 22000 Statistical Methods and Applications is a general introduction to statistical concepts, techniques, and applications to data analysis and to problems in the design, analysis, and interpretation of experiments and observational programs. A score of 5 on the AP Statistics exam yields credit for STAT 22000 Statistical Methods and Applications, although this credit will not count toward the requirements for a major or minor in Statistics. STAT 22000 Statistical Methods and Applications can count toward the minor in Statistics, but for students matriculating in Autumn Quarter 2016 and after, cannot count toward the major in Statistics.

STAT 23400 Statistical Models and Methods covers much of the same material as STAT 22000 Statistical Methods and Applications, but at a somewhat higher mathematical level. The course is a one-quarter introduction to statistics that is appropriate for any student with a good command of univariate calculus including sequences and series. STAT 23400 Statistical Models and Methods can count toward the minor in Statistics, but for students matriculating in Autumn Quarter 2016 and after, cannot count toward the major in Statistics.

STAT 24400-24500 Statistical Theory and Methods I-II is recommended for students who wish to have a thorough introduction to statistical theory and methodology. STAT 24400-24500 Statistical Theory and Methods I-II is more mathematically demanding than either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods. STAT 24400 Statistical Theory and Methods I assumes some familiarity with multivariate calculus, and STAT 24500 Statistical Theory and Methods II assumes some familiarity with linear algebra.

STAT 24410-24510 Statistical Theory and Methods Ia-Ila is an alternative version of STAT 24400-24500 Statistical Theory and Methods I-II that requires STAT 25100 Introduction to Mathematical Probability (or STAT 25150 Introduction to Mathematical Probability-A) as a prerequisite and that replaces some probability topics with additional statistical topics not normally covered in STAT 24400-24500 Statistical Theory and Methods I-II. STAT 24410-24510 Statistical Theory and Methods Ia-Ila is particularly well-suited for students with a strong
mathematical background who are interested in more extensive coverage of probability and statistics. Students may count either STAT 24400 Statistical Theory and Methods I or STAT 24410 Statistical Theory and Methods Ia, but not both, toward the 4200 units of credit required for graduation. Similarly, students may count either STAT 24500 Statistical Theory and Methods II or STAT 24510 Statistical Theory and Methods IIA, but not both, and they may count STAT 25100 Introduction to Mathematical Probability or STAT 25150 Introduction to Mathematical Probability-A, but not both, toward the 4200 units of credits required for graduation.

Students considering a major in Statistics are encouraged to begin with either STAT 24400-24500 Statistical Theory and Methods I-II or with the alternative sequence consisting of STAT 25100 Introduction to Mathematical Probability and STAT 24410-24510 Statistical Theory and Methods Ia-IIa, rather than with STAT 23400 Statistical Models and Methods. Although students with a strong mathematical background can and do take either STAT 24400-24500 Statistical Theory and Methods I-II or the alternative sequence (STAT 25100 Introduction to Mathematical Probability and STAT 24410-24510 Statistical Theory and Methods Ia-IIa) without prior course work in statistics or probability, some students find it helpful to take either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods as preparation.

The core of the Statistics major consists of three courses: STAT 25100 Introduction to Mathematical Probability and either STAT 24400-24500 Statistical Theory and Methods I-II or STAT 24410-24510 Statistical Theory and Methods Ia-IIa. Either of these is recommended as a three-quarter cognate sequence for students in the quantitative sciences and mathematics. Note that STAT 25100 Introduction to Mathematical Probability may be taken before, after, or concurrently with STAT 24400-24500 Statistical Theory and Methods I-II, though it is a prerequisite for STAT 24410-24510 Statistical Theory and Methods Ia-IIa.

Additional Courses in Statistical Theory, Methods, and Applications

For students interested in continuing their study of statistics beyond the introductory level, STAT 22200 Linear Models and Experimental Design, STAT 22400 Applied Regression Analysis, STAT 22600 Analysis of Categorical Data, STAT 22700 Biostatistical Methods, and STAT 26700 History of Statistics are recommended. Note that because there is some overlap between STAT 22600 Analysis of Categorical Data and STAT 22700 Biostatistical Methods, only one of these two courses, not both, may be counted toward a major or minor in Statistics. The courses STAT 22200 Linear Models and Experimental Design, STAT 22400 Applied Regression Analysis, STAT 22600 Analysis of Categorical Data, and STAT 26700 History of Statistics may be taken in any order. Each presumes two quarters of calculus (except STAT 26700 History of Statistics) and a previous course in statistics (STAT 22000 Statistical Methods and Applications or higher). STAT 22700 Biostatistical Methods has STAT 22400 Applied Regression Analysis as a prerequisite.

For students who have completed STAT 24400-24500 Statistical Theory and Methods I-II and are interested in more advanced statistical methodology courses, STAT 24620 Multivariate Statistical Analysis: Applications and Techniques, STAT 26100 Time Dependent Data, STAT 27400 Nonparametric Inference, STAT 27850 Multiple Testing, Modern Inference, and Replicability, and STAT 34300 Applied Linear Statistical Methods are recommended. Many other graduate courses in Statistics offer opportunities for further study of statistical theory, methods, and applications. For details, consult the instructor or the Departmental Adviser for Majors, or visit the Graduate Announcements (http://graduateannouncements.uchicago.edu/departmentofstatistics).

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 or MATH 23500 Markov Chains, Martingales, and Brownian Motion. Students with a strong mathematical background can take STAT 31200 Introduction to Stochastic Processes I, STAT 38100 Measure-Theoretic Probability I, and STAT 38300 Measure-Theoretic Probability III. Note that because there is some overlap between MATH 23500 Markov Chains, Martingales, and Brownian Motion and STAT 31200 Introduction to Stochastic Processes I, only one of these two courses, not both, may be counted toward a major in Statistics.

Courses in Machine Learning

A student with a strong computer science background and some knowledge of elementary statistics could take STAT 27725 Machine Learning. Other courses in the category of machine learning include the advanced statistical methodology courses STAT 24620 Multivariate Statistical Analysis: Applications and Techniques and STAT 27400 Nonparametric Inference. Graduate course offerings in machine learning include STAT 37601 Machine Learning and Large-Scale Data Analysis and STAT 37710 Machine Learning.

Courses in Optimization

A student with a strong mathematical background could take STAT 28000 Optimization. Graduate course offerings in optimization include STAT 31015 Mathematical Computation IIA: Convex Optimization.

GRADING

Students who are majoring or minoring in Statistics must receive a quality grade of at least C+ in all of the courses counted toward their major or minor program in Statistics. In addition, students who are majoring in Statistics must receive quality grades of at least B- in both STAT 24400 Statistical Theory and Methods I and STAT 24500 Statistical Theory and Methods II (or at least C+ in both STAT 24410 Statistical Theory and Methods Ia
and STAT 24510 Statistical Theory and Methods IIa). Subject to College and divisional regulations, and with the
consent of the instructor, students may register for either quality grades or for P/F grading in any 20000-level
Statistics course that is not counted toward a major or minor in Statistics. A grade of P is given only for work of
C- quality or higher.

The following policy applies to students who wish to receive a mark of I for a Statistics course. In addition
to submitting the official Incomplete Form required by the College, students must have completed at least half of
the total required course work with a grade of C- or better, and they must be unable to complete the remaining
course work by the end of the quarter due to an emergency. Students requesting a mark of I for STAT 20000
Elementary Statistics, STAT 22000 Statistical Methods and Applications, or STAT 23400 Statistical Models and
Methods must obtain approval from both the current instructor and the Departmental Adviser for Introductory
Courses.

PROGRAM REQUIREMENTS FOR MAJORS

The requirements for the BA and BS in Statistics have been updated in 2017. Students who matriculated
prior to Autumn 2017 may choose to follow these updated requirements; otherwise, they should consult the
archived catalog from their year of matriculation (or, at their option, any later year) for the degree requirements
in Statistics. All students who matriculated in Autumn 2017 or later should follow the updated requirements
described below.

Every candidate must obtain approval of his or her course program from the Departmental Adviser for
Majors. Students majoring in Statistics should meet the general education requirement in mathematical sciences
with courses in calculus. The major program includes four additional prescribed mathematics courses, four
prescribed statistics courses, and two prescribed computer science courses. Students are advised to complete
the four mathematics courses by the end of their third year. Additional requirements include four approved
elective courses in Statistics. The BS also requires an additional prescribed mathematics course and an approved,
coherent, three-quarter sequence at the 20000 level in a field to which statistics can be applied. Students who
are majoring in Statistics must receive quality grades of at least B- in both STAT 24400 Statistical Theory and
Methods I and STAT 24500 Statistical Theory and Methods II (or at least C+ in both STAT 24410 Statistical Theory
and Methods Ia and STAT 24510 Statistical Theory and Methods IIa), and at least C+ in all other courses counted
toward the Statistics major. A grade of P is not acceptable for any of these courses.

Prescribed Mathematics Courses

The prescribed mathematics courses include a Calculus III requirement (MATH 13300 Elementary Functions
and Calculus III or MATH 15300 Calculus III or MATH 16300 Honors Calculus III) and a Linear Algebra
requirement (STAT 24300 Numerical Linear Algebra or MATH 20250 Abstract Linear Algebra). Note that MATH
19620 Linear Algebra may not be used to meet the Linear Algebra requirement.

For the BA, one of the following pairs of courses is required: MATH 20000-20100 Mathematical Methods
for Physical Sciences I-II or MATH 20400-20500 Analysis in Rn II-III or MATH 20800-20900 Honors Analysis in
Rn II-III or the pair consisting of MATH 20000 Mathematical Methods for Physical Sciences I and STAT 28200
Dynamical Systems with Applications.

For the BS, students must take one of the following three courses: MATH 20000 Mathematical Methods for
Physical Sciences I or MATH 20500 Analysis in Rn III or MATH 20900 Honors Analysis in Rn III; and, in addition,
one of the following three courses: MATH 20100 Mathematical Methods for Physical Sciences II, MATH 27300
Basic Theory of Ordinary Differential Equations, or STAT 28200 Dynamical Systems with Applications; and, in
addition, one of the following two courses: STAT 28000 Optimization or MATH 21100 Basic Numerical Analysis.

Students who are completing majors in both Statistics and Economics should follow the same mathematics
requirements as Statistics majors. Students who have already taken MATH 19520 Mathematical Methods for
Social Sciences and MATH 19620 Linear Algebra should discuss with the Departmental Adviser for Majors
how best to meet the mathematics requirements for the Statistics major. For example, such students can petition
to meet the requirements for the BA in Statistics by taking any three of MATH 20100 Mathematical Methods
for Physical Sciences II, STAT 24300 Numerical Linear Algebra, and STAT 28200 Dynamical Systems with
Applications.

Prescribed Statistics Courses

The four prescribed Statistics courses are STAT 25100 Introduction to Mathematical Probability, STAT
24400-24500 Statistical Theory and Methods I-II (or STAT 24410-24510 Statistical Theory and Methods Ia-IIa), and
either STAT 22400 Applied Regression Analysis or STAT 34300 Applied Linear Statistical Methods.

It is recommended that students who have had some multivariable calculus begin the major by taking
either STAT 25100 Introduction to Mathematical Probability or STAT 24400 Statistical Theory and Methods I
as their first course in probability and statistics. An alternative route to beginning the major would be to first
take either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods,
neither of which count toward the major, but which could serve as a prerequisite for courses such as STAT 22400
Applied Regression Analysis, STAT 22200 Linear Models and Experimental Design, and STAT 22600 Analysis of
Categorical Data, which do count toward the major. This second path is recommended for students who need
additional time to complete multivariable calculus and linear algebra prerequisites and who want to get started on the major in the meantime.

Electives

Candidates for the BA are required to take four electives, at least two of which must be on List B below. The remaining two electives may be from either List B or C. Students may count either STAT 22600 Analysis of Categorical Data or STAT 22700 Biostatistical Methods, but not both, toward the BA. Similarly, students may count either MATH 23500 Markov Chains, Martingales, and Brownian Motion or STAT 31200 Introduction to Stochastic Processes I, but not both, toward the BA.

Candidates for the BS are required to take four 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 the remaining two electives may be 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 the remaining two electives may be from either List B or C. For the BS in Statistics, STAT 28000 Optimization counts as a List C elective only if MATH 21100 Basic Numerical Analysis is also included in the program. In other words, students cannot double-count STAT 28000 Optimization toward both the four-elective requirement and the requirement to take one of STAT 28000 Optimization and MATH 21100 Basic Numerical Analysis. Students may count either STAT 22600 Analysis of Categorical Data or STAT 22700 Biostatistical Methods, but not both, toward the BS. Similarly, students may count either MATH 23500 Markov Chains, Martingales, and Brownian Motion or STAT 31200 Introduction to Stochastic Processes I, but not both, toward the BS.

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 Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 24620</td>
<td>Multivariate Statistical Analysis: Applications and Techniques</td>
</tr>
<tr>
<td>STAT 26100</td>
<td>Time Dependent Data</td>
</tr>
<tr>
<td>STAT 27400</td>
<td>Nonparametric Inference</td>
</tr>
<tr>
<td>STAT 27850</td>
<td>Multiple Testing, Modern Inference, and Replicability</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 Code</th>
<th>Course 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>
<tr>
<td>STAT 24620</td>
<td>Multivariate Statistical Analysis: Applications and Techniques</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 27850</td>
<td>Multiple Testing, Modern Inference, and Replicability</td>
</tr>
<tr>
<td>STAT 35800</td>
<td>Statistical Applications</td>
</tr>
<tr>
<td>STAT 37601</td>
<td>Machine Learning and Large-Scale Data Analysis</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 major.

LIST C: Other Upper Level/Graduate Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MATH 23500</td>
<td>Markov Chains, Martingales, and Brownian Motion</td>
</tr>
<tr>
<td>STAT 25300</td>
<td>Introduction to Probability Models</td>
</tr>
<tr>
<td>STAT 27725</td>
<td>Machine Learning</td>
</tr>
<tr>
<td>STAT 28000</td>
<td>Optimization</td>
</tr>
<tr>
<td>STAT 30900</td>
<td>Mathematical Computation I: Matrix Computation Course</td>
</tr>
<tr>
<td>STAT 31015</td>
<td>Mathematical Computation II: Convex Optimization</td>
</tr>
<tr>
<td>STAT 31020</td>
<td>Mathematical Computation III: Nonlinear Optimization</td>
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<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 37710</td>
<td>Machine Learning</td>
</tr>
<tr>
<td>STAT 38100</td>
<td>Measure-Theoretic Probability I</td>
</tr>
</tbody>
</table>
### Computer Science Requirement

Candidates for either the BA or the BS are required to take one of the following sequences: CMSC 12100-12200 Computer Science with Applications I-II or CMSC 15100-15200 Introduction to Computer Science I-II or CMSC 16100-16200 Honors Introduction to Computer Science I-II.

### BS Requirement of Three-Quarter Sequence in a Field to Which Statistics Can Be Applied

Candidates for the BS (but not the BA) are required to take an approved, coherent, three-quarter sequence at the 20000 level in a field to which statistics can be applied. Generally this sequence should be in the natural or social sciences, but a sequence in another discipline may be acceptable. Courses in MATH or CMSC may not be used for this requirement. Sequences in which earlier courses are prerequisites for later ones are preferred. Example sequences include BIOS 20198 Biodiversity-BIOS 20196 Ecology and Conservation-BIOS 23406 Biogeography; CHEM 22000-22100-22200 Organic Chemistry I-II-III; CHEM 26100-26200-26300 Quantum Mechanics; Thermodynamics; Chemical Kinetics and Dynamics; ECON 20000-20100-20200 The Elements of Economic Analysis I-II-III; GEOS 21000-21100-21200 Mineralogy, Petrology, Physics of the Earth; and PHYS 23400-23500-23700 Quantum Mechanics I-II-III. 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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<tr>
<td>MATH 13100-13200 Elementary Functions and Calculus I-II</td>
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<td>MATH 15100-15200 Calculus I-II</td>
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<td>MATH 16100-16200 Honors Calculus I-II</td>
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<td><strong>Total Units</strong></td>
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#### MAJOR

<table>
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<td>MATH 16300 Honors Calculus III</td>
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<tr>
<td><strong>One of the following course pairs:</strong></td>
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<tr>
<td>MATH 20000 Mathematical Methods for Physical Sciences I &amp; STAT 28200 and Dynamical Systems with Applications</td>
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</tr>
<tr>
<td>MATH 20000-20100 Mathematical Methods for Physical Sciences I-II</td>
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<tr>
<td>MATH 20400-20500 Analysis in Rn II-III</td>
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<tr>
<td>MATH 20800-20900 Honors Analysis in Rn II-III</td>
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<tr>
<td><strong>One of the following:</strong></td>
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<tr>
<td>STAT 24300 Numerical Linear Algebra</td>
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<tr>
<td>MATH 20250 Abstract Linear Algebra</td>
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<tr>
<td><strong>One of the following sequences:</strong></td>
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<tr>
<td>STAT 24400-24500 Statistical Theory and Methods I-II</td>
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<tr>
<td>STAT 24410-24510 Statistical Theory and Methods Ia-IIa</td>
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<td><strong>One of the following:</strong></td>
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<tr>
<td>STAT 25100 Introduction to Mathematical Probability</td>
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<td>STAT 25150 Introduction to Mathematical Probability-A</td>
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<tr>
<td><strong>One of the following:</strong></td>
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<tr>
<td>STAT 22400 Applied Regression Analysis</td>
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<tr>
<td>STAT 34300 Applied Linear Statistical Methods</td>
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<tr>
<td><strong>One of the following sequences:</strong></td>
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</table>
CMSC 12100-12200 Computer Science with Applications I-II
CMSC 15100-15200 Introduction to Computer Science I-II
CMSC 16100-16200 Honors Introduction to Computer Science I-II

Four approved elective courses in Statistics **  400

Total Units 1400

* Credit may be granted by examination.
** At least two of the electives must be on List B. The remaining two electives may be from either List B or C. Students may count either STAT 22600 Analysis of Categorical Data or STAT 22700 Biostatistical Methods, but not both, toward the BA. Students may count either MATH 23500 Markov Chains, Martingales, and Brownian Motion or STAT 31200 Introduction to Stochastic Processes I, but not both, toward the BA.

SUMMARY OF REQUIREMENTS FOR THE BS IN STATISTICS

GENERAL EDUCATION

One of the following sequences: *

<table>
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<th>Course Name</th>
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<tbody>
<tr>
<td>MATH 13100-13200</td>
<td>Elementary Functions and Calculus I-II</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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Total Units 200

MAJOR

One of the following: *

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<th>Course Name</th>
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<tbody>
<tr>
<td>MATH 13300</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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One of the following:

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<th>Course Name</th>
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<tbody>
<tr>
<td>MATH 20000</td>
<td>Mathematical Methods for Physical Sciences I</td>
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<tr>
<td>MATH 20500</td>
<td>Analysis in Rn III</td>
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<tr>
<td>MATH 20900</td>
<td>Honors Analysis in Rn III</td>
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One of the following:

<table>
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<tbody>
<tr>
<td>MATH 21000</td>
<td>Mathematical Methods for Physical Sciences II</td>
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<tr>
<td>MATH 27300</td>
<td>Basic Theory of Ordinary Differential Equations</td>
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<tr>
<td>STAT 28200</td>
<td>Dynamical Systems with Applications</td>
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</table>

One of the following:

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<thead>
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</thead>
<tbody>
<tr>
<td>STAT 24300</td>
<td>Numerical Linear Algebra</td>
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<tr>
<td>MATH 20250</td>
<td>Abstract Linear Algebra</td>
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</table>

One of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 28000</td>
<td>Optimization</td>
</tr>
<tr>
<td>MATH 21100</td>
<td>Basic Numerical Analysis</td>
</tr>
</tbody>
</table>

One of the following sequences:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 24400-24500</td>
<td>Statistical Theory and Methods I-II</td>
</tr>
<tr>
<td>STAT 24410-24510</td>
<td>Statistical Theory and Methods Ia-IIa</td>
</tr>
</tbody>
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One of the following:

<table>
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<tr>
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<th>Course Name</th>
</tr>
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<tbody>
<tr>
<td>STAT 25100</td>
<td>Introduction to Mathematical Probability</td>
</tr>
<tr>
<td>STAT 25150</td>
<td>Introduction to Mathematical Probability-A</td>
</tr>
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One of the following:

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<thead>
<tr>
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<th>Course Name</th>
</tr>
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<tbody>
<tr>
<td>STAT 22400</td>
<td>Applied Regression Analysis</td>
</tr>
<tr>
<td>STAT 34300</td>
<td>Applied Linear Statistical Methods</td>
</tr>
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</table>

One of the following sequences:

<table>
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<th>Course Code</th>
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<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>

Four approved elective courses in Statistics **  400

A coherent three-quarter sequence at the 20000 level in a field to which statistics can be applied *** 300

Total Units 1800
Credit may be granted by examination.

A candidate for the BS who has not taken STAT 34300 Applied Linear 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 the remaining two electives may be 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 the remaining two electives may be from either List B or C. For the BS in Statistics, STAT 28000 Optimization counts as a List C elective only if MATH 21100 Basic Numerical Analysis is also included in the program. In other words, students cannot double-count STAT 28000 Optimization toward both the four-elective requirement and the requirement to take at least one of STAT 28000 Optimization and MATH 21100 Basic Numerical Analysis. Students may count either STAT 22600 Analysis of Categorical Data or STAT 22700 Biostatistical Methods, but not both, toward the BS. Students may count either MATH 23500 Markov Chains, Martingales, and Brownian Motion or STAT 31200 Introduction to Stochastic Processes I, but not both, toward the BS.

Generally, this sequence should be in the natural or social sciences, but a sequence in another discipline may be acceptable. Courses in MATH or CMSC may not be used for this requirement. Sequences in which earlier courses are prerequisites for later ones are preferred. Example sequences include BIOS 20198 Biodiversity-BIOS 20196 Ecology and Conservation-BIOS 23406 Biogeography; CHEM 22000-22100-22200 Organic Chemistry I-II-III; CHEM 26100-26200-26300 Quantum Mechanics; Thermodynamics; Chemical Kinetics and Dynamics; ECON 20000-20100-20200 The Elements of Economic Analysis I-II-III; GEOS 21000 Mineralogy-GEOS 21100 Introduction to Petrology-GEOS 21200 Physics of the Earth; and PHYS 23400-23500 Quantum Mechanics I-II-PHYS 23700 Nuclei and Elementary Particles. All sequences must be approved by the Departmental Adviser for Majors.

HONORS
The BA or BS with honors is awarded to students with Statistics as their primary major who have a GPA of 3.0 or higher overall and 3.25 or higher in the courses in the major and also complete an approved honors paper (STAT 29900 Bachelor’s Paper). This paper is typically based on a structured research program that the student undertakes, with faculty supervision, in the first quarter of his or her fourth year. Eligible students who wish to be considered for honors should consult the Departmental Adviser for Majors before the end of their third year. The research paper or project used to meet this requirement may not be used to meet the bachelor’s paper or project requirement in another major or course. NOTE: Credit for STAT 29900 Bachelor’s Paper will not count towards the courses required for a major in Statistics.

JOINT BA/MS OR BS/MS IN STATISTICS
This program enables unusually well-qualified undergraduate students to complete an MS in Statistics along with a BA or BS during their four years at the College. Although a student may receive a BA or BS in any field, a program of study other than Statistics is recommended.

Only a small number of students will be selected for the program through a competitive admissions process. Participants must apply to the MS program in Statistics by June 1 of their third year for admission to candidacy for an MS in Statistics during their fourth year. To be considered, students should have completed almost all of their undergraduate requirements, including all of their general education and language competence requirements, by the end of their third year. They should also have completed, at a minimum, STAT 24400-24500 Statistical Theory and Methods I-II (or STAT 24410-24510 Statistical Theory and Methods Ia-IIa) with A or A- grades and all the mathematics requirements for the Statistics major with very high grades. While these are the minimum criteria, admission is competitive, and additional qualifications may be needed. Interested students are strongly encouraged to consult both the Departmental Adviser for Majors and their College adviser early in their third year.

Participants in the joint BA/MS or BS/MS program must meet the same requirements as students in the MS program in Statistics. Of the nine courses that are required at the appropriate level, up to three may also meet the requirements of an undergraduate program. For example, STAT 24410-24510 Statistical Theory and Methods Ia-IIa and STAT 34300 Applied Linear Statistical Methods, which satisfy requirements for the MS in Statistics, could also be used to satisfy requirements of a BA or BS program in Statistics.

Other requirements include a master’s paper and participation in the Consulting Program of the Department of Statistics. For details, visit the Department of Statistics Admissions page (http://www.stat.uchicago.edu/admissions/featured).

MINOR PROGRAM IN STATISTICS
In contrast to the Statistics major, which has a substantial theoretical component, the Statistics minor focuses on statistical methodology. The minor in Statistics requires five courses, some prescribed and some elective, chosen in consultation with the Departmental Adviser for Minors. By the end of Spring Quarter of the student’s third year, a student who wishes to complete the Statistics minor must complete the Consent to Complete a Minor Form (https://college.uchicago.edu/advising/forms-and-petitions) and obtain approval from the Departmental Adviser for Minors.
The core of the Statistics minor consists of STAT 22400 Applied Regression Analysis and either STAT 22200 Linear Models and Experimental Design or STAT 22600 Analysis of Categorical Data (or both). All three courses may be taken in any order after meeting the prerequisite of at least two quarters calculus and introductory statistics: STAT 22000 Statistical Methods and Applications, STAT 23400 Statistical Models and Methods, STAT 24500 Statistical Theory and Methods II, STAT 24510 Statistical Theory and Methods Ia, or AP credit for STAT 22000 Statistical Methods and Applications.

An approved substitute for STAT 22600 Analysis of Categorical Data is STAT 22700 Biostatistical Methods, which has STAT 22400 Applied Regression Analysis as prerequisite and is offered by the Department of Public Health Sciences. Students may count either STAT 22600 Analysis of Categorical Data or STAT 22700 Biostatistical Methods, but not both, toward the Statistics minor.

In the Statistics minor, either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods, but not both, may be used as an elective if not used to fulfill a requirement for any major(s), other minors, or general education requirements and if taken prior to any other courses for which at least STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods is prerequisite. Students may not use AP credit for statistics to meet a requirement for the Statistics minor. If either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods are used to fulfill a requirement for any major(s), other minors, or general education requirements, then neither course may be used to fulfill a requirement in the Statistics minor.

No courses in the Statistics minor can be double counted with the student’s major(s), other minors, or general education requirements. An approved elective must replace any course required for the Statistics minor that is used to meet the requirements for any major(s), other minors, or general education requirements.

The following 20000-level courses offered by the Department of Statistics may not be included in a Statistics minor: STAT 20000 Elementary Statistics, STAT 24300 Numerical Linear Algebra, STAT 24400 Statistical Theory and Methods I, STAT 24410 Statistical Theory and Methods Ia, STAT 25100 Introduction to Mathematical Probability, STAT 25150 Introduction to Mathematical Probability-A, STAT 25300 Introduction to Probability Models, STAT 27725 Machine Learning, STAT 28000 Optimization, STAT 28200 Dynamical Systems with Applications, or any graduate courses in probability.

Students who are minoring in Statistics must receive a quality grade of at least C+ in all of the courses counted toward the minor. A grade of P is not acceptable for any of these courses. More than half of the courses counted toward the Statistics minor must be met by registering for courses bearing University of Chicago course numbers. Students may not use AP credit for STAT 22000 Statistical Methods and Applications to meet a requirement for the Statistics minor.

### Summary of Requirements for the Minor in Statistics

The following course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>STAT 22400</td>
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One of the following:

<table>
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<tbody>
<tr>
<td>STAT 22200</td>
<td>100</td>
</tr>
<tr>
<td>STAT 22600 Analysis of Categorical Data</td>
<td>100</td>
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</table>

Three approved electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Units</td>
<td>500</td>
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</table>

* STAT 22200 Linear Models and Experimental Design, STAT 22400 Applied Regression Analysis, and STAT 22600 Analysis of Categorical Data may be taken in any order after meeting the prerequisite of at least two quarters calculus and introductory statistics: STAT 22000 Statistical Methods and Applications, STAT 23400 Statistical Models and Methods, STAT 24500 Statistical Theory and Methods II, STAT 24510 Statistical Theory and Methods Ia, or AP credit for STAT 22000 Statistical Methods and Applications.

** An approved substitute for STAT 22600 Analysis of Categorical Data is STAT 22700 Biostatistical Methods, which has STAT 22400 Applied Regression Analysis as prerequisite and is offered by the Department of Public Health Sciences. Students may count either STAT 22600 Analysis of Categorical Data or STAT 22700 Biostatistical Methods, but not both, toward the Statistics minor.

*** If STAT 22200 Linear Models and Experimental Design is used to fulfill a requirement of the Statistics minor, then STAT 22600 Analysis of Categorical Data may be used as an elective in the minor. Similarly, if STAT 22600 Analysis of Categorical Data is used to fulfill a requirement of the Statistics minor, then STAT 22200 Linear Models and Experimental Design may be used as an elective in the minor.

### Departmental Electives Approved for the Minor in Statistics

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>STAT 22000</td>
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<tr>
<td>STAT 22200</td>
<td>100</td>
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<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>STAT 22600 Analysis of Categorical Data</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>STAT 23400</td>
<td>100</td>
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<tr>
<td>1</td>
<td></td>
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</tbody>
</table>
STAT 24500 Statistical Theory and Methods II 4 100
STAT 24510 Statistical Theory and Methods IIa 100
STAT 26100 Time Dependent Data 100
STAT 24620 Multivariate Statistical Analysis: Applications and Techniques 100
STAT 26700 History of Statistics 100
STAT 27400 Nonparametric Inference 100
STAT 27850 Multiple Testing, Modern Inference, and Replicability 100
STAT 33100 Sample Surveys 5 100

1 Either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods, but not both, may be used as an elective if not used to fulfill a requirement for any major(s), other minors, or general education requirements and if taken prior to any other courses for which at least STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods is prerequisite. If either STAT 22000 Statistical Methods and Applications or STAT 23400 Statistical Models and Methods is used to fulfill a requirement for any major(s), other minors, or general education requirements, then neither course may be used to fulfill a requirement in the Statistics minor.

2 Students may not use AP credit for STAT 22000 Statistical Methods and Applications to meet a requirement for the Statistics minor.

3 If STAT 22200 Linear Models and Experimental Design is used to fulfill a requirement of the Statistics minor, then STAT 22600 Analysis of Categorical Data may be used as an elective in the minor. Similarly, if STAT 22600 Analysis of Categorical Data is used to fulfill a requirement of the Statistics minor, then STAT 22200 Linear Models and Experimental Design may be used as an elective in the minor.

4 If either STAT 24500 Statistical Theory and Methods II or STAT 24510 Statistical Theory and Methods IIa is used as an elective in the Statistics minor, then the prerequisite STAT 24400 Statistical Theory and Methods I or STAT 24410 Statistical Theory and Methods Ia may not be counted toward the minor, but may be counted toward any major(s) or other minors.

5 Undergraduate registration in 30000-level and 40000-level courses is by instructor consent only. Students should contact the instructor well in advance.

Other Electives Approved for the Minor in Statistics

Because of the interdisciplinary nature of the College, the Divisions, and the field of statistics, other departments and committees offer courses approved for use as electives for the Statistics minor. Please consult the Departmental Adviser for Minors for a current list of approved courses. Offering departments include Public Health Sciences, Computer Science, Comparative Human Development, Human Genetics, Sociology, and the University of Chicago Booth School of Business. Some of these courses bear a Statistics course number and some do not. Some courses are at the 30000 or 40000 level, which require instructor consent for undergraduate registration. Students should contact the instructor well in advance.

The list of courses approved for the Statistics minor may change from time to time as courses change and new courses are added. Please consult the Departmental Adviser for Minors for approval of your minor program plan. Students may petition the Departmental Adviser for Minors for approval of another course. Such courses must have a minimum statistics prerequisite of introductory statistics (STAT 22000 Statistical Methods and Applications, STAT 23400 Statistical Models and Methods, STAT 24500 Statistical Theory and Methods II, or STAT 24510 Statistical Theory and Methods IIa) and cannot substantially overlap with the topics covered in departmental courses or other courses in the student’s minor program.

College-level Statistics courses are shown below. Graduate-level courses can be found on the Department of Statistics page of the Graduate Announcements (http://graduateannouncements.uchicago.edu/graduate/departmentofstatistics).

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

Note(s): For students with little or no math background. Not recommended for students planning to take STAT 22000 or STAT 23400 or more advanced courses in Statistics. Students with credit for STAT 22000, STAT 23400 or more advanced courses in Statistics not admitted. This course may not be used in the Statistics major or minor.
This course meets one of the general education requirements in the mathematical sciences. Only one of STAT 20000 and STAT 22000, but not both, can count toward the general education requirement in the mathematical sciences.
STAT 22000. Statistical Methods and Applications. 100 Units.
This course introduces statistical techniques and methods of data analysis, including the use of statistical software. Examples are drawn from the biological, physical, and social sciences. Students are required to apply the techniques discussed to data drawn from actual research. Topics include data description, graphical techniques, exploratory data analyses, random variation and sampling, basic probability, random variables and expected values, confidence intervals and significance tests for one- and two-sample problems for means and proportions, chi-square tests, linear regression, and, if time permits, analysis of variance.
Terms Offered: Autumn,Spring,Winter
Note(s): Students may count either STAT 22000 or 23400, but not both, toward the forty-two credits required for graduation. Students with credit for STAT 23400 not admitted. This course meets one of the general education requirements in the mathematical sciences. Only one of STAT 20000 and STAT 22000, but not both, can count toward the general education requirement in the mathematical sciences.

STAT 22200. Linear Models and Experimental Design. 100 Units.
This course covers principles and techniques for the analysis of experimental data and the planning of the statistical aspects of experiments. Topics include linear models; analysis of variance; randomization, blocking, and factorial designs; confounding; and incorporation of covariate information.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): STAT 22000 or 23400 or 24500 or 24510 and two quarters of calculus.

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 or Spring or both
Prerequisite(s): STAT 22000 or 23400 or 24500 or 24510 or PBHS 32100 and two quarters of calculus.
Equivalent Course(s): PBHS 32400

STAT 22600. Analysis of Categorical Data. 100 Units.
This course covers statistical methods for the analysis of qualitative and counted data. Topics include description and inference for binomial and multinomial data using proportions and odds ratios; multi-way contingency tables; generalized linear models for discrete data; logistic regression for binary responses; multi-category logit models for nominal and ordinal responses; loglinear models for counted data; and inference for matched-pairs and correlated data. Applications and interpretations of statistical models are emphasized.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): STAT 22000 or 23400 or 24500 or 24510 and two quarters of calculus.
Equivalent Course(s): PBHS 32600

STAT 22700. Biostatistical Methods. 100 Units.
This course is designed to provide students with tools for analyzing categorical, count, and time-to-event data frequently encountered in medicine, public health, and related biological and social sciences. This course emphasizes application of the methodology rather than statistical theory (e.g., recognition of the appropriate methods; interpretation and presentation of results). Methods covered include contingency table analysis, Kaplan-Meier survival analysis, Cox proportional-hazards survival analysis, logistic regression, and Poisson regression.
Instructor(s): F. Yang Terms Offered: Winter
Prerequisite(s): PBHS 32400, STAT 22400 or STAT 24500 or equivalent or consent of instructor.
Equivalent Course(s): PBHS 32700

STAT 22810. Epidemiology and Population Health. 100 Units.
Epidemiology is the basic science of public health. It is the study of how diseases are distributed across populations and how one designs population-based studies to learn about disease causes, with the object of identifying preventive strategies. Epidemiology is a quantitative field and draws on biostatistical methods. Historically, epidemiology’s roots were in the investigation of infectious disease outbreaks and epidemics. Since the mid-twentieth century, the scope of epidemiologic investigations has expanded to a fuller range non-infectious diseases and health problems. This course will introduce classic studies, study designs and analytic methods, with a focus on global health problems.
Instructor(s): D. Lauderdale Terms Offered: Autumn
Prerequisite(s): PBHS 32100 or STAT 22000 or other introductory statistics highly desirable.
Equivalent Course(s): PPHA 36410, PBHS 30910
STAT 23400. Statistical Models and Methods. 100 Units.
This course is recommended for students throughout the natural and social sciences who want a broad background in statistical methodology and exposure to probability models and the statistical concepts underlying the methodology. Probability is developed for the purpose of modeling outcomes of random phenomena. Random variables and their expectations are studied; including means and variances of linear combinations and an introduction to conditional expectation. Binomial, Poisson, normal and other standard probability distributions are considered. Some probability models are studied mathematically, and others are studied via computer simulation. Sampling distributions and related statistical methods are explored mathematically, studied via simulation, and illustrated on data. Methods include, but are not limited to, inference for means and proportions for one- and two-sample problems, two-way tables, correlation, and simple linear regression. Graphical and numerical data description are used for exploration, communication of results, and comparing mathematical consequences of probability models and data. Mathematics employed is to the level of single-variable differential and integral calculus and sequences and series.
Terms Offered: Autumn, Spring, Winter
Prerequisite(s): MATH 13300, 15300, or 16200
Note(s): Students may count either STAT 22000 or 23400, but not both, toward the forty-two credits required for graduation.

STAT 24300. Numerical Linear Algebra. 100 Units.
This course is devoted to the basic theory of linear algebra and its significant applications in scientific computing. The objective is to provide a working knowledge and hands-on experience of the subject suitable for graduate level work in statistics, econometrics, quantum mechanics, and numerical methods in scientific computing. Topics include Gaussian elimination, vector spaces, linear transformations and associated fundamental subspaces, orthogonality and projections, eigenvectors and eigenvalues, diagonalization of real symmetric and complex Hermitian matrices, the spectral theorem, and matrix decompositions (QR, Cholesky and Singular Value Decompositions). Systematic methods applicable in high dimensions and techniques commonly used in scientific computing are emphasized. Students enrolled in the graduate level STAT 30750 will have additional work in assignments, exams, and projects including applications of matrix algebra in statistics and numerical computations implemented in Matlab or R. Some programming exercises will appear as optional work for students enrolled in the undergraduate level STAT 24300.
Terms Offered: Autumn
Prerequisite(s): Multivariate calculus (MATH 19520 or 20000 or 20500 or equivalent). Previous exposure to linear algebra is helpful.
Equivalent Course(s): STAT 30750

STAT 24400-24500. Statistical Theory and Methods I-II.
This sequence is a systematic introduction to the principles and techniques of statistics, as well as to practical considerations in the analysis of data, with emphasis on the analysis of experimental data.

STAT 24400. Statistical Theory and Methods I. 100 Units.
This course is the first quarter of a two-quarter systematic introduction to the principles and techniques of statistics, as well as to practical considerations in the analysis of data, with emphasis on the analysis of experimental data. This course covers tools from probability and the elements of statistical theory. Topics include the definitions of probability and random variables, binomial and other discrete probability distributions, normal and other continuous probability distributions, joint probability distributions and the transformation of random variables, principles of inference (including Bayesian inference), maximum likelihood estimation, hypothesis testing and confidence intervals, likelihood ratio tests, multinomial distributions, and chi-square tests. Examples are drawn from the social, physical, and biological sciences. The coverage of topics in probability is limited and brief, so students who have taken a course in probability find reinforcement rather than redundancy. Students who have already taken STAT 25100 have the option to take STAT 24410 (if offered) instead of STAT 24400.
Instructor(s): Staff
Terms Offered: Autumn, Winter
Prerequisite(s): MATH 19520 or 20000 with a grade of B or better, or MATH 16300 or 20250 or 20300 or 20700 or STAT 24300 or PHYS 22100. Concurrent or prior linear algebra (MATH 19620 or 20250 or STAT 24300 or equivalent) is recommended for students continuing to STAT 24500.
Note(s): Some previous experience with statistics and/or probability helpful but not required. Students may count either STAT 24400 or STAT 24410, but not both, toward the forty-two credits required for graduation.
STAT 24500. Statistical Theory and Methods II. 100 Units.
This course is the second quarter of a two-quarter systematic introduction to the principles and techniques of statistics, as well as to practical considerations in the analysis of data, with emphasis on the analysis of experimental data. This course continues from either STAT 24400 or STAT 24410 and covers statistical methodology, including the analysis of variance, regression, correlation, and some multivariate analysis. Some principles of data analysis are introduced, and an attempt is made to present the analysis of variance and regression in a unified framework. Statistical software is used.
Instructor(s): Staff
Terms Offered: Spring, Winter
Prerequisite(s): Linear algebra (MATH 19620 or 20250 or STAT 24300 or equivalent) and STAT 24400 or STAT 24410.
Note(s): Students may count either STAT 24500 or STAT 24510, but not both, toward the forty-two credits required for graduation.

This sequence provides a sophisticated introduction to statistical principles and methods and their application to the analysis of data. In addition to serving undergraduates with a strong interest in Statistics, it is the recommended sequence in theoretical statistics for MS students in Statistics.

STAT 24410. Statistical Theory and Methods Ia. 100 Units.
This course is the first quarter of a two-quarter sequence providing a principled development of statistical methods, including practical considerations in applying these methods to the analysis of data. The course begins with a brief review of probability and some elementary stochastic processes, such as Poisson processes, that are relevant to statistical applications. The bulk of the quarter covers principles of statistical inference from both frequentist and Bayesian points of view. Specific topics include maximum likelihood estimation, posterior distributions, confidence and credible intervals, principles of hypothesis testing, likelihood ratio tests, multinomial distributions, and chi-square tests. Additional topics may include diagnostic plots, bootstrapping, a critical comparison of Bayesian and frequentist inference, and the role of conditioning in statistical inference. Examples are drawn from the social, physical, and biological sciences. The statistical software package R will be used to analyze datasets from these fields and instruction in the use of R is part of the course.
Instructor(s): Staff
Terms Offered: Autumn
Prerequisite(s): STAT 25100 or STAT 25150 or MATH 23500. Concurrent or prior linear algebra (MATH 19620 or 20250 or STAT 24300 or equivalent) is recommended for students continuing to STAT 24510.
Note(s): Some previous experience with statistics helpful but not required. Students may count either STAT 24400 or STAT 24410, but not both, toward the forty-two credits required for graduation.
Equivalent Course(s): STAT 30030

STAT 24510. Statistical Theory and Methods Ila. 100 Units.
This course is a continuation of STAT 24410. The focus is on theory and practice of linear models, including the analysis of variance, regression, correlation, and some multivariate analysis. Additional topics may include bootstrapping for regression models, nonparametric regression, and regression models with correlated errors.
Terms Offered: May be offered in Winter.
Prerequisite(s): STAT 24410. Linear algebra (MATH 19620 or 20250 or STAT 24300 or equivalent).
Note(s): Students may count either STAT 24500 or STAT 24510, but not both, toward the forty-two credits required for graduation.
Equivalent Course(s): STAT 30040

STAT 24620. Multivariate Statistical Analysis: Applications and Techniques. 100 Units.
This course focuses on applications and techniques for analysis of multivariate and high dimensional data. Beginning subjects cover common multivariate techniques and dimension reduction, including principal component analysis, factor model, canonical correlation, multi-dimensional scaling, discriminant analysis, clustering, and correspondence analysis (if time permits). Further topics on statistical learning for high dimensional data and complex structures include penalized regression models (LASSO, ridge, elastic net), sparse PCA, independent component analysis, Gaussian mixture model, Expectation-Maximization methods, and random forest. Theoretical derivations will be presented with emphasis on motivations, applications, and hands-on data analysis.
Terms Offered: Spring
Prerequisite(s): STAT 24400-24500 or STAT 24410-24510 or consent of instructor
Equivalent Course(s): STAT 32950

STAT 25100. Introduction to Mathematical Probability. 100 Units.
This course covers fundamentals and axioms; combinatorial probability; conditional probability and independence; binomial, Poisson, and normal distributions; the law of large numbers and the central limit theorem; and random variables and generating functions.
Instructor(s): Staff
Terms Offered: Autumn, Spring
Prerequisite(s): MATH 19520, 20000, 20500 or 20900. MATH 20000 or higher recommended.
Note(s): Students may count either STAT 25100 or STAT 25150, but not both, toward the forty-two credits required for graduation.
STAT 25150. Introduction to Mathematical Probability-A. 100 Units.
This course covers fundamentals and axioms; combinatorial probability; conditional probability and independence; binomial, Poisson, and normal distributions; the law of large numbers and the central limit theorem; and random variables and generating functions.
Instructor(s): Robert Fefferman Terms Offered: Not offered 2017-18
Prerequisite(s): MATH 20500 or consent of instructor
Note(s): Students may count either STAT 25100 or STAT 25150, but not both, toward the forty-two credits required for graduation.

STAT 25300. Introduction to Probability Models. 100 Units.
This course introduces stochastic processes as models for a variety of phenomena in the physical and biological sciences. Following a brief review of basic concepts in probability, we introduce stochastic processes that are popular in applications in sciences (e.g., discrete time Markov chain, the Poisson process, continuous time Markov process, renewal process and Brownian motion).
Instructor(s): Staff Terms Offered: May be offered in Winter
Prerequisite(s): STAT 24400 or STAT 25100 or STAT 25150
Equivalent Course(s): STAT 31700

STAT 26100. Time Dependent Data. 100 Units.
This course considers the modeling and analysis of data that are ordered in time. The main focus is on quantitative observations taken at evenly spaced intervals and includes both time-domain and spectral approaches.
Instructor(s): Staff Terms Offered: Winter or Spring
Prerequisite(s): STAT 24500 or STAT 24510 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.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): STAT 24400 or STAT 24410 is required; alternatively STAT 22400 and exposure to multivariate calculus and linear algebra.
Equivalent Course(s):

STAT 27725. Machine Learning. 100 Units.
This course offers a practical, problem-centered introduction to machine learning. Topics covered include the Perceptron and other online algorithms; boosting; graphical models and message passing; dimensionality reduction and manifold learning; SVMs and other kernel methods; artificial neural networks; and a short introduction to statistical learning theory. Weekly programming assignments give students the opportunity to try out each learning algorithm on real world datasets.
Instructor(s): R. Kondor Terms Offered: Autumn
Prerequisite(s): CMSC 15400 or CMSC 12300. STAT 22000 or STAT 23400 strongly recommended.
Equivalent Course(s): CMSC 25400
STAT 27850. Multiple Testing, Modern Inference, and Replicability. 100 Units.
This course examines the problems of multiple testing and statistical inference from a modern point of view. High-dimensional data is now common in many applications across the biological, physical, and social sciences. With this increased capacity to generate and analyze data, classical statistical methods may no longer ensure the reliability or replicability of scientific discoveries. We will examine a range of modern methods that provide statistical inference tools in the context of modern large-scale data analysis. The course will have weekly assignments as well as a final project, both of which will include both theoretical and computational components.
Instructor(s): R. Barber Terms Offered: Winter
Prerequisite(s): Stat 24400 or equivalent.
Equivalent Course(s): STAT 30850

STAT 28000. Optimization. 100 Units.
This is an introductory course on optimization that will cover the rudiments of unconstrained and constrained optimization of a real-valued multivariate function. The focus is on the settings where this function is, respectively, linear, quadratic, convex, or differentiable. Time permitting, topics such as nonsmooth, integer, vector, and dynamic optimization may be briefly addressed. Materials will include basic duality theory, optimality conditions, and intractability results, as well as algorithms and applications.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): MATH 20500 or 20800; STAT 24300 or MATH 20250

STAT 28200. Dynamical Systems with Applications. 100 Units.
This course is concerned with the analysis of nonlinear dynamical systems arising in the context of mathematical modeling. The focus is on qualitative analysis of solutions as trajectories in phase space, including the role of invariant manifolds as organizers of behavior. Local and global bifurcations, which occur as system parameters change, will be highlighted, along with other dimension reduction methods that arise when there is a natural time-scale separation. Concepts of bi-stability, spontaneous oscillations, and chaotic dynamics will be explored through investigation of conceptual mathematical models arising in the physical and biological sciences.
Instructor(s): Mary Silber Terms Offered: Winter
Prerequisite(s): Multivariable calculus (MATH 19520, 20000 or 20400, or PHYS 22100, or equivalent). Linear algebra, including eigenvalues and eigenvectors (MATH 19620 or STAT 24300, or equivalent). Previous knowledge of elementary differential equations is helpful but not required.

STAT 29700. Undergraduate Research. 100 Units.
This course consists of reading and research in an area of statistics or probability under the guidance of a faculty member. A written report must be submitted at the end of the quarter.
Instructor(s): Staff Terms Offered: Autumn,Spring,Winter
Prerequisite(s): Consent of faculty adviser and Departmental Adviser for Majors
Note(s): Students are required to submit the College Reading and Research Course Form. Open to all students, including 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, Spring, Winter
Prerequisite(s): Consent of faculty adviser and Departmental Adviser for Majors
Note(s): Students are required to submit the College Reading and Research Course Form. Open only to students who are majoring in Statistics. May be taken for P/F grading. Credit for STAT 29900 may not be counted toward the major in Statistics.
Theater and Performance Studies

Department Website: http://taps.uchicago.edu

Undergraduate Program of Study

Theater and Performance Studies (TAPS) seeks to animate the intersection of theory and practice in the arts. The program is inherently comparative, requiring its students to acquire facility in the practice and critical analysis of a chosen medium or media (e.g., theater, film, digital media, dance, music, performance writing).

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 faculty advisors assigned to the program 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 advisor for the BA project (see below) will provide additional direction during the final year of study.

Students in other fields of study may also complete a minor in TAPS. Information follows the description of the major.

Requirements for the Major

Starting with the Class of 2020, students in the TAPS program must meet the following requirements:

1. TAPS 22900 Introduction to Theater & Performance Studies, designed to introduce students to foundational ideas and critical skills relevant to the study of theater and performance.

2. Six elective courses in theater and/or performance theory, considered broadly to include history, theory, aesthetics, or analysis. Theory courses may be selected from the TAPS course offerings 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 in TAPS. Course selection is subject to the approval of the Director of Undergraduate Studies.

3. Five elective courses in artistic practice. 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 are encouraged to work with more than one discipline and 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 at the time the major is declared.

4. 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.

Students in the Classes of 2018 and 2019 may adopt these requirements if they so choose.

BA Project

As the culmination of an undergraduate program combining practice and theory, BA projects in Theater and Performance Studies will encompass both original artistic work (e.g., staged reading, site-specific installation, solo performance, choreography) and a critical paper.

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.

The TAPS 29800 Theater and Performance Studies BA Colloquium offers a weekly forum to develop the BA project in collaboration with peers. TAPS 29800 extends over two quarters, but students register for the course in only Autumn or Winter. Students receive 100 units of credit and one grade for TAPS 29800 Theater and Performance Studies BA Colloquium. Deadlines for the BA project, assuming a spring graduation date, are as follows. Students graduating in any quarter other than Spring should speak with the Director of Undergraduate Studies about an appropriate timeline.

Third Year: Spring Quarter

- BA Project Statement (for both Critical and Artistic components), Reading List, Advisor Prospects

Fourth Year: Autumn Quarter

- Friday of Week 5: Prospectus, Reading List, Advisor Confirmation, Project Timeline
- Friday of Week 10: Revised Draft of Critical Paper

Fourth Year: Winter Quarter

- Friday of Week 5 or 6: Written Notation and Workshop Performance of Artistic Project
- Friday of Week 10: Complete Draft of Critical Paper and Artistic Project
FOURTH YEAR: SPRING QUARTER

• Weeks 3 and 4: Presentation of Artistic Project
• Friday of Week 5: Final Complete Project (for graduation with honors consideration)
• Friday of Week 8: Final Complete Project (for graduation without honors consideration)

Honors

Eligibility for honors requires an overall cumulative GPA of 3.25 or higher, a GPA of 3.5 or higher in the TAPS major, and a BA project that is judged by the designated advisors to display exceptional intellectual and creative merit. If the faculty advisors recommend the project for honors, the Chair of TAPS in consultation with the TAPS Faculty Curriculum Committee will issue a recommendation to the Associate Dean and Master of the Humanities Collegiate Division, who makes the ultimate decision.

SUMMARY OF REQUIREMENTS FOR THE MAJOR

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAPS 22900 Introduction to Theater &amp; Performance Studies</td>
<td>100</td>
</tr>
<tr>
<td>Six (6) theory and analysis courses</td>
<td>600</td>
</tr>
<tr>
<td>Five (5) artistic practice courses</td>
<td>500</td>
</tr>
<tr>
<td>TAPS 29800 Theater and Performance Studies BA Colloquium</td>
<td>100</td>
</tr>
<tr>
<td>A public presentation of the artistic project by fifth week of the graduating quarter</td>
<td></td>
</tr>
<tr>
<td>Critical reflection on the BA project by eighth week of the graduating quarter</td>
<td></td>
</tr>
<tr>
<td>Total Units</td>
<td>1300</td>
</tr>
</tbody>
</table>

Application to the Major

Students interested in joining the program are encouraged to consult with the Director of Undergraduate Studies in Spring Quarter of their first year or as soon as possible thereafter. Students who have decided to join the program should file an Application to the Major form with the Director of Undergraduate Studies by the beginning of Spring Quarter of their second year or, in extraordinary circumstances, no later than the end of Autumn Quarter of their third year.

Students will need to formalize their declaration on my.uchicago.edu and regularly provide documentation of any approvals for the major to their College adviser for the necessary processing.

GRADING

All courses in the major or minor must be taken for a quality grade.

MINOR PROGRAM IN THEATER AND PERFORMANCE STUDIES

Students interested in the minor program must meet with the Director of Undergraduate Studies in TAPS before the end of Spring Quarter of their third year to declare their intention. Students must obtain written approval by submitting a TAPS Minor Program form to the TAPS Director of Undergraduate Studies. The signed form must be submitted to the student’s College adviser by the deadline on the form.

The TAPS minor requires a total of six courses plus an original artistic work (e.g., staged reading, site specific installation, solo performance piece, choreography). TAPS 22900 Introduction to Theater and Performance Studies is required for all minors. At least two of the required courses must be advanced TAPS courses (i.e., 20000-level or higher). The remaining required courses must bear a clear and coherent relationship to the intended artistic work of the TAPS minor.

In addition, each student must register for the Theater and Performance Studies BA Colloquium (TAPS 29800). The focus of this course will be the development of the student's artistic 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 short critical reflection on the project by eighth week of the graduating quarter.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAPS 22900 Introduction to Theater &amp; Performance Studies</td>
<td>100</td>
</tr>
<tr>
<td>Two TAPS courses (20000-level or higher)</td>
<td>200</td>
</tr>
<tr>
<td>Two arts electives (e.g., Art History, Cinema and Media Studies, Music, TAPS, Visual Art)</td>
<td>200</td>
</tr>
<tr>
<td>TAPS 29800 Theater and Performance Studies BA Colloquium</td>
<td>100</td>
</tr>
<tr>
<td>A public presentation of the artistic project by fifth week of the graduating quarter</td>
<td></td>
</tr>
<tr>
<td>Critical reflection on the BA project by eighth week of the graduating quarter</td>
<td></td>
</tr>
<tr>
<td>Total Units</td>
<td>600</td>
</tr>
</tbody>
</table>
THEATER AND PERFORMANCE STUDIES 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, S. Murray, D. DeMayo
Terms Offered: Autumn, Spring, Winter
Note(s): Attendance at first class meeting is mandatory. This course meets the general education requirement in the arts.

TAPS 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, L. Danzig, V. Stalling, S. Murray, D. DeMayo
Terms Offered: Autumn, Spring, Winter
Note(s): Attendance at first class meeting is mandatory; prior theater or acting training not required. This course meets the general education requirement in the arts.

TAPS 10300 through 10699. Text and Performance.
Experience in dramatic analysis or performance not required.
Attendance at first class meeting is mandatory. Each of these courses meets the general education requirement in the arts. Workshops in dramatic technique and attendance at performances at Chicago theaters, in addition to class time, are required.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAPS 10300</td>
<td>Text and Performance</td>
<td>100</td>
</tr>
<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>
</tr>
</tbody>
</table>

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 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, S. Bockley, S. Murray
Terms Offered: Autumn, Spring, Winter
Note(s): Attendance at first class meeting is mandatory. Experience in dramatic analysis or performance not required. This course meets the general education requirement in the arts.

TAPS 10500. Staging Terror. 100 Units.
This course 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 arts.

TAPS 10600. Staging Desire. 100 Units.
This course explores the interplays between romance, attractions, and distractions through in-class discussions of theoretical works and the possibilities of practical creative application. The paradox of instant gratification and prolonged desire will be considered as well as the values of shock, suspense, and subtlety. Texts will include classic and contemporary drama, vampire cult fiction, fairy tales, films, and theoretic source material. Working 4-dimensionally, we will examine how theorized stagings can evoke and undermine sentimentality. This course will constantly question how analysis itself can be a performative practice and how performance can serve as a critical endeavor. The course will culminate in a series of original scenes to be shown at the end of the quarter.
Instructor(s): H. Coleman
Terms Offered: Spring
Note(s): Attendance at first class meeting is mandatory. Course offered in alternate years. This course meets the general education requirement in the arts.

TAPS 10700. Introduction to Stage Design. 100 Units.
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): 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 arts.
TAPS 15500. Beginning Screenwriting. 100 Units.
This course introduces the basic elements of a literate screenplay, including format, exposition, characterization, dialog, voice-over, adaptation, and the vagaries of the three-act structure. Weekly meetings include a brief lecture period, screenings of scenes from selected films, extended discussion, and assorted readings of class assignments. Because this is primarily a writing class, students write a four- to five-page weekly assignment related to the script topic of the week.
Instructor(s): J. Petrakis Terms Offered: Autumn

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): Attendance at first class meeting is mandatory. This course is offered in alternate years. Please note a $30 fee for supplies and materials applies to this course.

TAPS 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 20600. Adapting the Unadaptable. 100 Units.
Fiction has always provided rich source material for drama. But much 20th and 21st century fiction can seem unadaptable—it is often sprawling, poetic, interior, fragmentary, or cerebral (or all of the above!). This hands-on course will challenge students to approach modern and contemporary literature with unconventional tools of staging, editing, and design. Students will also be introduced to the work of contemporary theater companies and productions that have taken on seemingly impossible adaptation projects, and closely study adaptations of Jorge Luis Borges and Roberto Bolaño currently in development.
Instructor(s): S. Bockley Terms Offered: Autumn
Note(s): Attendance at first class is mandatory.

TAPS 20700. Dramaturgy and Dramatic Criticism. 100 Units.
This course is an orientation and practicum in contemporary dramaturgy. After surveying Enlightenment treatises that occasioned Western dramaturgical practices, students will critically engage present-day writings that consider the objectives and ultimate raisons d'être for the production dramaturg. Students then undertake dramaturgical research, exploring different methodologies and creative mind-sets for four representative performance genres: period plays; new plays; operas or musicals; and installations or performance art. Special attention will be given to cultivating skills for providing constructive feedback and practicing dramaturgy as an artistic collaborator and fellow creator. The class culminates in the design and compilation of a sourcebook for actors, directors, and designers, followed by a dramaturgical presentation intended for a professional rehearsal room.
Instructor(s): D. Matson Terms Offered: Winter
Note(s): Attendance at first class is mandatory.

TAPS 20800. Engineering Story: Playwriting and Performance. 100 Units.
Great new work can be made very quickly with passion, precision, attitude, and verve. The tools are simple: an aggressive attention to detail, an obsession for truth-telling, and a general fearlessness in the face of total collapse. This class focuses on the bones that make a play: essays that incite action, monologues, articles, and news stories as inspiration for tone; soundtracks and backstory laid out and investigated. The exploration of storytelling plays a crucial part in every single person's daily life whether they're a writer, a surgeon, a janitor, or an accountant. Theater makers are encouraged, but everyone has a story and a need to tell it.
Instructor(s): I. Holter Terms Offered: TBD
Note(s): Attendance at first class is mandatory.

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): C. Woods Terms Offered: Winter
Note(s): Attendance at first class meeting is mandatory. CONSENT ONLY.
TAPS 21700. An Actor Observes. 100 Units.
This course addresses techniques and modes of observation and their application to scene study. Observation study is used to strengthen acting choices, build the physical world of the play, and create original, vital characterizations. It also serves to deepen awareness of group dynamics; integrate symbolic, psychological, and physical meaning in a character’s behavior; and guide the process of breaking down a scene. Students will perform observation exercises and apply their discoveries to scene work.
Instructor(s): P. Pascoe Terms Offered: Spring
Note(s): Attendance at first class meeting is mandatory.

TAPS 21800. Creating a Musical Revue. 100 Units.
This course is open to students looking to deepen and explore their relationship with music, song writing, theatrical creation, and collaboration. Students will be required to attend three or four performances throughout Chicago and become familiar with a listening, reading, and watching list. Focusing on songwriting and collaboration, though previous songwriting experience is not a requirement. Goals are to explore the nature of songwriting and musical theater, and the relationship between music and storytelling. At the end of the course, students will stage performances of their collaboratively developed, original musical revue.
Instructor(s): J. Nichols Terms Offered: Autumn
Note(s): Attendance at first class is mandatory.

TAPS 22100. Solo Performance. 100 Units.
The 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 work 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.
Instructor(s): V. Stalling Terms Offered: Winter
Note(s): Attendance at first class meeting is mandatory. Prior solo work not required. This course is offered in alternate years.

TAPS 22300. Performance Art Installation: The Dreamer and the Dream. 100 Units.
In this course we will explore the relations between dreaming and waking life using a broad interdisciplinary approach. Our point of departure will be psychological, cultural, and religious understandings of dreams. On the basis of the readings and the skills and backgrounds of participants, the class will develop a “performance installation” around the liminal spaces of dream and wakefulness. Readings will include literary texts by Apuleius, Calderon, Shakespeare, Schnitzler, and Neil Gaiman, and theoretical texts by Freud, Jung, Klein, and Winnicott.
Instructor(s): P. Pascoe Terms Offered: Winter
Note(s): Attendance at first class meeting is mandatory.

TAPS 22500. Styles and Practice in Storytelling. 100 Units.
“What is storytelling? It can be said that it is the oldest form of observing, synthesizing, and communicating feelings thoughts and information.”—Temujin the Storyteller. Every day we use stories to communicate. This course provides students with an overview of the art and practice of storytelling. Chicago is a storytelling town from the Moth to Second Story and from Story Slams to traditional storytelling; performance artists give voice to a wide range of expression. Throughout this learning experience, students will be encouraged to explore the world of storytelling and to nurture their creative voices. Students will create and adapt tales focusing on personal experience, folklore, history, and ethnography. We will learn through participation and observation. The creative experiences in this course will enable students to further their skills in: oral presentation, story construction, performance, artistic critique, and analysis. Students will develop and perform stories from at least three distinct areas of experience. The course provides a creative space for learning and exploration.
Instructor(s): E. Lansana Terms Offered: Spring
Note(s): Attendance at first class is mandatory.

TAPS 22600. Chance in Performance. 100 Units.
The course will cover the historical, theoretical, and practical issues surrounding the use of chance in artistic production, with an emphasis on how these techniques have been used in live performance. We begin with the historical avant-garde, particularly Dada and Duchamp, continue with mid-century experiments by Cage/ Cunningham and Fluxus artists, and finish with contemporary work like “No Dice” of Nature Theatre of Oklahoma and “Algorithmic Noir” by Eve Sussman. By creating performance projects using, or responding to, the techniques studied, students will have an opportunity to develop their own critical and practice-based point of view.
Instructor(s): A. Dorsen Terms Offered: Autumn
Note(s): Attendance at first class meeting is mandatory.
Equivalent Course(s): TAPS 32600
TAPS 22900. Introduction to Theater & Performance Studies. 100 Units.
This course is designed to introduce students to foundational concepts and critical skills relevant to the study of theater and performance. In addition to wide-ranging readings and discussions, students will attend a variety of performances and screenings representing a cross-section of genres, interpretive styles, and institutional settings. The course is open to all undergraduate students as an elective; it also serves as a required course for all TAPS majors and minors.
Instructor(s): David J. Levin Terms Offered: Autumn,TBD
Prerequisite(s):
Note(s): Attendance at first class session is mandatory.

TAPS 23000. Introduction to Directing. 100 Units.
This course employs a practice in the fundamental theory of play direction and the role of the director in collaboration with the development of textual analysis. By examining five diversely different texts using three different approaches to play analysis (Aristotle, Stanislavski, Ball) students begin developing a method of directing for the stage in support of the written text. In alternating weeks, students implement textual analysis in building an understanding of directorial concept, theme, imagery and staging through rehearsal and in-class presentations of three-minute excerpts from the play analysis the previous week. The culmination is a final five-minute scene combining the tools of direction with a method of analysis devised over the entire course.
Instructor(s): S. Murray Terms Offered: Autumn
Note(s): Attendance at first class meeting is mandatory.

TAPS 23100. Advanced Directing. 100 Units.
This course will investigate the intersections of time, space, text and the body in the creation of performance. The coursework is structured to deconstruct all four ideas and practice their application through a range of scripted and unscripted projects.
Instructor(s): Will Davis Terms Offered: Winter
Note(s): Attendance at first class meeting is mandatory. This course is offered in alternate years.

TAPS 23110. Directing Study. 100 Units.
This seminar results from the production work of the quarter, with text analysis, dramaturgical reading, and discussions based on the participating MainStage directors. Typically initiating in weekly sessions the quarter prior to production, academic credit is given the quarter of production following a final written exam.
Instructor(s): H. Coleman Terms Offered: Autumn,Spring,Winter
Note(s): Attendance at first class session is mandatory. Consent Only.
Equivalent Course(s): TAPS 33110

TAPS 23600. Improv and Sketch. 100 Units.
This course 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 scene work 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,Winter
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 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 Terms Offered: Spring
Note(s): Attendance at first class meeting is mandatory. This course is offered in alternate years.

TAPS 24100. Aristophanes: Analyzing and Adapting. 100 Units.
This course will examine the eleven extant plays of Aristophanes, the master of Old Comedy while concurrently analyzing an early-draft conjoined-adaptation of the eleven plays written by the instructor called the Aristophanesathon. Through critical analysis of the texts, both old and new, we will create a method for looking at these Ancient Greek comedies with immediacy, empathy, and hopefully humor.
Instructor(s): S. Graney Terms Offered: Autumn
Note(s): Attendance at first class session is mandatory

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 24900. Performance Lab. 100 Units.
Working with professional artists to create devised work, this course commits to developing a fully realized performance piece within the ten weeks of the quarter. Immersive in intent and demand, writing and performance skills will be developed by participants for participants.
Instructor(s): Staff Terms Offered: Winter
Note(s): Attendance at first class is mandatory. Final performance(s) typically take place outside of classroom hours. CONSENT ONLY.

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.

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.

TAPS 26400. Post-Dramatic Theater. 100 Units.
This course sets out to explore the gamut of contemporary experimental theater, encompassing its varied theories and practices. Using Hans-Thies Lehmann’s path-breaking study Postdramatic Theatre as an ongoing point of reference, we consider a diverse array of practices from an ecletic group of artists spanning a broad range of eras and theatrical cultures (e.g., Annie Dorsen, Elevator Repair Service, Forced Entertainment, Richard Foreman, Heiner Müller, Theater Oobleck, SheShePop, Robert Wilson) in a format that encompasses seminar-style discussion and laboratory-style practical experimentation. Team-taught by Seth Bockley (Chicago-based director) and David Levin (Chair of TAPS). Attendance at first class meeting is mandatory.
Instructor(s): David J. Levin & Seth Bockley Terms Offered: Winter
Note(s): Attendance at first class meeting is mandatory.
Equivalent Course(s): GRMN 26400
TAPS 26500. The Contemporary Sublime. 100 Units.
This course uses Annie Dorsen’s upcoming performance project “The Great Outdoors” as a frame within which to explore contemporary notions of the sublime as both an aesthetic and a political imaginary. Our readings include a survey of the classic texts (Longinus, Burke, Kant) as well as modern and contemporary writers (Lyotard, Nye, Costa) as a way into formulating hypotheses about the position of the sublime in our hyper-linked and environmentally fragile era. Practice-based experiments and exercises will respond to the readings, offering an opportunity to test ideas against their applications.
Instructor(s): A. Dorsen
Note(s): Attendance at first class meeting is mandatory.
Equivalent Course(s): TAPS 36500
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. Please note a $30 fee for supplies and materials applies to this course.
TAPS 27500. Costume Design for the Stage. 100 Units.
In this course, students will learn the basics of designing costumes for theatrical productions, encompassing the skills of text and character analysis, theatrical rendering and sketching. 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): J. Wardell Terms Offered: Spring
Note(s): Attendance at first class meeting is mandatory. This course is offered in alternate years.
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: Winter
Note(s): Attendance at first class meeting is mandatory. This course is offered in alternate years.
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 a basic and a lighting plot; the functions of lighting in a theatrical context; color and design theory; and how to read a text as a lighting designer.
Instructor(s): M. Durst Terms Offered: Spring
Note(s): Attendance at first class meeting is mandatory.
TAPS 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 Schneemann, 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 28422. Opera in the Age of Its Mechanical Reproducibility. 100 Units.
Instructor(s): D. Levin
Equivalent Course(s): GRMN 37717, TAPS 38422, CMST 28301, CMST 38301, GRMN 27717

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.
The Department of Visual Arts (DoVA) is concerned with art making as a vehicle for exploring creativity, expression, perception, and the constructed world. Whether students take courses listed under ARTV to meet a general education requirement or as part of a major in visual arts, the goal is that they will develop communicative, analytical, and expressive skills through the process of artistic production. The following three courses meet the general education requirement in the arts: ARTV 10100 Visual Language: On Images, ARTV 10200 Visual Language: On Objects, and ARTV 10300 Visual Language: On Time and Space. Most advanced courses require one of these as a prerequisite. (See individual course listings for specific prerequisites.) Students majoring or minoring in visual arts cannot use an ARTV course to meet the general education requirement in the arts.

Range of Course Offerings

The following courses introduce visual communication through the manipulation of various traditional and nonart materials, engaging principles of visual language while stressing the relationship between form and meaning. Readings and visits to local museums and galleries are required.

- ARTV 10100 Visual Language: On Images
- ARTV 10200 Visual Language: On Objects
- ARTV 10300 Visual Language: On Time and Space

ARTV courses numbered 21000 to 29700 include media specific courses that teach technical skills and provide a conceptual framework for working in these media (e.g., painting, photography, sculpture, video). Also included are more advanced studio courses designed to investigate the vast array of objects, spaces, and ideas embedded in the contemporary artistic landscape. ARTV courses numbered 20000 to 20999 are not studio-based and may not be counted toward studio requirements for the major or minor; ARTV courses in the 20000 to 20999 range may be counted toward the two electives relevant to the major. (See Program Requirements for more information.)

Students in other fields of study may also complete a minor in visual arts. Information follows the description of the major.

Program Requirements

The BA program in the Department of Visual Arts is intended for students interested in the practice and study of art. DoVA’s faculty consists of a core of artists and other humanists interested in making and thinking about art. Students who major in visual arts take an individually arranged program of studio, lecture, and seminar courses that may include some courses outside the Humanities Collegiate Division. The program seeks to foster understanding of art from several perspectives: the practice and intention of the creator, the visual conventions employed, and the perception and critical reception of the audience. In addition to work in the studio, these aims may require study of many other subjects, including but not limited to art history, intellectual history, criticism, and aesthetics.

All students take ARTV 10100 Visual Language: On Images, ARTV 10200 Visual Language: On Objects, or ARTV 10300 Visual Language: On Time and Space in the first two years of their studies. (NOTE: Students majoring or minoring in visual arts cannot use an ARTV course to meet the general education requirement in the arts.) After completing one of these general education courses but no later than Winter Quarter of their third year, students meet with the Director of Undergraduate Studies to plan the rest of their program. At least six of the courses beyond the general education requirement in the arts must be drawn from the second level of studio-based offerings (studio art courses numbered 21000 and above). Please note that only courses that are primarily focused on art making can be applied toward this requirement. Students may take up to two studio-based independent study courses (ARTV 29700 Independent Study in Visual Arts) toward their six studio requirements. Two of the remaining three electives may include any intellectually consistent combination of visual arts studio courses, visual arts critical and theory courses, and any other relevant offerings in the College. One elective must be a 20000-level (not meeting the general education requirement in the arts) course in Art History (ARTH).

Students take ARTV 29600 Junior Seminar in their third year. At the end of the Junior Seminar, students may choose to apply for the visual arts studio track. Places in the studio track are limited. Applicants will be reviewed by a faculty committee at the end of their third year, and studio track decisions will be announced before the start of the Autumn Quarter of fourth year. Students in the studio track present their work in a thesis exhibition and may be eligible to receive shared studio space in their senior year. (See “Studio Track” section below for more details.)
Students who wish to study abroad in their third year should contact the department as soon as possible to discuss options for taking the Junior Seminar, which is generally only offered one quarter per year. Junior Seminar can sometimes be taken in the second year with permission from the Director of Undergraduate Studies.

All visual arts majors must take ARTV 29850 Senior Seminar in the Autumn Quarter of their fourth year. Students in the studio track are required to take an additional course, ARTV 29900 Senior Project, which serves as a critical forum to prepare for the thesis exhibition in the spring. (See “Studio Track” section below for more details.)

**SUMMARY OF REQUIREMENTS FOR MAJORS**

**GENERAL EDUCATION**

One course outside of ARTV that meets the arts requirement * 100

Total Units 100

**MAJOR**

One of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ARTV 10100</td>
<td>Visual Language: On Images</td>
</tr>
<tr>
<td>ARTV 10200</td>
<td>Visual Language: On Objects</td>
</tr>
<tr>
<td>ARTV 10300</td>
<td>Visual Language: On Time and Space</td>
</tr>
<tr>
<td>ARTV 29600</td>
<td>Junior Seminar</td>
</tr>
<tr>
<td>ARTV 29850</td>
<td>Senior Seminar</td>
</tr>
</tbody>
</table>

Six studio art courses numbered 21000 and above ** 600

Two electives relevant to the major 200

One 20000-level course in Art History ‡ 100

Total Units 1200

* Students majoring in visual arts cannot use an ARTV course to meet the general education requirement in the arts.

** ARTV courses numbered 20000 to 20999 cannot be used toward this requirement.

‡ ARTH courses that satisfy the general education requirement in the arts are not eligible.

**STUDIO TRACK**

Visual arts majors may apply for the studio track at the end of their third year. Places in the studio track are limited. Applicants will be reviewed by a faculty committee at the end of the third year, and studio track decisions will be announced before the start of the Autumn Quarter of fourth year. Studio track students work in consultation with the Director of Undergraduate Studies and the visual arts faculty to mount a thesis exhibition at the beginning of the Spring Quarter of their senior year. Studio track students may also be awarded shared studio space during the senior year, based on merit and need, and contingent upon space being available.

Additionally, studio track students must take ARTV 29900 Senior Project in the Winter Quarter of their final year, in preparation for their thesis exhibition.

**SUMMARY OF REQUIREMENTS FOR STUDIO TRACK MAJORS**

**GENERAL EDUCATION**

One course outside of ARTV that meets the arts requirement * 100

Total Units 100

**MAJOR**

One of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTV 10100</td>
<td>Visual Language: On Images</td>
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<tr>
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<tr>
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<td>Junior Seminar</td>
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<tr>
<td>ARTV 29850</td>
<td>Senior Seminar</td>
</tr>
<tr>
<td>ARTV 29900</td>
<td>Senior Project</td>
</tr>
</tbody>
</table>

Six studio art courses numbered 21000 and above ** 600

Two electives relevant to the major 200

One 20000-level course in Art History ‡ 100

Total Units 1300
Visual Arts

* Students majoring in visual arts cannot use an ARTV course to meet the general education requirement in the arts.

** ARTV courses numbered 20000 to 20999 cannot be used toward this requirement.

† ARTH courses that satisfy the general education requirement in the arts are not eligible.

HONORS

Students must have a portfolio of exceptional quality to be recommended to graduate with honors in visual arts. Visual arts faculty make final honors decisions at the end of the student's fourth year, based on performance in visual arts courses, the quality of participation in critiques, and the thesis exhibition.

GRADING

Students majoring in visual arts must receive quality grades for the 12 or 13 courses that constitute the major. With consent of their College adviser and the instructor, nonmajors may take visual arts courses for P/F grades if the courses are not used to meet a general education requirement.

MINOR PROGRAM IN THE DEPARTMENT OF VISUAL ARTS

The minor in visual arts requires six courses: one is from the 10000-level sequence (ARTV 10100 Visual Language: On Images, ARTV 10200 Visual Language: On Objects, or ARTV 10300 Visual Language: On Time and Space), and five are drawn from visual arts studio courses numbered 21000 to 29700, chosen in consultation with the Director of Undergraduate Studies. ARTV courses numbered 20000 to 20999 are not studio-based and may not be counted toward studio requirements for the minor. (NOTE: Students minoring in visual arts cannot use an ARTV course to meet the general education requirement in the 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.

Summary of Requirements for the Minor in Visual Arts

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENERAL EDUCATION</td>
<td></td>
</tr>
<tr>
<td>One course outside of ARTV that meets the arts requirement*</td>
<td>100</td>
</tr>
<tr>
<td>Total Units</td>
<td>100</td>
</tr>
<tr>
<td>MINOR</td>
<td></td>
</tr>
<tr>
<td>One of the following:</td>
<td>100</td>
</tr>
<tr>
<td>ARTV 10100</td>
<td>Visual Language: On Images</td>
</tr>
<tr>
<td>ARTV 10200</td>
<td>Visual Language: On Objects</td>
</tr>
<tr>
<td>ARTV 10300</td>
<td>Visual Language: On Time and Space</td>
</tr>
<tr>
<td>Five studio art courses numbered 21000 and above**</td>
<td>500</td>
</tr>
<tr>
<td>Total Units</td>
<td>600</td>
</tr>
</tbody>
</table>

* Students minoring in visual arts cannot use an ARTV course to meet the general education requirement in the arts.

** ARTV courses numbered 20000 to 20999 cannot be used toward this requirement.

Course Attendance

Students must attend the first and second classes to confirm enrollment. No exceptions will be made unless the student notifies the instructor before the first class.
Visual Arts Courses

ARTV 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. 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,Spring,Winter
Note(s): ARTV 10100, 10200, and 10300 may be taken in sequence or individually. This course meets the general education requirement in the arts. Previous experience in media-based studio courses not accepted as a substitute for this course. 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

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. 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,Spring,Winter
Note(s): ARTV 10100, 10200, and 10300 may be taken in sequence or individually. This course meets the general education requirement in the arts. Previous experience in media-based studio courses not accepted as a substitute for this course. 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

ARTV 10300. Visual Language: On Time and Space. 100 Units.
Through studio work and critical discussion on four-dimensional form, this course is designed to reveal the conventions of the moving image, performance, and/or the production of digital-based media. Basic formal elements and principles of art are presented, but also put into practice to reveal perennial issues in a visual field. Form is studied as a means to communicate content. Topics as varied as but not limited to narrative, mechanical reproduction, verisimilitude, historical tableaux, time and memory, the body politic, and the role of the author can be illuminated through these primary investigations. Some sections focus solely on performance; others incorporate moving image technology. Please check Class Search at registrar.uchicago.edu/classes for details. Visits to museums and other fieldwork required, as is participation in studio exercises and group critiques. Students must attend class for the full first week in order to confirm enrollment. 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,Spring,Winter
Note(s): ARTV 10100, 10200, and 10300 may be taken in sequence or individually. This course meets the general education requirement in the arts. Previous experience in media-based studio courses not accepted as a substitute for this course. 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

This sequence is required of students majoring in Cinema and Media Studies. Taking these courses in sequence is strongly recommended but not required.

ARTV 20002. History of International Cinema I: Silent Era. 100 Units.
This course 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): J. Lastra 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, CMLT 22400, CMLT 32400, CMST 48500, ENGL 29300, ENGL 48700, MAPH 36000, CMST 28500
ARTV 20003. History of International Cinema II: Sound Era to 1960. 100 Units.
The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell’s *Film History: An Introduction*; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.
Instructor(s): Y. Tsivian 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, CMLT 22500, CMLT 32500, CMST 48600, ENGL 29600, ENGL 48900, MAPH 33700, CMST 28600

ARTV 20202. Political Documentary Film. 100 Units.
This course explores the political documentary film, its intersection with historical and cultural events, and its opposition to Hollywood and traditional media. We will examine various documentary modes of production, from films with a social message, to advocacy and activist film, to counter-media and agit-prop. We will also consider the relationship between the filmmaker, film subject and audience, and how political documentaries are disseminated and, most importantly, part of political struggle.
Instructor(s): J. Hoffman Terms Offered: Spring
Equivalent Course(s): CMST 38201, CMST 28201

ARTV 20300. Introduction to Film Analysis. 100 Units.
This course introduces basic concepts of film analysis, which are discussed through examples from different national cinemas, genres, and directorial oeuvres. Along with questions of film technique and style, we consider the notion of the cinema as an institution that comprises an industrial system of production, social and aesthetic norms and codes, and particular modes of reception. Films discussed include works by Hitchcock, Porter, Griffith, Eisenstein, Lang, Renoir, Sternberg, and Welles.
Instructor(s): Staff Terms Offered: Autumn, Spring, Winter
Note(s): Required of students majoring in Cinema and Media Studies
Equivalent Course(s): ARTH 20000, ENGL 10800, CMST 10100

ARTV 20704. 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: Autumn
Equivalent Course(s): ARTH 37304, ARTH 30704, ARTH 27304

ARTV 20940. The Artist as Ethnographer. 100 Units.
This interdisciplinary seminar considers the idea of the artist as ethnographer in contemporary art and curatorial practice. Through lecture, screening, and group discussions, we will trace the historical relationship between visual culture and the social sciences, uncovering how this has impacted ways of viewing objects, people, and cultures within the Western tradition. Armed with this knowledge, we will consider how the ethnographer’s commitment to the study of Others has been challenged by an increasingly globalized and post-colonial world. We will explore questions of authority and subjectivity in ethnographic fieldwork. Finally, we will look to contemporary artworks and exhibitions that have reinvested in the image and practice of the ethnographer to uncover the politics and poetics of their work. You will be introduced to the practices of Brad Butler and Karen Mirza, Paulo Nazareth, Marine Hugonnier, Camille Henrot, Kapwani Kiwanga, et al. Sessions will include close reading and discussion of texts by Hal Foster, James Clifford, Clementine Deliss, Okwui Enwezor, and Kaelen Wilson-Goldie, among others.
Instructor(s): Y. Umolu Terms Offered: Spring
Prerequisite(s): This course is open to advanced undergraduates and graduate students.
Equivalent Course(s): ARTH 35940, ARTH 30954, ARTH 25940

ARTV 21005. 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): A. Ginsburg Terms Offered: Autumn
Prerequisite(s): ARTV 10100, 10200 or 10300
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 21701. Conceptual Drawing. 100 Units.
When does a drawing become an object rather than a picture? How can a line leave the page and be made as an action in the world? Can a design tell a story? These questions and many others will guide course work, addressing the history of drawing, its contemporary condition as its potential for presenting personal ideas and innovative new forms. Art historical examples and non-art formats such as maps, instructional graphics and schematics will be introduced as models for weekly assignments and longer-term projects.
Instructor(s): S. Wolniak Terms Offered: Winter
Prerequisite(s): ARTV 10100, 10200 or 10300
Equivalent Course(s): ARTV 31701

ARTV 21902. Color: Theory and Experience. 100 Units.
This studio course proposes a hands-on investigation into the way we experience color in the world and in our own work. We will study a range of approaches to color, including; “haptic” color perception, Symbolic/Spiritual color theories, as well as more widely known theories of “optical color.” In the studio, you will be introduced to a unique series of exercises that elucidate the expressive, symbolic, scientific, and cultural aspects of color perception using both acrylic pigment and light. Lectures, field trips, and guest speakers will broaden our discussion of color. A final project in a medium of your choice will serve as a culminating experience for the course.
Instructor(s): K. Desjardins Terms Offered: Winter
Prerequisite(s): ARTV 10100, 10200 or 10300
Equivalent Course(s): ARTV 31902

ARTV 22000-22002. Introduction to Painting I-II.
This studio course introduces students to the fundamental elements of painting (its language and methodologies) as they learn how to initiate and develop an individualized investigation into subject matter and meaning. This course emphasizes group critiques and discussion. Courses taught concurrently.

ARTV 22000. Introduction to Painting I. 100 Units.
This studio course introduces students to the fundamental elements of painting (its language and methodologies) as they learn how to initiate and develop an individualized investigation into subject matter and meaning. This course emphasizes group critiques and discussion.
Instructor(s): D. Schutter, K. Desjardins Terms Offered: Autumn, Winter
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 32200

ARTV 22002. Introduction to Painting II. 100 Units.
No description available.
Instructor(s): K. Desjardins Terms Offered: Winter
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 32202

ARTV 22200. Introduction to Sculpture. 100 Units.
This course introduces the technical fundamentals of sculptural practice. Using basic introductions to welding, basic woodworking, and metal fabrication, students will undertake assignments designed to deploy these new skills conceptually in their projects. Lectures and reading introduce the technical focus of the course 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): Staff Terms Offered: Winter
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 32200
ARTV 22304. Ceramics: Surface and Content. 100 Units.
Ceramics and painting have a long connected history. In *Natural History* (77–79 AD), Pliny the Elder attempts to trace the history of portraiture. Butades the potter, brokenhearted at the departure of his soon-to-be-married daughter, catches a glimpse of her profile on the wall from the reflection cast by a candle and traces the outline with some clay. In the retelling of this narrative, this act of doubling is attributed, variously, to the origin of portrait painting and to the origin of the portrait modeling, depending on the focus of the outline as an act done by a brush or the plastic actions of filling in the trace. While historically apocryphal, this account captures the historical dance between ceramics as a surface for painting and material to form shape. In this course, you will bring surface and form together to create a space and site of content. While using the inherently plastic nature of clay to create shape, the workshop format of this course will instrumentalize the surface to test and play with color and line. Thinking of ceramics as a flexible surface for archival paint, also known as glaze, this studio course will test glazes, oxides, decals, and multi-fired surfaces. Assignments will be geared towards experimental results that allow students to further their own interests and practices.
Instructor(s): A. Ginsburg Terms Offered: Spring
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 32304

ARTV 22313. Building a House for a Kiln II. 100 Units.
Building a House for a Kiln II, taught in collaboration with David Woodhouse and Andy Tinucci of Woodhouse Tinucci Architects, is a hands-on building laboratory in which students will construct a student-designed structure adjacent to the Logan Center for the Arts. Students will have the opportunity to take up hammers and trowels to create a lasting sculpture that will house kilns for the University arts community. Building, the third in a design/build series, is an opportunity to work at an unusually ambitious scale and will create a work space that gives the arts community access to kilns. In this course, students will be asked to construct elements of the structure, from walls to exterior claddings and interior cabinetry. Construction and material processes and techniques will be explored and taught, and the results will be physical. No prior building experience necessary.
Instructor(s): A. Ginsburg Terms Offered: Autumn
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 32313

ARTV 22500. Computational Imaging. 100 Units.
This studio course introduces fundamental tools and concepts used in the production of computer-mediated artwork. Instruction includes a survey of standard digital imaging software and hardware (i.e., Photoshop, scanners, storage, printing, etc.), as well as exposure to more sophisticated methods. We also view and discuss the historical precedents and current practice of media art. Using input and output hardware, students complete conceptually driven projects emphasizing personal direction while gaining core digital knowledge.
Instructor(s): J. Salavon Terms Offered: Autumn
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: Autumn
Prerequisite(s): ARTV 10100, 10200 or 10300
Equivalent Course(s): ARTV 33801

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: Winter
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 33804
ARTV 23806. Video Workshop. 100 Units.
This production course is geared toward short video works and innovative approaches to digital moving-image art. Video Workshop will function as a continuation and expansion on the foundations of Video I, with emphasis on individually directed projects and experimentation. While some technical instruction and assistance will be offered, a basic understanding of digital cameras and editing software will be beneficial. Projects include several short video sketches and experiments, group exercises, and a larger-scale independent project. Weeks will be divided into screenings/discussion sessions and technical work periods.
Instructor(s): S. Wolniak Terms Offered: Spring
Prerequisite(s): PQ: ARTV 10300, ARTV 23801, or consent of instructor
Equivalent Course(s): ARTV 33806

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 course 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 33904, CMST 23904

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 23930. Documentary Production I. 100 Units.
Documentary Video Production focuses on the making of independent documentary video. Examples of Direct Cinema, Cinéma Vérité, the Essay, Ethnographic film, the Diary, Historical and Biographical film, Agitprop/Activist forms, and Guerilla Television, will be screened and discussed. Issues embedded in the documentary genre, such as the ethics and politics of representation and the shifting lines between documentary fact and fiction will be explored. Pre-production strategies and production techniques will be taught, including the camera, interviews and sound recording, shooting in available light, working in crews, and post-production editing. Students will be expected to purchase a portable firewire. A five-minute string-out/rough-cut will be screened at the end of the quarter. Students are encouraged to take Doc. Production II to complete their work.
Instructor(s): J. Hoffman Terms Offered: Autumn
Note(s): Prior or concurrent enrollment in CMST 10100 recommended.
Equivalent Course(s): ARTV 33930, CMST 33930, HMRT 25106, HMRT 35106

ARTV 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 Terms Offered: Winter
Prerequisite(s): CMST 23930 or ARTV 23930.
Note(s): This course meets for two quarters.
Equivalent Course(s): CMST 23931, HMRT 25107

ARTV 24000. Introduction to Black and White Film Photography. 100 Units.
Photography is a familiar medium due to its ubiquitous presence in our visual world, including popular culture and personal usage. In this course, students learn technical procedures and basic skills related to the 35mm camera, black and white film, and print development. They also begin to establish criteria for artistic expression. We investigate photography in relation to its historical and social context in order to more consciously engage the photograph’s communicative and expressive possibilities. Course work culminates in a portfolio of works exemplary of the student’s understanding of the medium. Field trips required.
Instructor(s): E. Hogeman Terms Offered: Autumn,Winter
Prerequisite(s): ARTV 10100, 10200, or 10300
Note(s): Camera and light meter required.
Equivalent Course(s): ARTV 34000
ARTV 24004. Introduction to Color Photography. 100 Units.
In this course students learn technical procedures and basic skills related to camera operation, color editing workflows, and inkjet printing. Students interested in working with film will learn how to make inkjet prints from high resolution scans from 35mm negatives. Through readings, discussions, and field trips we will investigate color photography in relation to its historical and social context in order to more consciously engage the contemporary photograph’s communicative and expressive possibilities. Course work culminates in a portfolio of works exemplary of the student's understanding of the medium. Students need their own DSLR camera (with manual settings) or a 35mm film camera.
Instructor(s): E. Hogeman Terms Offered: Winter
Prerequisite(s): ARTV 10100, 10200 or 10300
Note(s): Students need their own DSLR camera (with manual settings) or a 35mm film camera.
Equivalent Course(s): ARTV 34004

ARTV 24201. Collage. 100 Units.
This studio course explores collage as a means for developing content and examining complex cultural and material relationships. Projects and assigned texts outline the history of collage as a dynamic art form with a strong political dimension, as well as critically addressing how it is being used today.
Instructor(s): S. Wolniak Terms Offered: Autumn
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 34201

ARTV 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 Schneemann, 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 24403. Advanced Photography. 100 Units.
The goal of this course is to develop students’ investigations and explorations in photography, building on beginning level experience and basic facility with this medium. Students pursue a line of artistic inquiry by participating in a process that involves experimentation, reading, gallery visits, critiques, and discussions, but mostly by producing images. Primary emphasis is placed upon the visual articulation of the ideas of students through their work, as well as the verbal expression of their ideas in class discussions, critiques, and artist's statements. As a vital component of articulating ideas and inquiry, students will refine their skills, e.g., black and white or color printing, medium or large format camera usage, or experimenting with light-sensitive materials.
Instructor(s): L. Letinsky Terms Offered: Spring
Prerequisite(s): ARTV 10100, 10200, or 10300; and 24000.
Note(s): Camera and light meter required.
Equivalent Course(s): ARTV 34403

ARTV 24550. Shopcraft: Methods and Materials. 100 Units.
Designed as a complementary course to the DOVA sculpture sequence, Shopcraft explores the tools and techniques available to students in the wood shop. Topics covered include shop safety; the properties of woods; the planning and material selection process for sculpture, furniture, and other woodworking applications; the care and use of hand tools; and interpreting and creating scale drawings and conceptual plans. A series of small projects designed to challenge and expand students’ design, drafting, and woodworking skills are assigned. In addition, students are invited to incorporate projects from sculpture classes or their individual studio practice into the course.
Instructor(s): D. Wolf Terms Offered: Autumn
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 34550

ARTV 24703. Mixed-Media Drawing: From Object to Concept. 100 Units.
An object of your choice will serve as a departure point for this process-oriented studio course that takes you through a sequenced exploration of a variety of mixed media drawing materials, methods, and approaches: from observation to abstraction—to the purely conceptual. Readings, critical writing, and discussion are intended to reinforce fluidity between theory, your ideas, and your art practice. This course is augmented by an image bank and gallery visits.
Instructor(s): K. Desjardins Terms Offered: Autumn
Prerequisite(s): ARTV 10100, 10200, or 10300
Note(s): Open to all levels of experience.
Equivalent Course(s): ARTV 34703
ARTV 25401. 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 Equivalent Course(s): ENGL 25953, CMST 25953, CMST 35953, CRWR 26003, CRWR 46003, ENGL 32311, TAPS 28455

ARTV 26203. The Informed Object: Archives + Sculpture. 100 Units.
This course will develop a canon of past artistic projects and social endeavors that have conceived of new works based, in some way, on the use of “past meanings” as the principal or tangible agent of inspiration. With this constant as our basis, we will conceive of new works of art based in the historic signature of known and under-known collections, policies, everyday news, and significant past characters. Instructor(s): T. Gates Terms Offered: Winter Equivalent Course(s): ARTV 36203

ARTV 26204. Speeches and Podiums. 100 Units.
Combining observation, making, and performance, this course will explore the corollary between important moments, platforms, and what one says. Through the analysis of conventional and unconventional speeches, speech acts, lyrics, legal defense, etc., we will locate the power of language and the body to cause a shift, rift, or bridge. Speech, the intangible material, will meet the tangible world through the creation of stages, soap boxes, and temporary micro-architectural sculptures. Instructor(s): T. Gates Terms Offered: Winter Equivalent Course(s): ARTV 36204

ARTV 26214. On Art and Life. 100 Units.
This course is a 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 artist’s studio? Visual art is a communicative form that requires subject matter, and this course 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 27210. Intermediate/Advanced Painting. 100 Units.
The goal of this course is to literally expand your painting practice and your definition of painting. Through a series of studio projects, we will consider fundamental issues surrounding 21st-century painting such as: figuration/abstraction, the body, digital/analog, painting’s expanded relationship to itself and to other media. In the studio we will frequently subject painting to juxtaposition with other 2-D, 3-D, and 4-D media as we come to terms with the actual physical properties of paint. A final project serves as a culminating experience. Instructor(s): K. Desjardins Terms Offered: Spring Prerequisite(s): ARTV 10100, 10200 or 10300 and 22000 or 22002 or consent of instructor. Equivalent Course(s): ARTV 37210

ARTV 27214. Art and Knowledge. 100 Units.
This course is an exploration of questions concerning the relationship between Art and knowledge. Is Art knowledge? Can Art create knowledge? If Art is neither knowledge nor creates knowledge, what is its function? These questions are discussed using themes: secrecy, rumor, ignorance and surveillance, and a corresponding set of artworks by a group of artists who utilize these approaches: Vito Acconci, Bruce Nauman, Sophie Calle and Julia Scher, among others. We will also do close readings of essays relating to our themes, for example: texts on recent theories of ignorance as knowledge or Derrida’s metaphysics of presence. To round out our discussions, students will participate in a series of hands-on art exercises to give our analyses more material form and further exemplify our exploration. Instructor(s): W. Pope.L, D. Roelstraete Terms Offered: Winter Equivalent Course(s): ARTV 37214
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, W. Pope.L 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.
Required of Visual Arts majors in the Studio Track. This course provides an opportunity for students to engage in a sustained and intense development of their art practice in weekly critiques throughout the Winter Quarter.
Instructor(s): J. Stockholder Terms Offered: Winter
Prerequisite(s): Consent of Director of Undergraduate Studies
INTERDISCIPLINARY OPPORTUNITIES

These pages identify interdisciplinary areas and courses in those areas. Some students may explore these areas through one of the formal programs of study. Students may also wish to plan their own programs in one of these areas: Tutorial Studies or Interdisciplinary Studies in the Humanities. Students should discuss these options with their College advisers.

- Big Problems
- Chicago Studies
- Clinical and Translational Science
- Signature Courses in the College
Big Problems

Department Website: http://bigproblems.uchicago.edu

The Big Problems courses that follow are among a growing number of capstone experiences offered as electives to 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 OFFERED IN 2017–18

BPRO 22612. Medical Ethics: Central Topics. 100 Units.
Decisions about medical treatment, medical research, and medical policy often have profound moral implications. Taught by a philosopher, two physicians, and a medical lawyer, this course will examine such issues as paternalism, autonomy, assisted suicide, kidney markets, abortion, and research ethics.
Instructor(s): D. Brudney; Staff Terms Offered: Autumn
Prerequisite(s): Third or fourth year standing. This course does not meet requirements for the Biological Sciences major.
Note(s): Undergrads enroll in sections 01 and 02. Graduates enroll in section 03. For Philosophy majors: This course fulfills the practical philosophy (A) requirement.
Equivalent Course(s): PHIL 21609, HIPS 21609, BIOS 29314, PHIL 31609

BPRO 22800. Drinking Alcohol: Social Problem or Normal Cultural Practice? 100 Units.
Alcohol is the most widely used psychoactive agent in the world, and, as archaeologists have recently demonstrated, it has a very long history dating back at least 9,000 years. This course will explore the issue of alcohol and drinking from a trans-disciplinary perspective. It will be co-taught by an anthropologist/archaeologist with experience in alcohol research and a neurobiologist who has experience with addiction research. Students will be confronted with literature on alcohol research from anthropology, sociology, history, biology, medicine, psychology, and public health and asked to think through the conflicts and contradictions. Selected case studies will be used to focus the discussion of broader theoretical concepts and competing perspectives introduced in the first part of the course. Topics for lectures and discussion include: What is alcohol? 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.
Instructor(s): M. Dietler, W. Green Terms Offered: Winter
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 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): S. Mufwene, W. Wimsatt Terms Offered: Winter
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. CHDV Distribution: A
Equivalent Course(s): CHDV 23930, ANTH 38615, LING 11100, CHSS 37900, LING 39286, CHDV 33930, BIOS 29286, HIPS 23900, PHIL 22500, PHIL 32500, NCDV 27400

BPRO 26030. The Nuclear Age. 100 Units.
Seventy-five years ago a group of scientists launched the first sustained nuclear chain reaction, commonly known
as CP-1, at the University of Chicago under Stagg Field. This course will be part of the commemoration and
reflection taking place across the University this fall. Its goal will be to explore the ensuing Nuclear Age from
different disciplinary perspectives by organizing a ring-lecture. Each week’s lecture, delivered by faculty from
fields across the university (for instance, Physics, Biomedicine, Anthropology, and English), will be followed by
a discussion section to synthesize and integrate not only the material from the weekly lectures, but the many
events happening at the University this fall. CP-1 was not only a scientific achievement of the highest magnitude,
but also a civilization-changing event that remains at the boundary of the thinkable.
Instructor(s): D. L. Nelson Terms Offered: Autumn
Prerequisite(s): Second, third, or fourth-year standing.
Equivalent Course(s): ENGL 26030, SIGN 26031, HIST 25424

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,
mute 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: Spring. May be offered in 2017-2018
Prerequisite(s): Third- or fourth-year standing. This course does not meet requirements for the biological sciences
major.
Equivalent Course(s): CMLT 28900, HMRT 28602, KNOW 27006, BIOS 29323

BPRO 28900. Inequality: Origins, Dimensions, and Policy. 100 Units.
For the last three decades, incomes in the United States and across the globe have grown more unequal. That
fact has attracted worldwide attention from scholars, governments, religious figures, and public intellectuals. In
this interdisciplinary course, participating faculty members drawn from across the University and invited guest
speakers will trace and examine the sources and challenges of inequality and mobility in many of its dimensions,
from economic, political, legal, biological, philosophical, public policy, and other perspectives.
Instructor(s): A. Sanderson and Staff Terms Offered: Winter
Prerequisite(s): Third- or fourth-year standing
Equivalent Course(s): ECON 24720, PBPL 28920

BPRO 29000. Energy and Energy Policy. 100 Units.
This course shows how scientific constraints affect economic and other policy decisions regarding energy, what
energy-based issues confront our society, how we may address them through both policy and scientific study,
and how the policy and scientific aspects can and should interact. We address specific technologies, both those
now in use and those under development, and the policy questions associated with each, as well as with more
overarching aspects of energy policy that may affect several, perhaps many, technologies.
Instructor(s): S. Berry, G. Tolley Terms Offered: Autumn
Prerequisite(s): PQ: Third- or fourth-year standing. For ECON majors who want ECON credit for this course
(ECON 26800): PQ is ECON 20100.
Equivalent Course(s): CHSS 37502, ECON 26800, ENST 29000, PBPL 29000, PPHA 39201, PSMS 39000
BPRO 29200. Global Energy & Climate Challenge: Economics, Science & Policy. 100 Units.
The global energy and climate challenge is one of the most important and urgent problems society faces. Progress requires identifying approaches to ensure people have access to the inexpensive and reliable energy critical for human development, without causing disruptive climate change or unduly compromising health and the environment. The course pairs technical and economic analysis to develop an understanding of policy challenges in this area. Lecture topics will include the past, present, and future of energy supply and demand, global climate change, air pollution and its health consequences, selected energy technologies such as solar photovoltaics, nuclear power, unconventional oil and gas, and an analysis of theoretical and practical policy solutions in developed and emerging economies.
Instructor(s): M. Greenstone, J. Deutch Terms Offered: Autumn
Prerequisite(s): PQ: Third- or fourth-year standing in the College.
Equivalent Course(s): ECON 26730, ENST 28220, PBPL 29200

BIG PROBLEMS COURSES OFFERED IN PREVIOUS YEARS
Any of these courses may be offered in the future.

BPRO 21500. What Is Civic Knowledge? 100 Units.
What is civic knowledge? Although civic rights and duties are supposedly universal to all citizens in a "democratic" nation, their implementation often depends on the strength of community connections and the circulation of knowledge across racial, class, and social boundaries. Focusing on the city of Chicago, we ask how citizens (in their roles as citizens) forge communities, make urban plans, and participate in civic affairs. How does the city construct the public spheres of its residents? Are the social practices of Chicagoans truly "democratic?" Could they be? What does "Chicago" stand for, as a political and cultural symbol? For both Chicagoans and their representatives, the circulation of knowledge depends not only on conventional media but also on how the city is constructed and managed through digital media.
Instructor(s): R. Schultz, M. Browning. Terms Offered: Not Offered 2017-2018
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 2017-2018
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 2017-2018
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): J. Ketelaar, M. Merritt Terms Offered: Not offered in 2017-2018
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): HIST 20001, INST 22400

BPRO 22500. Medicine and Society: Things, Bodies, and Persons. 100 Units.
This course explores ethically controversial topics in contemporary medicine (e.g., abortion, the right to die, genetic enhancement, role of religion in medicine). The course is team taught by faculty from medicine and philosophy. For each topic, we discuss current dilemmas that arise in clinical medicine and elucidate the moral basis for different responses to the dilemmas.
Instructor(s): D. Brudney, J. Lantos, A. Winter Terms Offered: Not offered 2017-18
Prerequisite(s): Third- or fourth-year standing
Note(s): This course does not meet requirements for the biological sciences major.
BPRO 22600. Autonomy and Medical Paternalism. 100 Units.
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, Staff
Terms Offered: Not Offered 2017-2018
Prerequisite(s): Third- or fourth-year standing
Note(s): This course does not meet requirements for the biological sciences major.

BPRO 23000. Cosmos and Conscience: Looking for Ourselves Elsewhere. 100 Units.
Science and religion are two ways, among many others, that people can seek to know about reality: how do we construct ordered pictures of the whole—cosmos or civilization—and how do we relate to them in terms of action? How do we know what we do not know, and what does that kind of “knowledge” mean for the orientation and direction of human existence? How would cultural biases be affected by knowing that there are others “out there” in the universe, should we discover them? From various perspectives, this course addresses these questions of the origins, structures, and ends of reality as we look for ourselves—seek understanding of the human condition—in the cosmos but also in complex religious and cultural traditions. Whereas in our popular culture, science is often identified with the realm of knowledge and religion is simply “belief” or “practice,” the course also seeks to trace the rational limits of science and the rational force of religion with respect to the ethical problem of the right and good conduct of human life.
Instructor(s): W. Schweiker, D. York
Terms Offered: Not offered 2017-2018
Prerequisite(s): Third- or fourth-year standing

BPRO 23220. The Politics and Psychology of Language. 100 Units.
Language is a semiotic system based on difference, and humans use it to differentiate and divide, but also to identify and unite. This course draws on a broad range of writing on language—anthropology, linguistics, philosophy, psychoanalysis and psychology—to explore the social meaning of language in relation to individuals, groups and societies. We will investigate such topics as hate speech, political correctness, language and thought, accent discrimination, language change, and language ideologies.
Instructor(s): Staff
Terms Offered: Not offered in 2017-2018
Prerequisite(s): Third- or Fourth-year standing
Equivalent Course(s): ANTH 27210, CHDV 23220, LING 23220, PSYC 23220

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): Staff
Terms Offered: Not offered in 2017-2018
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 2017-2018
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 2017-2018
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 2017-2018
Prerequisite(s): Third- or fourth-year standing
Note(s): This course does not meet the requirements for the biological sciences major.

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 2017-2018
Prerequisite(s): Third- or fourth-year standing

BPRO 24000. Understanding Wisdom. 100 Units.
Thinking about the nature of wisdom goes back to the Greek philosophers and the classical religious sages, but the concept of wisdom has changed in many ways over the history of thought. While wisdom has received less scholarly attention in modern times, it has recently re-emerged in popular discourse with a growing recognition of its potential importance for addressing complex issues in many domains. But what is wisdom? It’s often used with a meaning more akin to “smart” or “clever.” Is it just vast knowledge? This course will examine the nature of wisdom—how it has been defined, how its meaning has changed, and what its essential components might be. We will examine how current psychological theories conceptualize wisdom and consider whether, and how, wisdom can be studied scientifically; that is, can wisdom be measured and experimentally manipulated to illuminate its underlying mechanisms and understand its functions? Finally, we will explore how concepts of wisdom can be applied in business, education, medicine, the law, and in the course of our everyday lives.
Readings will be drawn from a wide array of disciplines including philosophy, classics, history, psychology, behavioral economics, medicine, and public policy.
Instructor(s): A. Henly Terms Offered: Not offered in 2017-18
Note(s): See PSYC 24055 The Psychological Foundations of Wisdom offered Spring 2018.
Equivalent Course(s): PSYC 24050

BPRO 24100. Science and Religion. 100 Units.
In this course, we explore some aspects of the relations between science and religion in Western culture (e.g., Christian, Jewish, Islamic). Questions include: What are science and religion? Are they competing intellectual systems for making sense of the world? What are social institutions? Can they be in conflict with one another? Can they support one another? Each of the instructors treats these questions by examining certain historical episodes and texts to add different perspectives to the material.
Instructor(s): Staff Terms Offered: Not Offered 2017-2018
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 2017-2018
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 2017-2018
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 2017-2018
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., Hobsbawm, Williams, Arrighi, Polanyi) and economists (e.g., Palley, Taylor, Stretton, Marglin, Eatwell, MacEwan, Blecker, Brenner).
Instructor(s): M. Rothenberg, Staff Terms Offered: Not Offered 2017-2018
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 2017-2018
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 2017-2018
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. Bartsch, Staff Terms Offered: Not Offered 2017-2018
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 2017-2018
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 2017-2018
Prerequisite(s): Third- or fourth-year standing

BPRO 24900. Biology and Sociology of AIDS. 100 Units.
This co-listed course explores the biology and sociology of AIDS from interdisciplinary perspectives. Roughly
half of the course explores the basic biology of the HIV retrovirus, HIV treatments such as HAART medications,
opportunities and obstacles to effective HIV vaccines, the epidemiology of HIV infection. The remainder of
course sessions explore social, political, and policy concerns: HIV risk behaviors, clinical and policy interventions
in HIV prevention, public policies that finance HIV care, the challenge of global HIV treatment and prevention,
with a special focus on sub-Saharan Africa. The course features guest speakers who are leading experts in these
areas.
Instructor(s): H. Pollack, J. Schneider Terms Offered: Not offered 2017-2018
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 2017-2018
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 2017-2018
Prerequisite(s): Third- or fourth-year standing required; knowledge of Japanese not required.

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 2017-2018
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, technophilia, 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, Staff Terms Offered: Not Offered 2017-2018
Prerequisite(s): Third- or fourth-year standing
BPRO 25400. Jews and Christians in the Middle East. 100 Units.

Minorities around the world today invite questions about the prospects of pluralism and tolerance in modern societies. This course will explore these long-studied questions by examining the case of Jews and Christians in the Middle East, as well as its tangled histories with Muslims and Jews in Mediterranean Europe. Co-taught by a historian of Jews in Iraq and an anthropologist of Copts in Egypt, we will explore histories and ethnographies to consider the political, social, and religious dimensions of minority communities. Our syllabus also blends various literary genres and forms of media with academic scholarship to explore various voices in the conversation about Jews and Christians in the Middle East—from novels, films, and poetry to theological tracts and political treatises. We raise the following questions throughout our course: What terms for coexistence have governed Jews, Christians, and Muslims in the Mediterranean? How are religious practices and traditions linked to histories of rule? How do ideologies (e.g., nationalism, secularism, communism) shape the way minorities understand themselves and how society understands them?

Instructor(s): O. Bashkin, A. Heo Terms Offered: Not offered 2017-2018
Prerequisite(s): Third- or fourth-year standing
Equivalent Course(s): JWSC 26215, NEHC 20585, RLST 20231

BPRO 25500. Art and Human Rights. 100 Units.

This seminar-style course will explore historical and contemporary interventions in visual and performative artistic practices with human rights. Co-taught by a historian and theater-maker, the course will consider various paradigms for looking at how artists work on human rights. Course work will include critical readings, viewings of artistic work, and direct conversations with artists. Students will also participate in a multi-day summit on campus (April 29-May 2) that will bring distinguished artists from throughout the world to address the question “What is an artistic practice of human rights, conceptually, aesthetically and pragmatically?” Students will be given the option to produce either an academic or artistic final project.

Instructor(s): M. Bradley, L. Buxbaum Danzig Terms Offered: Not offered 2017-2018
Prerequisite(s): Third- or fourth-year standing
Equivalent Course(s): ARTV 20009, HIST 29906, HMRT 25502, TAPS 25510

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 2017-2018
Prerequisite(s): Third- or fourth-year standing

BPRO 26102. War. 100 Units.

In this course, we ask such questions as: Why do humans go to war? What is the experience of war like? How does war affect the individual and his society? What is a just war? An unjust war? Can we conceive of a world without war? We read and discuss texts such as Homer’s The Iliad, Thucydides’ History of the Peloponnesian War, Tolstoy’s War and Peace, Jonathan Shay’s Achilles in Vietnam, and Glen Gray’s The Warriors. The readings serve primarily as a starting point for the discussion of the above questions and any other issues raised by the class that are related to war.

Instructor(s): Staff Terms Offered: Not offered 2017-2018
Prerequisite(s): Third- or fourth-year standing

BPRO 26300. Globalization: History and Theory. 100 Units.

This course makes sense of globalization as a historical phenomenon focusing primarily on the long twentieth century, but with a look back into the “deep history” of the making of the contemporary world. While the course has a theoretical bent, it should be taken as an introduction into modern history. It has three goals in particular: (1) It introduces the main concepts and theories of globalization. (2) It explores key moments, processes, and events in the annals of globalization. (3) It highlights the nature of contentions over the terms of global order.

Instructor(s): M. Geyer, Staff Terms Offered: Not offered 2017-2018
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 political discourse 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.
Instructor(s): W. J. T. Mitchell, J. Hoffman Terms Offered: Not offered 2017-2018
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 2017-2018
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 2017-2018
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 2017-2018
Prerequisite(s): Third- or fourth-year standing

BPRO 26750. Anxiety. 100 Units.
The phenomenon of anxiety emerged as one of the leading psychological disorders of the 20th and 21st centuries. Worrying ourselves into the realm of the pathological, we now have a requisite measure of anxiety for every prescribed stage of life. But why are we so anxious? Considering its prevalence in everyday life, the concept and theories of anxiety have been employed surprisingly seldom as a way into film, fiction, and art. In this course we examine the modern origin of contemporary discourses specific to anxiety and their unique manifestation in cultural artifacts. To understand the complex of anxiety in the so-called Western world, we rely on the theories of Søren Kierkegaard, Martin Heidegger, Sigmund Freud, Jacques Lacan, and Alenka Zupančič; fiction by Stoker, Schnitzler, Kafka, and Sebald; and film by Haneke, Kubrick, Ophuls, and Hitchcock. We will also have guest speakers from the fields of clinical psychiatry, geriatric medicine, philosophy, and comparative anthropology.
Instructor(s): M. Sternstein, A. Flannery Terms Offered: Not offered 2017-2018
Prerequisite(s): Third- or fourth-year standing
Note(s): English majors: This course fulfills the Theory (H) distribution requirement.
Equivalent Course(s): ENGL 24260, GRMN 26715, MAPH 36750
BPRO 27000. Perspectives on Imaging. 100 Units.
Taught by an imaging scientist and an art historian, this course explores scientific, artistic, and cultural aspects of imaging from the earliest attempts to enhance and capture visual stimuli through the emergence of virtual reality systems in the late twentieth century. Topics include the development of early optical instruments (e.g., microscopes, telescopes), the invention of linear perspective, the discovery of means to visualize the invisible within the body, and the recent emergence of new media. We also consider the problem of instrumentally mediated seeing in the arts and sciences and its social implications for our image-saturated contemporary world.
Instructor(s): P. La Riviere, Staff
Terms Offered: Not Offered 2017-2018
Prerequisite(s): Third- or fourth-year standing
Note(s): This course does not meet requirements for the biological sciences major.

BPRO 27500. The Origins and Consequences of Differences in Human Capabilities. 100 Units.
This course investigates the neurological, psychological, social, and economic consequences of early deprivation.
Instructor(s): J. Heckman, Staff
Terms Offered: Not offered 2017-2018
Prerequisite(s): Third- or fourth-year standing

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 2017-2018
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 2017-2018
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 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: Not Offered 2017-2018
Prerequisite(s): Third- or fourth-year standing

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 2017-2018
Prerequisite(s): Third- or fourth-year standing
**BPRO 28700. Alternate Reality Games: Theory and Production. 100 Units.**
This experimental course explores the emerging genre of “alternate reality” or “transmedia” gaming. Throughout the quarter, we will approach new media theory through the history, aesthetics, and design of transmedia games. For all of their novelty, these games build on the narrative strategies of novels, the performative role-playing of theater, the branching techniques of electronic literature, the procedural qualities of videogames, and the team dynamics of sports. Beyond the subject matter, this course is a springboard for transforming the 2017 orientation for the incoming class of approximately 1,500 first-year students into an alternate reality game. Students in this course, thus, will not only be learning how to design a game but also contributing directly to the research and construction of this large-scale project. Building on this interdisciplinary research, we intend to design the University of Chicago orientation as a game that might help undergraduate students acclimate to the University setting and develop capacities linked to collaboration, leadership, and twenty-first century literacies. In particular, we are interested in discovering how interactive and participatory learning methods might help University students discuss and better understand complicated issues of inclusivity, diversity, and safety. Instructor consent is required. To apply, see prerequisite below. Once given consent, attendance on first day is mandatory.

Instructor(s): P. Jagoda, H. Coleman Terms Offered: Not offered 2017-2018
Prerequisite(s): Third- or fourth-year standing. Instructor consent required. To apply, submit writing through online form at http://bigproblems.uchicago.edu; see course description. Once given consent, attendance on the first day is mandatory. Questions: mb31@uchicago.edu.

Note(s): English majors: this course fulfills the Theory (H) distribution requirement.
Equivalent Course(s): ARTV 20700, ARTV 30700, ENGL 25970, ENGL 32314, TAPS 28466, CMST 25954, CMST 35954

**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 2017-2018
Prerequisite(s): Third- or fourth-year standing

Note(s): This course does not meet requirements for the biological sciences major.

**BPRO 29660. History Colloquium: Digital Humanities/Digital History. 100 Units.**
This course will be an interdisciplinary introduction to digital humanities broadly writ with an emphasis on literary and historical developments over long periods of time (longue durée), and across large textual, cultural, and archival databases. Questions we will address include how do we constitute and navigate these collections? How do we conceive of digital tools in ways that speak to humanists and humanistic social scientists? How do we incorporate these tools and approaches into discursive argumentation and other traditional humanistic and historical modes of inquiry. No technical background is required, but basic computer skills and reading knowledge of French would be welcome. History concentrators may direct their coursework in this class toward the completion of a pre-BA essay for the major using primary sources.

Instructor(s): C. Gladstone, R. Morrissey, J. Sparrow Terms Offered: Not Offered 2017-2018
Note(s): History majors must take a History colloquium in their third year.
Equivalent Course(s): HIST 39661, FREN 29661, FREN 39661, HIST 29661
CHICAGO STUDIES

Department Website: http://chicagostudies.uchicago.edu

Chicago Studies (http://chicagostudies.uchicago.edu) engages the intellectual, creative, and civic energies of University of Chicago undergraduates in the life of the diverse communities that make up this city. A partnership between the College via the Program on the Global Environment (PGE) (http://environmentalstudies.uchicago.edu) and the Office of Civic Engagement (OCE) (http://civicengagement.uchicago.edu) via the University Community Service Center (UCSC) (http://ucsc.uchicago.edu), Chicago Studies provides opportunities for students and faculty to engage with and learn from the people and institutions of Chicago, encouraging integration of these experiences with their academic interests and reciprocal collaborations between the campus and the city. Through Chicago Studies, the College seeks to make possible intensive, place-based academic encounters, while also helping students critically think about cities through urban-focused course offerings.

Chicago Studies sponsors a regular workshop series (http://chicagostudies.uchicago.edu/workshop) (co-sponsored with UChicago Urban (http://urban.uchicago.edu)) on Chicago-focused research that introduces College students to potential mentors. In 2018, this workshop will be complemented by a one-day Symposium on Chicago-engaged research (including capstone projects executed as part of the Chicago Studies Certificate Program (http://chicagostudies.uchicago.edu)). Each year, the Chicago Studies Annual also collects the best essays written by University of Chicago undergraduates on the history, politics, and cultural life of Chicago for publication in a professionally edited and designed journal. A committee of College faculty considers submissions, which may be from any discipline, each spring.

As a partnership with the University’s Office of Civic Engagement (http://civicengagement.uchicago.edu), Chicago Studies offers and curates co-curricular experiences (http://chicagostudies.uchicago.edu/calendar) that introduce students and faculty to events, resources, and organizations throughout the Chicago region. Students in the College can obtain advising and resources to connect their programs of study with partners and communities across the city. Chicago Studies works closely with Career Advancement (http://careeradvancement.uchicago.edu), the Institute of Politics (http://politics.uchicago.edu), the Pozen Family Center for Human Rights (http://humanrights.uchicago.edu), and other Civic Engagement– and University Community Service Center–sponsored programs such as Summer Links (https://ucsc.uchicago.edu/page/summer-links-2017) to connect students with substantive internship and research fellowship opportunities with organizations engaged in the life of the city.

Chicago Studies Quarters

The Chicago Studies Quarters offer a cohesive set of courses that join classroom instruction with experiential learning opportunities, using the city and the region as a laboratory.

The Chicago Studies Quarter (CSQ) (http://chicagostudies.uchicago.edu/studychicago) is a selective, quarter-long academic program that allows a small cohort of students to devote an entire term to the intensive study and exploration of the distinctive folkways and civic codes that distinguish Chicago as a world city. Admitted students enroll in three interrelated courses with a common theme, taught by distinguished scholars in various disciplines. Like Study Abroad courses, CSQ courses utilize excursions within the city, guest speakers, and engagement with civic groups and leaders to enrich class readings and assignments. Participants in the CSQ are required to take all three course offerings, but may register for a fourth course of their choosing provided it does not conflict with the required classes or the mandatory excursions held on Friday afternoons.

Chicago Studies Quarter: Calumet (http://calumetquarter.uchicago.edu) focuses on topics of human land use in the Calumet Region just south and east of the city. It is a full-time, one-quarter experience intended to help students bridge theory and practice in environmental studies. The program features four integrated courses, projects, field trips, guest lectures, and presentations.

The Chicago Studies Quarters are designed for undergraduates in good academic standing who have completed at least two quarters of study in the College. While the program stipulates no minimum grade-point average, an applicant’s transcript should demonstrate that the applicant is a serious student who will make the most of this opportunity. The Chicago Studies Quarters are open to University of Chicago undergraduate students only; applications from outside the University are not accepted. For more information, please contact Sabina Shaikh (sabina@uchicago.edu) or Emily Talen (talen@uchicago.edu), faculty directors for Chicago Studies.

Courses about Chicago

In addition to the Chicago Studies Quarter, the College offers other courses that explore aspects of Chicago’s ecology, culture, politics, history, social structure, and economic life. Many of these courses are cross-listed between departments, meaning many of them may fulfill requirements in multiple academic programs; most are integrated into the Urban Environments track of the Environmental and Urban Studies major. Some of them may also contribute to students’ completion of the academic requirements of the Chicago Studies Certificate Program (http://chicagostudies.uchicago.edu). The courses listed here represent a sample of what is often available, depending on departmental offerings. Current, thematic listings of such courses are also available on the Chicago Studies website (http://chicagostudies.uchicago.edu/courses).
Historical, literary, artistic, or social scientific explorations of Chicago

- ARTH 17410 Frank Lloyd Wright in Chicago and Beyond
- BIOS 13131 Chicago’s Natural History: Where Is It? What Is It? and There It Goes!
- CMST 21805 Chicago Film Cultures
- CRWR 12101 Reading as a Writer: Chicago Stories
- ENST 27201 Food Security and Agriculture: Calumet
- HIST 28805 World’s Fairs, 1851–1937: Chicago and Paris
- HIST 29613 Colloquium: Hyde Park and Chicago’s South Side as Historical Laboratory
- PBPL 25405 Child Poverty and Chicago Schools
- TAPS 24500 Chicago Theater: Budgets and Buildings

Courses using Chicago as a focus or a significant example

- ANTH 25325 History and Culture of Baseball
- CRES 27501 Urban Indians: Native Americans and the City
- ECON 26600 Economics of Urban Policies
- ENGL 22903 Literature of the City: Between Utopia and Dystopia
- GEOG 26800 Geography Issues in Housing and Community Development
- PBPL 27800 Understanding Community: Civic Engagement and Public Policy
- SOCI 20215 Urban Health
- TAPS 23600 Improv and Sketch

Courses involving active or community-engaged learning in Chicago

- ENST 27420 Urban Gardens: Therapeutic, Educational, and Community Building Practicum
- ENST 27750-27751 Practicum in Environment, Agriculture, and Food Policy I-II
- PBPL 26200-26300 Field Research Project in Public Policy I-II

CHICAGO STUDIES CERTIFICATE PROGRAM

Effective 2017–2018, undergraduate students who wish to integrate their academic inquiry with positive impact in Chicago through sustained community engagement, urban scholarship, and creative expression, have the opportunity pursue a certificate in Chicago Studies.

Students may begin pursuing the Chicago Studies Certificate Program (CSCP) at any time during their College careers. This will require an initial (and highly preliminary) proposal for how one hopes to fulfill the requirements and an advising session to discuss the plan and resources available to support it. That mandatory advising is provided by the University Community Service Center (http://ucsc.uchicago.edu), with a second required meeting before proposal of the capstone project.

Students who complete the certificate will have that designated on their transcript. The transcript designation and the certificate itself are standalone recognitions, conferred by the College and the Office of Civic Engagement without reference to students’ formal degree programs. However, completion of the Chicago Studies Certificate does fulfill the internship/field study requirement of the Environmental and Urban Studies major.

The Chicago Studies Certificate Program includes the following components:

1. Introductory Modules (at least 3)
2. Chicago-Focused Courses (at least 3)
3. High-Impact Community Engagement
4. Capstone Project

1. Introductory Modules (at least 3)

These not-for-credit, non-curricular mini-courses (approximately 10–15 hours each) orient students to the University’s context and history on Chicago’s South Side, its civic engagement priorities as an anchor institution for Chicago, and the academic and interpersonal competencies necessary to establish meaningful relationships within the community as engaged scholars.

Modules are open to all University students and may be offered in intensive (10-15-hour mini-conference) or extended (e.g., ongoing seminar series) format. See the University Community Service Center for advising on the selection of appropriate introductory modules and documentation of their completion. A list of
currently available modules may be found on the Chicago Studies Certificate Program website (http://chicagostudies.uchicago.edu).

2. Chicago-Focused Courses (at least 3)

Each academic year, the University offers a wide range of courses that study Chicago in some capacity (see Courses about Chicago above for examples and the Chicago Studies Certificate Program website (http://chicagostudies.uchicago.edu) for details).

The Chicago Studies Certificate requires completion of three such courses with a C- or above. Successful completion of any of the Chicago Studies Quarters will satisfy this requirement. Otherwise, students will need to propose and receive faculty approval for a specific theme and receive subsequent approvals for each course chosen along the way.

Petitions should be made in advance of enrollment and will be evaluated on a case-by-case basis, in relation to the petitioner’s stated rationale for including specific courses in their program of study and engagement. Advising on this academic component and selection of appropriate courses is available through the Program on the Global Environment (https://pge.uchicago.edu) and accessible via the Chicago Studies Certificate Program website (http://chicagostudies.uchicago.edu).

During the inaugural year of the program (2017–2018), students who matriculated at the College prior to Autumn Quarter 2017 may include up to two previously completed courses in their proposed sequence of courses. Petitions that include previously completed courses must follow the expectations listed above and will only be considered during the inaugural year (i.e., before the end of Spring Quarter 2018).

3. High-Impact Community Engagement

Program participants must demonstrate a sustained, impactful engagement with Chicago's diverse communities in the following ways:

• complete at least 200 hours of community-benefiting engagement in Chicago; AND
• receive a positive recommendation from a community-based supervisor of or partner in their engagement; AND
• articulate both academic learning and skills development from this experience and its relevance to the student's capstone project in a significant way.

Advising on the selection of appropriate engagement opportunities is available through UCSC. Some examples of existing opportunities that could fulfill this program requirement include:

• 200+ hours of documented volunteer engagement on a single community issue through leadership in a Community Service Recognized Student Organization
• 200+ hours of student employment with a single community organization or on a single issue through community-based Federal Work-Study
• completion of the University Community Service Center’s Summer Links (https://ucsc.uchicago.edu/page/summer-links-2017) internship and social justice education program
• completion of the Institute of Politics (http://politics.uchicago.edu) Summer Political Internship (in Chicago)
• completion of a Pozen Family Center (http://humanrights.uchicago.edu) Human Rights Internship (in Chicago)

Program participants may also petition the UCSC to use an experience not listed here toward the certificate requirements. Information about available and forthcoming engagement opportunities, as well as the mechanisms for their approval and documentation, can be found on the Chicago Studies Certificate Program website (http://chicagostudies.uchicago.edu).

4. Capstone Project

A Capstone Project is a high-impact learning practice that requires students to integrate, apply, and articulate their learning across a sequence of experiences. Many capstones will be completed during the fourth year of study, but it is possible to complete a capstone earlier.

To receive the Chicago Studies Certificate and transcript designation, program participants must successfully produce a major paper, project, or product (e.g., a discipline-based research project, investigative journalism series, creative production, action research product, etc.) that:

• integrates aspects of the student’s academic and community-based learning throughout the student’s fulfillment of previous certificate components; AND
• takes Chicago either as its focus OR uses it as a significant example (for works focused on broader urban themes); AND
• responds to a community-defined priority or question, including being presented as such to one or more relevant publics.

Advising on and approval of capstone project proposals is run by the University Community Service Center (http://ucsc.uchicago.edu), which can assist students in identifying appropriate community partners, issues, and audiences for capstones from OCE’s citywide network of collaborators. Completed capstone projects are adjudicated and validated by a small committee of faculty, staff, and community partner readers. Students are required to present their capstones at the annual Chicago Studies Symposium.

In the case of capstone projects based on or closely related to a student’s formal academic work (e.g., a BA thesis), the adjudication committee will assess only the capstone’s successful integration of the student’s academic and community-based learning, as required for the certificate. Such evaluations should not be taken as direction of the student’s formal discipline-based academic research.

In addition to the required participation in the Chicago Studies Symposium, students should also, whenever possible, directly present their capstones to relevant publics in the broader community as an expression of reciprocal benefit to those whose community-based knowledge has helped to inform their completion. Chicago Studies offers small presentation grants (http://chicagostudies.uchicago.edu/ERSG) (funded by UChicago Urban (http://urban.uchicago.edu)) to help College students share the results of their work. Where appropriate, capstone projects may also be submitted for potential inclusion in the Chicago Studies Annual (http://chicagostudies.uchicago.edu/annual).

Questions about the Chicago Studies Certificate Program may be directed to Chris Skrable (cskrable@uchicago.edu), associate director for community-based research and experiential learning in the Office of Civic Engagement (UCSC). Additional information is also available on the Chicago Studies website (http://chicagostudies.uchicago.edu).

Primary Contacts

General Information and Programming

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Chicago Studies Quarter

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Chicago Studies Certificate Program

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Administrative Contact

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Signature Courses in the College

Signature Courses are intended to introduce College students to exciting themes, ideas, and materials in the humanities and social sciences. They afford unique and memorable learning experiences, exemplary of humanistic inquiry.

They are designed as gateway courses that open up fields and disciplines for further exploration. Thus, Signature Courses have no prerequisites and are open to all College students. While they are conceived as general elective courses, they may count towards departmental major and minor requirements.

Signature Courses in the College Courses

SIGN 26002. Code Making, Code Breaking. 100 Units.
This course investigates the nature and use of codes and ciphers: what they are, how they are constructed and solved, and the significant roles they have played throughout history. We will begin by looking at the development of writing. Students will work with rare books and archival materials, design exhibit cases, write exhibit labels, and contribute to the exhibit catalog. Half the course will focus on censorship in early modern Europe, including the Inquisition, the spread of the printing press, and clandestine literature in the Renaissance and Enlightenment. Special focus on the effects of censorship on classical literature, both newly rediscovered works like Lucretius and lost books of Plato, and authors like Pliny the Elder and Seneca who had been available in the Middle Ages but became newly controversial in the Renaissance. The other half of the course will look at modern and contemporary censorship issues, from wartime censorship, to the censorship of comic books, to digital-rights management, to free speech on our own campus. Students may choose whether to focus their own research and exhibit cases on classical, early modern, modern, or contemporary censorship.

Instructor(s): Chris Kennedy Terms Offered: Autumn
Equivalent Course(s): LING 26010

SIGN 26010. Censorship from the Inquisition to the Present. 100 Units.
Collaborative research seminar on the history of censorship and information control, with a focus on the history of books and information technologies. The class will meet in Special Collections, and students will work with the professor to prepare an exhibit, The History of Censorship, to be held in the Special Collections exhibit space in the spring. Students will work with rare books and archival materials, design exhibit cases, write exhibit labels, and contribute to the exhibit catalog. Half the course will focus on censorship in early modern Europe, including the Inquisition, the spread of the printing press, and clandestine literature in the Renaissance and Enlightenment. Special focus on the effects of censorship on classical literature, both newly rediscovered works like Lucretius and lost books of Plato, and authors like Pliny the Elder and Seneca who had been available in the Middle Ages but became newly controversial in the Renaissance. The other half of the course will look at modern and contemporary censorship issues, from wartime censorship, to the censorship of comic books, to digital-rights management, to free speech on our own campus. Students may choose whether to focus their own research and exhibit cases on classical, early modern, modern, or contemporary censorship.

Instructor(s): A. Palmer & S. McManus Terms Offered: Autumn
Prerequisite(s): Admission by consent of instructor
Equivalent Course(s): CLCV 25417, CLAS 35417, HIPS 25421, CHSS 35421, KNOW 21403, KNOW 31403, RLST 22121, HREL 34309, HIST 25421

SIGN 26011. History of Skepticism. 100 Units.
Before we ask what is true or false, we must ask how we can know what is true or false. This course examines the vital role doubt and philosophical skepticism have played in the Western intellectual tradition, from pre-Socratic Greece through the Enlightenment, with a focus on how Criteria of Truth—what kinds of arguments are considered legitimate sources of certainty—have changed over time. The course will examine dialog between skeptical and dogmatic thinkers, and how many of the most fertile systems in the history of philosophy have been hybrid systems which divided the world into things which can be known, and things which cannot. The course will touch on the history of atheism, heresy and free thought, on fideism and skeptical religion, and will examine how the Scientific Method is itself a form of philosophical skepticism. Primary source readings will include Plato, Sextus Empiricus, Lucretius, Ockham, Pierre Bayle, Montaigne, Descartes, Francis Bacon, Hobbes, Voltaire, Diderot, and others.

Instructor(s): A. Palmer Terms Offered: Winter
Note(s): No prerequisites; first-year students welcome.
Equivalent Course(s): HIST 39516, CLCV 28517, CLAS 38517, HIPS 29516, CHSS 39516, KNOW 21406, KNOW 31406, RLST 22123, HREL 39516, HIST 29516
SIGN 26013. Nietzsche: Culture, Critique, Self-Transcendence. 100 Units.
This course is conceived as an introduction to the work of Friedrich Nietzsche (1844-1900). A range of Nietzsche's work will be considered, but the focus will be on three themes to which Nietzsche recurred throughout his writing career: 1) Culture: Nietzsche's thought on the anthropological roots and the expressive forms of human meaning-making. 2) Critique: Nietzsche's critique of moralism, religion, and the vacuous character of much modern culture. 3) Self-Transcendence: Nietzsche's account of individual self-realization and freedom. The selection of these themes is motivated by the fact that they may be considered as fundamental dimensions of humanistic inquiry and in this sense the course may be thought of as a pathway to the Humanities. Students will develop a sound understanding of a writer whose intellectual influence continues to grow, but at the same time they will become acquainted with such core concepts of humanistic/interpretive inquiry as form, expression, ideology, genealogy, discourse, self-fashioning, individuality, and value.
Instructor(s): David Wellbery Terms Offered: TBD,Winter
Equivalent Course(s): FNDL 25121,GRMN 25120

SIGN 26015. The First Great Transformation: The Economies of the Ancient W. 100 Units.
This class examines the determinants of economic growth in the ancient world. It covers various cultural areas (especially Mesopotamia, Greece, Rome and China) from ca. 3000 BCE to c. 500 CE. By contrast with the modern world, ancient cultures have long been supposed to be doomed to stagnation and routine. The goal of this class is to revisit the old paradigm with a fresh methodology, which combines a rigorous economic approach and a special attention to specific cultural achievements. We will assess the factors that indeed weighed against positive growth, but we will also discover that far from being immobile the cultures of the ancient world constantly invented new forms of social and economic organization. This was indeed a world where periods of positive growth were followed by periods of brutal decline. But if envisaged on the longue durée, this was a period of decisive achievements, which provided the basis for the future accomplishments of the Early Modern and Modern world. This course is part of the College Course Cluster program, Economic History.
Instructor(s): A. Bresson Terms Offered: Autumn
Equivalent Course(s): HIST 20505,CLCV 20517

SIGN 26017. Roman Law. 100 Units.
The course will treat several problems arising in the historical development of Roman law: the history of procedure; the rise and accommodation of multiple sources of law, including the emperor; the dispersal of the Roman community from the environs of Rome to the wider Mediterranean world; and developments in the law of persons. We will discuss problems like the relationship between religion and law from the archaic city to the Christian empire, and between the law of Rome and the legal systems of its subject communities.
Instructor(s): C. Ando Terms Offered: Spring
Equivalent Course(s): CLAS 35808,HIST 21004,HIST 31004,CLCV 25808

SIGN 26018. American Deaf Community: Language, Culture, and Society. 100 Units.
This course will focus on the Deaf community that uses American Sign Language (ASL) as a lens into the disciplines of linguistics, psychology, and cultural studies, and how the use of ASL contributes to individual identity and identity within society. In addition to these disciplinary foci, topics of Deaf literature and art forms will figure in the discussion and readings, which come from a variety of sources and include seminal works in the field from historical and contemporary perspectives.
Instructor(s): Diane Brentari Terms Offered: Winter
Equivalent Course(s): LING 26030

SIGN 26019. History of the Present. 100 Units.
This course takes a reverse approach to the study of history, defining issues relevant to the current moment—some determined by the students—and exploring the long stories required to understand the present. We might examine the election of 2016, social movements, climate change, debt, gun ownership, statelessness, and other issues. Each topic will occupy one week of the course. Students will learn historical thinking skills, critical reading, and argumentation, and will complete a final assignment geared towards providing historical context for an ongoing debate in the public sphere. This lecture course is an elective open to non-majors and to first- and second-year students, although upper-year students and History majors and minors are welcome. No previous history course work is required.
Instructor(s): K. Belew Terms Offered: Spring
Note(s): To ensure registration after pre-registration, consider picking a W or F disc section other than sect 1 or 2. Or, after registration is complete, add the course and pick an open discussion section
Equivalent Course(s): HIST 14204
SIGN 26020. Theater about Theater. 100 Units.
This course is a transhistorical study of changing ideas about representation, explored through the lens of early modern and twentieth-century plays that foreground theatrical form. Every play frames time and space and in the process singles out a portion of life for consideration. The plays we will consider this term call conspicuous attention to the frame itself, to the materials and capacities of theater. What happens when plays comment on their own activity? Why might they do so? Why has theatrical self-consciousness emerged more strongly in particular historical periods? What might such plays teach us about the nature of art, and about the nature of life? To what extent can we distinguish between art and life? We’ll explore these and other questions through plays by Marlowe, Kyd, Shakespeare, Maeterlinck, Pirandello, Brecht, Beckett, Genet, Peter Weiss, Handke, Levine, and Baker; and through theoretical work by Abel, Puchner, Hornby, Sofer, Fuchs, and others. (D, H) Instructor(s): J. Muse Terms Offered: Spring
Equivalent Course(s): TAPS 28431, ENGL 24412

SIGN 26021. Listening to Movies. 100 Units.
This course shifts our critical attention from watching movies to listening to them. Amid a strong emphasis on cinema—ranging from musical accompaniment during the silent era to sound in experimental films; or from classical Hollywood underscoring to Bollywood musical numbers—we will consider the soundtrack of moving pictures within a growing variety of audiovisual media, including television, music videos, and computer games. Interactive lectures (Mondays and Wednesdays) and discussion sections (Fridays) combine a historical overview with transhistorical perspectives. Supplemented by screenings and readings, the course will address a variety of issues and topics: aesthetic and psychological (such as representation, narration, affect); cultural and political (such as race, ethnicity, propaganda); social and economic (such as technology, production, dissemination). Instructor(s): Berthold Hoeckner Terms Offered: Spring
Equivalent Course(s): MUSI 20918

SIGN 26022. Mesopotamian Law. 100 Units.
NEHC 30019. Mesopotamian Law (= LLSO 20019; SIGN 26002). Ancient Mesopotamia -- the home of the Sumerians, Babylonians, and Assyrians who wrote in cuneiform script on durable clay tablets -- was the locus of many of history’s “firsts.” No development, however, may be as important as the formations of legal systems and legal principles revealed in contracts, trial records, and law collections (“codes”), among which “The Laws of Hammurabi” (r. 1792-1750 BC) stands as most important for understanding subsequent legal practice and thought of Mesopotamia’s cultural heirs in the Middle East and Europe until today. This course will explore the rich source materials of the Laws and relevant judicial and administration documents (all in English translations) to investigate topics of legal, social, and economic practice including family formation and dissolution, crime and punishment (sympathetic or talionic “eye for an eye,” pecuniary, corporal), and procedure (contracts, trials, ordeals).
Instructor(s): Martha Roth Terms Offered: Winter
Equivalent Course(s): LLSO 20019, NEHC 20019, NEHC 30019

SIGN 26026. Arab America. 100 Units.
In this course, we will read a variety of texts that imagine or represent the Arab experience of exile to and diaspora within the United States, focusing on the ways that these texts re-construct and imagine the key dialectic of home/diasporic space, specifically within the framework of the complicated and dynamic relationship between the Arab world and the United States. Throughout the quarter, the readings would enable us to engage with several key concepts related to the Arab (and broader) immigrant experience in the US, including race, memory and nostalgia, language, and second-generational post-memory, as well as the role of the immigrant community in forming the ‘homeland’s’ vision of itself. We would begin with a historical overview of emigration from the Arab-speaking world, beginning with the vast emigration of Lebanese and Syrians from Mount Lebanon and Syria in the mid-nineteenth century, but will pay particular attention to moments in which this identity has been or become particularly fraught, for example, following such events as the 1967 war, the 9/11 attacks, or the recent Executive Order by the Trump Administration (1/2017).
Instructor(s): Ghewwa Hayek Terms Offered: Spring
Equivalent Course(s): NEHC 30920

SIGN 26028. The History of Iraq in the 20th Century. 100 Units.
The class explores the history of Iraq during the years 1917-2015. We will discuss the rise of the Iraqi nation state, Iraqi and Pan-Arab nationalism, and Iraqi authoritarianism. The class will focus on the unique histories of particular group in Iraqi society: religious groups (Shiis, Sunnis, Jews), ethnic groups (especially Kurds), classes (the urban poor, the educated middle classes, the landed and tribal elites), Iraqi women, and Iraqi tribesmen. Other classes will explore the ideologies that became prominent in the Iraqi public sphere, from communism to Islamic radicalism. We will likewise discuss how colonialism and imperialism shaped major trends in Iraqi history. The reading materials for the class are based on a combination of primary and secondary sources: we will read together Iraqi novels, memoirs and poems (in translation), as well as British and American diplomatic documents about Iraq.
Instructor(s): Orit Bashkin Terms Offered: Winter
Equivalent Course(s): NEHC 36151
SIGN 26029. Media and Power in the Age of Putin and Trump. 100 Units.
Over the past 200 years, various political and cultural regimes of Russia have systematically exploited the gap between experience and representation to create their own mediated worlds—from the tight censorship of the imperial and Soviet periods to the propaganda of the Soviet period and the recent use of media simulacra for strategic geopolitical advantage. During this same period state control of media has been used to seclude Russia from the advancement of liberalism, market economics, individual rights, modernist art, Freud, Existentialism, and, more recently, Western discourses of inclusion, sustainability, and identity. Examining this history, it is sometimes difficult to discern whether the architects of Russian culture have been hopelessly backward or shrewd phenomenologists, keenly aware of the relativity of experience and of their ability to shape it. This course will explore the worlds that these practices produce, with an emphasis on Russia’s recent confrontations with Western culture and power, and including various practices of subversion of media control, such as illegal printing and circulation. Texts for the course will draw from print, sound, and visual media, and fields of analysis will include aesthetics, cultural history, and media theory.
Instructor(s): William Nickell Terms Offered: Winter
Equivalent Course(s): REES 25603

SIGN 26030. The Language of Deception and Humor. 100 Units.
In this course we will examine the language of deception and humor from a variety of perspectives: historical, developmental, neurological, and cross-cultural and in a variety of contexts: fiction, advertising, politics, courtship, and everyday conversation. We will focus on the (linguistic) knowledge and skills that underlie the use of humor and deception, and on what sorts of things they are used to communicate.
Instructor(s): Jason Riggle Terms Offered: Winter
Equivalent Course(s): LING 23920, LING 33920

SIGN 26031. The Nuclear Age. 100 Units.
Seventy-five years ago a group of scientists launched the first sustained nuclear chain reaction, commonly known as CP-1, at the University of Chicago under Stagg Field. This course will be part of the commemoration and reflection taking place across the University this fall. Its goal will be to explore the ensuing Nuclear Age from different disciplinary perspectives by organizing a ring-lecture. Each week’s lecture, delivered by faculty from fields across the university (for instance, Physics, Biomedicine, Anthropology, and English), will be followed by a discussion section to synthesize and integrate not only the material from the weekly lectures, but the many events happening at the University this fall. CP-1 was not only a scientific achievement of the highest magnitude, but also a civilization-changing event that remains at the boundary of the thinkable.
Instructor(s): D. L. Nelson Terms Offered: Autumn
Prerequisite(s): Second, third, or fourth-year standing.
Equivalent Course(s): ENGL 26030, HIST 25424, BPRO 26030
The University offers a number of joint degrees to students in the College. Joint BA-MA/MS programs permit qualified students to enter upon a course of graduate study while also completing their work in the College. Applicants must have completed a significant portion of their undergraduate program before they can apply to master’s level programs. Generally this means that students are admitted to candidacy for the master’s degree during their fourth year in the College. During this year of graduate work, students will be billed for tuition at the graduate rate.

Interested students should discuss their plans with their College adviser and aim to complete all of their general education requirements by the end of their second year. All applicants to joint degree programs must meet with Pete Segall, the College BA/MA adviser, in the Autumn of their third year.

Any department may initiate a joint program by submitting a program proposal to the College Curriculum Committee.

FIVE-YEAR JOINT BACHELOR’S/MASTER’S PROGRAMS

Five-year joint bachelor’s/master’s programs permit undergraduate students to begin a master’s degree program during their fourth year in the College. Successful students earn a bachelor’s degree at the end of their fourth year and a master’s degree at the end of their fifth year.

Students begin the application process in the Autumn Quarter of their third year by meeting with the College BA/MA adviser, Pete Segall. By the end of the third year, all joint degree candidates will need to complete at least 39 of the required 42 credits for the undergraduate degree, including all general education requirements (students should consult the individual five-year programs to determine the exact number of credits that need to be completed).*

Students pursuing joint degrees should be aware that they will be charged at the graduate tuition rate in their fourth year of study. College aid can be applied toward tuition charges in the fourth year of study but will not extend into the fifth year. Students should check with individual graduate programs to pursue the possibility of supplemental aid.

- Joint BA/MA in Computational Social Science
- Joint BA/MA in Middle Eastern Studies
- Joint BA/MPP in Public Policy Studies (Harris)
- Joint BA/MS in Computational Analysis and Public Policy (Harris)
- Joint BA/MA in Social Service Administration
- Professional Option: Medicine

FOUR-YEAR JOINT BACHELOR’S/MASTER’S PROGRAMS

Four-year joint bachelor’s/master’s programs permit successful undergraduate students to complete a master’s degree program over their fourth year in the College. Though their admissions criteria vary, they are all highly selective programs. Interested students should discuss their plans with their College adviser and aim to complete all of their general education requirements by the end of their second year. Students planning to pursue a joint degree in the physical sciences should consult closely with their individual departments regarding course selection in their major.

Students apply to four-year joint bachelor’s/master’s programs during their third year in the College. They begin the process before the end of the Autumn Quarter by meeting with both Pete Segall, 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; this should include all general education requirements.

Students pursuing joint degrees typically register for nine courses in their fourth and final year of study.† In the humanities and social sciences programs, all course work will be graduate level. In the physical sciences, students will work with program advisers to develop an individualized program of course work. All students will be allowed to use up to three credits from their graduate course work to fulfill the remaining credits for the undergraduate degree. (Candidates may petition the director of undergraduate studies to apply the three graduate courses toward their major, otherwise the courses will be applied toward general electives).

Students should be aware that they will be charged at the graduate tuition rate in their fourth year of study. College aid can be applied toward tuition charges in the fourth year of study but will not cover the additional expenses associated with graduate tuition rates and fees. Students should check with individual graduate programs to pursue the possibility of supplemental aid.

- Joint BS/MS in Chemistry
- Joint BA/MS or BS/MS in Computer Science
• Joint BA/MA in the Humanities
• Joint BA/MA in International Relations
• Joint BA/MA in Latin American and Caribbean Studies
• Joint BA/MS or BS/MS in Mathematics
• Joint BA/MA in the Social Sciences
• Joint BA/MS or BS/MS in Statistics

Notes

* Courses in a minor cannot be double-counted anywhere in a student's program, including in the graduate portion of the degree.
† Students pursuing a BA project are typically expected to register for one or two BA workshops in their fourth year. These workshops count as courses in the undergraduate program and are in addition to the nine graduate courses associated with most joint degree fourth-year curricula. Joint degree candidates should be aware that registration for a fourth course in any term may result in higher tuition. Students are encouraged to complete their BA project before beginning their graduate course work.
JOINT BS/MS IN CHEMISTRY

Students who achieve advanced standing through their performance on placement examinations or accreditation examinations may consider the formulation of a four-year degree program that leads to the concurrent award of the BS and MS degrees in chemistry. For more information, consult Ka Yee Lee at kayeelee@uchicago.edu and Vera Dragisich at vdragisi@uchicago.edu in the Department of Chemistry and Pete Segall at psegall@uchicago.edu in the College advising office.
Joint BA/MA in Computational Social Science

Department Website: http://macss.uchicago.edu

The Master of Arts in Computational Social Science (http://macss.uchicago.edu) is a two-year program of graduate study. It has a structured curriculum, with a total of 18 required and elective courses tailored to the disciplinary track a student follows. Students submit an article-length MA thesis in their second year, after completing a three-quarter research commitment working directly with a member of our executive or affiliated faculty (http://macss.uchicago.edu/directories/full/all).

The program aims to produce leading social scientists in each of our core social science fields—economics, sociology, political science, psychology, history, and anthropology—producing competitive PhD applicants, well-trained in computational approaches, who have mastered the research and analytical skills necessary to make important contributions.

Students receive close mentorship from the program’s faculty director, academic staff, and members of our executive and affiliated faculty.

They receive full professional support from our director of career services, with biweekly workshops, career planning, and employer recruitment.

Finally, all MA students may participate in an optional summer practicum between their first and second years, with internships drawn from academic and professional organizations. International students have three years of STEM work eligibility after they graduate.

Program Requirements and Course Work

All MA students complete the equivalent of 18 graduate seminars and write an article-length MA thesis.

The courses are selected with the advice of our academic staff and follow different disciplinary tracks, tailored to the research commitments of each student.

In their first year, all students take a three-course core in Perspectives: Perspectives on Computational Analysis, Perspectives on Computational Modeling, and Perspectives on Advanced Computational Topics.

Most take a three-course sequence on Computer Science with Applications (with more advanced courses for students with prior exposure and an optional sequence in Computational Neuroscience for psychology concentrators).

The remaining three courses vary and depend on the student’s prior training and disciplinary path. Priority will go to any needed courses in statistics, linear algebra, or advanced math in particular disciplines (e.g., real analysis in economics). If those requirements are met, the student will take up to three social science electives in their area of research.

In their second year, all students complete a three-course “research commitment,” working directly with a member of our computational faculty, producing an MA thesis modeled on a professional journal article. They take three advanced courses in computational methods, tailored to their disciplinary interest. And they complete three social science electives in their area of research.

If students desire, they can petition to replace any portion of the three-quarter research commitment with social science electives or other courses in computational methods.

Outside of their course work, all MA students are expected to attend our weekly Computation Workshop, where advanced scholars and invited guests present drafts of their research for critique and discussion.

Admission

Students who wish to pursue a joint BA/MA degree should consult first with their College adviser, then with the senior advisor for joint BA/MA programs (Pete Segall, psegall@uchicago.edu), and finally with the associate dean of students (Kelly Pollock, kpollock@uchicago.edu) in the Autumn Quarter of their third year.

Any questions about the Master of Arts in Computational Social Science can be directed to our managing director (Chad Cyrenne, c-cyrenne@uchicago.edu).

Application Requirements

- Applicants are expected to have a GPA of 3.55 or higher.
- Applications are due by February 1.
- The application (https://apply-ssd.uchicago.edu/apply) is submitted online to the dean of students of the Division of the Social Sciences. (See apply-ssd.uchicago.edu/apply.)
- BA/MA applicants should not pay the application fee. Email admissions@ssd.uchicago.edu (admissions@ssd.uchicago.edu?subject=Fee Waiver BA/MA Dual Degree Program) to ask how to receive the fee waiver.
• GRE scores are not required.
• Prospective BA/MA students are expected to complete all of their general education requirements and all but three of their BA requirements before they begin the BA/MA program in the Autumn Quarter of their fourth year.
• Up to three graduate courses can be used as electives in the undergraduate program or can be applied to the undergraduate major, by petition to the director of undergraduate studies.
• Students in the BA/MA program are charged tuition at graduate rates in their fourth year. They retain whatever aid has been provided in the College. In their fifth year, students are eligible for an award of two-thirds tuition if they achieve a 3.4 GPA over their first nine courses.
• Students may walk and receive the BA in June of their fourth year if they wish to graduate with other members of their College class.
• All other requirements for the MA degree are identical.

HOW TO APPLY
The Application for Admission and Financial Aid, with instructions and deadlines, is available online at: https://apply-ssd.uchicago.edu/apply.
For additional information about our program, please contact E. G. Enbar, our student affairs administrator, at 773.702.8312 or egenbar@uchicago.edu.
Please also visit our website: https://macss.uchicago.edu
Outstanding undergraduates may apply to complete an MS in computer science along with a BA or BS (generalized to "Bx") during their four years at the College. Students must be admitted to the joint MS program. There are three different paths to a Bx/MS: a research-oriented program for computer science majors (Option 1 below), a professionally oriented program for computer science majors (Option 2), and a professionally oriented program for non-majors (Option 3).

Participants in the Bx/MS program must meet the requirements for the BA or BS, complete nine courses for the MS, and, if applicable, a master’s project. Students may double-count up to two courses towards both their Bx and MS degrees. By the conclusion of their third year, students must have completed 3900 of the 4200 units of credit required by the College, including all general education requirements.

See https://www.cs.uchicago.edu/page/department-computer-science-bxms-program-admissions-requirements for details about the Bx/MS application process.

To be considered for the program, students need to have earned a 3.5 GPA and have completed one of the following:

- one of CMSC 12100, CMSC 15100, or CMSC 16100 and one of CMSC 12200, CMSC 15200, or CMSC 16200 with at least a B+ average in the two, or
- one of CMSC 12100, CMSC 15100, or CMSC 16100 and one of CMSC 27100, CMSC 27130, or CMSC 37110 with at least a B+ average in the two.

The detailed requirements of the three program options follow.

**Bx/MS Option 1: Research-Oriented Computer Science Majors**

Option 1 is designed for computer science majors who are interested in research. Students pursuing a Bx with a computer science major currently have to take at least fourteen courses chosen from an approved program, while obtaining an MS requires nine courses. The research-oriented option requires students to take a total of twenty-one courses: twelve that count only towards the Bx degree, seven that count only towards the MS, and two that count towards both the Bx and MS degrees.

The nine courses required for the MS degree under Option 1 are as follows: Discrete Mathematics (CMSC 27100, CMSC 27130, or CMSC 37100); Algorithms (CMSC 27200, CMSC 27230, or CMSC 37000); one systems core course (http://course-info.cs.uchicago.edu/bxms); Machine Learning (CMSC 25400, CMSC 35400, or TTIC 31020); Research Practicum (Autumn); Research Practicum (Winter); and three electives. A current list of approved Option 1 electives is available at http://course-info.cs.uchicago.edu/bxms.

At most two courses can be drawn from the CMSC 20000-level course list, and at most two courses can be counted towards a student's computer science major and MS degree. Option 1 students are expected to take their electives from the Computer Science Department's CMSC 30000-level offerings and selected TTIC (Toyota Technological Institute at Chicago) offerings.

Option 1 requires the completion of a master’s project, as well as an accompanying written report and a public presentation. Master’s projects must be overseen by a faculty member and evaluated by a committee of three faculty members, including the student's project advisor.

**Bx/MS Option 2: Professionally Oriented Computer Science Majors**

Option 2 is designed for computer science majors who are seeking the opportunity to build upon their foundational skills and take some industry-oriented electives. As with Option 1, computer science majors who are pursuing a joint Bx/MS are required to take a total of twenty-one courses: twelve that count only towards the Bx degree, seven that count only towards the MS, and two that count towards both the Bx and MS degrees.

The nine courses required for the MS degree under Option 2 are as follows: Discrete Mathematics (CMSC 27100, CMSC 27130, or CMSC 37100); Algorithms (CMSC 27200, CMSC 27230 or CMSC 37000); two systems core courses (http://course-info.cs.uchicago.edu/bxms); and five electives. A current list of approved Option 2 electives is available at http://course-info.cs.uchicago.edu/bxms.

At most two courses can be drawn from the CMSC 20000-level course list, and at most two courses can be counted towards both a student's computer science major and MS degree. Option 2 also allows students to take electives from the Computer Science Department's CMSC 30000-level and MPCS 50000-level offerings and selected TTIC offerings (see http://course-info.cs.uchicago.edu/bxms). With prior approval, Option 2 also allows one course from a graduate program outside of the Computer Science Department.

**Bx/MS Option 3: Professionally Oriented Non–Computer Science Majors**

Option 3 is designed for students who are not computer science majors and wish to combine a professionally oriented MS in computer science with their undergraduate major.
Students in this option are expected to complete nine courses, two of which can be also counted towards a student’s BA or BS; students wishing to use these courses in their undergraduate major must obtain approval from their director of undergraduate studies.

The nine courses required for the MS degree under Option 3 are as follows: Discrete Mathematics (CMSC 27100, CMSC 27130, CMSC 37100, or MPCS 50103) or Core Programming (MPCS 51036, MPCS 51040, or MPCS 51100); Algorithms (CMSC 27200, CMSC 27230, CMSC 37000, or MPCS 55001); three systems core courses (http://course-info.cs.uchicago.edu/bxms); and four electives. A current list of approved Option 3 electives is available at http://course-info.cs.uchicago.edu/bxms.

At most two courses can be drawn from the CMSC 20000-level offerings.

Option 3 allows students to take electives from the Computer Science Department’s CMSC 20000-level, CMSC 30000-level, and MPCS 50000-level offerings and selected TTIC offerings (see http://course-info.cs.uchicago.edu/bxms). With prior approval, Option 3 also allows one course from a graduate program outside of the Computer Science Department.
JOINT BA/MA IN THE HUMANITIES

Department Website: http://maph.uchicago.edu

Students in the College may pursue the master of arts degree in the Humanities while working toward an undergraduate degree. Undergraduate students admitted to this program pursue a specific course of study depending on their specific research and professional interests. Students may design their own course of study in any of the departments within the Humanities Division, such as Philosophy, English Language and Literature, or Art History, specializing in a single field or moving across disciplines. Alternatively, they may choose a more directed course of study in a number of fields with specific Master of Arts Program in the Humanities (MAPH) program options, like Gender and Sexuality Studies, Theater and Performance Studies, Digital Humanities, Cinema and Media Studies, Classics, Cultural Policy, or Creative Writing.

Undergraduate students who wish to complete an MA in the Humanities concurrently with a bachelor’s degree should begin by discussing this option with the College BA/MA adviser (Pete Segall (psegall@uchicago.edu)) in the Autumn Quarter of their third year, 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. However, any awards a student receives from College Aid will continue in the MA year.

* Students pursuing a BA project are typically expected to register for one or two BA workshops in their fourth year. These workshops count as courses in the undergraduate program and are in addition to the nine graduate courses associated with the MAPH curriculum. Joint degree candidates should be aware that registration for a fourth course in any term may result in higher tuition.

COURSE REQUIREMENTS

Students will be required to take MAPH 30100 Foundations of Interpretive Theory (the MAPH core course). The core starts two weeks prior to the beginning of Autumn Quarter and is only offered in the autumn. In addition to the core, students take eight courses, three per quarter, over the course of the year. One of these courses is MAPH 30200 Thesis Writing Workshop A/MAPH 30400 Thesis Writing Workshop B.
Students prepare their theses under the supervision of faculty members and their preceptors. During the winter, students participate in a non-credit thesis workshop (MAPH 30200 Thesis Writing Workshop A) with their precept groups. Students exchange drafts with their peers and workshop their writing in biweekly to weekly sessions. In addition, preceptors are available for individual consultations as the thesis workshop progresses. During the spring, students participate in a for-credit workshop (MAPH 30400 Thesis Writing Workshop B). Preceptors divide their group into subgroups for weekly or biweekly meetings, supplementing this with individual meetings.

For courses counting toward the MA in the Humanities degree, including any courses that are double counted, students must earn a B- or better in the core, must maintain a B average with no grade lower than B-, and must earn a B or better on their thesis.

APPLICATION PROCEDURES

Students interested in obtaining both the BA degree and the MA in the Humanities degree should submit an online application (https://humanities.uchicago.edu/students/admissions/apply-now). The application should be submitted by April 30, but applications are accepted and reviewed starting January 1.

The following documents must be on file with the Humanities Dean of Students office before the application will be reviewed:

1. the application
2. 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.

For more information, please email ma-humanities@uchicago.edu or contact Maren Robinson (marenr@uchicago.edu), associate director, at 773.834.1201.

GENERAL GUIDELINES

• Students who begin work towards the MA in the Humanities degree and then leave the University without completing the program will not be allowed to complete the MA in the Humanities at a later date.

• Once a student has begun to pursue both the BA degree and the MA in the Humanities degree, a leave of absence is not normally possible. Students who find that they must take a leave of absence for a medical or family emergency during this period must obtain the approval of the dean of students in the Humanities as well as the dean of students in the College.

• Admissions decisions are usually not released before College preregistration for the following year takes place. Admissions committees often wish to see Winter Quarter grades before making decisions. Thus, applicants should preregister for the coming academic year as usual.
JOINT BA/MA IN INTERNATIONAL RELATIONS

Department Website: http://cir.uchicago.edu

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 for joint degree programs (Pete Segall (psegall@uchicago.edu)), the Associate Dean of Students in the Social Sciences (Kelly Pollock (kpollock@uchicago.edu)), and a CIR preceptor. These meetings should happen in the Autumn Quarter of the student’s third year and are a mandatory component of the application process. Students are expected to have a GPA of 3.55 or higher, and at that time they are also expected to have met most of their general education requirements and to have chosen their major.

APPLICATION

Interested students should submit their formal application to the program by the February 1 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.
Joint BA/MA in International Relations

5. Completion of an MA paper that is approved by a faculty adviser and a preceptor.
6. Completion of both BA and MA degrees within a quarter of each other.
Details are available in the Committee office (5730 S. Woodlawn Ave.).
JOINT BA/MA IN LATIN AMERICAN AND CARIBBEAN STUDIES

Department Website: http://clas.uchicago.edu

The master of arts program in Latin American and Caribbean Studies (LACS) makes it possible for highly qualified students in the College to combine a BA program in an undergraduate major with an interdisciplinary MA program in Latin American and Caribbean Studies, which provides students with a thorough knowledge of the cultures, history, politics, and languages of the region. Students are enabled to augment their undergraduate studies by placing their knowledge of a particular field in an interdisciplinary context and by continuing specialized work on the graduate level.

BA/MA students participate with MA students in all aspects of the LACS program and pursue a specific course of study depending on their research and professional interests. Students with interests across the humanities and social sciences can take advantage of the MA in Latin American and Caribbean Studies. 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.

For more information about course offerings and the MA program, please visit the Center for Latin American Studies (http://clas.uchicago.edu) webpage.

WHERE TO BEGIN

Undergraduate students interested in the BA/MA program should begin by discussing this option with the director of undergraduate studies in their major and the College BA/MA adviser (Pete Segall (psegall@uchicago.edu)), followed by conversations with the student affairs coordinator of the Latin American and Caribbean Studies program and the Dean of Students Office in either the Division of the Humanities or the Division of the Social Sciences. Interested students are advised to begin these discussions in the spring of their second year in the College.

Potential applicants should meet with the BA/MA adviser in the College in the autumn of their third year 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.

ELIGIBILITY

Permission to receive concurrent BA/MA degrees in Latin American and Caribbean Studies is a privilege extended only to those undergraduate students who have demonstrated a record of uncommon excellence and who are sufficiently advanced in the fulfillment of the undergraduate degree requirements. The academic demands on these students are significant, and applicants are carefully reviewed in the context of both their undergraduate major and the LACS degree requirements.

- Applicants should have a GPA of 3.55 or higher for their undergraduate work and are expected to have entered their major.
- Applicants are expected to have completed 39 of the 42 courses required for graduation, including all general education requirements (exceptions must be approved by the program coordinator), before entering concurrent residence status for the three quarters preceding the anticipated quarter of graduation.

HOW TO APPLY

Interested students should apply through the online graduate application from the division in which they intend to focus their MA studies, either Humanities or Social Sciences. Consultation with the LACS student affairs coordinator will clarify the appropriate division for students who are uncertain. The application should be completed by February 1.

Applicants must submit the following items:

- MA application
- Three letters of recommendation
- Official transcript(s)
- BA/MA Worksheet, signed by the College BA/MA adviser

Applicants are not required to pay the application fee nor are they required to sit for the Graduate Record Examination (GRE).

Applicants will be interviewed by the LACS program director. These conversations will focus on the program’s requirements and the applicant’s qualifications and objectives.

The application is evaluated by the admissions committee of the MA program on the basis of the student’s academic record, letters of recommendation, and personal statement of intellectual and academic goals. Admission to the MA program is highly competitive and subject to approval by the College.
**Time Limits**

This course of study is not intended to prolong registration beyond four undergraduate years. All courses for both degrees must be completed in three quarters after enrollment into the LACS MA program. Students who have finished all requirements for the BA and the MA in the Spring Quarter may take both the BA and MA degrees at Spring Convocation.

The MA degree must be received no later than the Summer Quarter convocation after Autumn Quarter admission to concurrent residency.

**Course Requirements**

Students selected to participate in the joint degree program fulfill all general education, elective, and major requirements for the BA.

Students will be required to take nine courses, three per quarter, over the course of the year. Students are required to enroll in the LACS core course (LACS 40501 MA Proseminar). The proseminar is only offered in the Autumn Quarter. Among the remaining eight courses, five must be Latin American content courses. Students must complete an MA paper that is approved by a faculty adviser and the LACS postdoctoral lecturer.

The program is worked out by the student in consultation with the student affairs coordinator and the LACS program director. Students should note that they must have a B average in their graduate work, including the MA thesis.

**Thesis Requirements**

Students prepare their theses under the supervision of faculty members and the LACS postdoctoral lecturer. During the Winter and Spring Quarters, students consult with their faculty adviser as well as the LACS postdoctoral lecturer as they develop and write their theses. The lecturer will schedule biweekly individual and group meetings.

Students in a major in which a BA paper is required may (subject to the approval of their BA paper adviser, MA paper adviser, undergraduate adviser, and the director of the MA program, and with the understanding that it is based on substantial additional research and analysis) submit an MA paper proposal related to their BA essay. Undergraduate LACS majors who pursue the BA/MA option should consult with the director of the MA program about how to proceed with their theses.

**Additional Guidelines**

- Students who begin work towards the LACS MA degree and then leave the University without completing the program will not be allowed to complete the LACS MA degree at a later date.
- Once a student has begun to pursue both the BA degree and the MA in Latin American and Caribbean Studies 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 or Social Sciences as well as the dean of students in the College.
- Admissions decisions are usually not released before College pre-registration for the following year takes place. The admissions committee often wishes to see Winter Quarter grades before making decisions. Thus, applicants should pre-register 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. For more information, contact John Boller, Departmental Counselor, at 773.702.5754 or boller@math.uchicago.edu.
JOINT BA/MA IN MIDDLE EASTERN STUDIES

Students in the College may pursue the master of arts degree in Middle Eastern Studies leading to the award of a four-year undergraduate degree in their declared major and a two-year graduate degree in Middle Eastern Studies after five years of studies at the University of Chicago.

Undergraduate students who wish to complete both degrees in five years should begin by discussing this option in the Autumn Quarter of their third year with the College BA/MA adviser (Pete Segall, 773.702.3750, psegall@uchicago.edu) and with the BA adviser in their major, followed by a conversation with the deputy director for academic programs of the Middle Eastern Studies program (Paul Walker, 773.702.4619, pwalker@uchicago.edu) and the dean of students representative of the Social Sciences or Humanities Division, depending on the student’s undergraduate major.

Undergraduate students pursuing this option are in “concurrent residence” beginning in the Autumn Quarter of their fourth year at the University and remain in this status for three contiguous quarters. Upon completion of the BA at the end of the fourth year, the students continue to be registered as graduate students for three contiguous quarters in the second year of the Middle Eastern Studies program.

QUALIFICATIONS AND ELIGIBILITY

Permission to receive both the BA in a major field and the MA in Middle Eastern Studies is not an automatic perquisite of undergraduate study at Chicago. It is a privilege extended only to those undergraduate students who have demonstrated, in their undergraduate work, a record of uncommon excellence and who are sufficiently advanced in the fulfillment of the undergraduate degree requirements. The academic demands on these students are significant, and applicants are carefully reviewed in the context of both their undergraduate major and the master’s degree requirements.

Applicants should have a minimum GPA for their undergraduate work comparable to that required for honors in their major and have completed the College general education requirements as well as 39 courses, including some graduate-level courses.

Furthermore, applicants are required to have completed by the end of their third year:

- two years (6 courses) of a Middle Eastern language;
- three courses in civilization sequences related to Middle Eastern studies*; and
- one elective related to Middle Eastern studies

* If a student takes a relevant sequence to fulfill their general education requirement for civilization studies, this will also satisfy the CMES requirement. A student who has taken a sequence unrelated to Middle Eastern studies for their general education requirement will need to take three additional civilization courses. These can come in the form of a single three-quarter sequence or can be taken individually from different relevant sequences. (For questions regarding approved sequences, please contact the deputy director for academic programs.)

Applicants who are pursuing an undergraduate major that requires a BA thesis will be permitted to register for the BA thesis workshop as a fourth course during the fourth year of undergraduate studies.

In addition to a distinguished record of achievement during their time in the College, applicants must convincingly demonstrate that they will be able to complete all requirements for the two degrees by the end of the allotted six quarters of full-time residence. For this purpose, potential applicants should meet with the BA/MA adviser in the College (Pete Segall, 773.702.3750, psegall@uchicago.edu) 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 five years.

TIME LIMITS

This course of study prolongs registration at the University to five years. Students are expected to complete the BA requirements at the end of the fourth year in the College to be allowed to continue into the second year of the MA program and receive their BA at the end of the fourth year in the College.

Students enrolled in the second year of the Middle Eastern Studies program as part of this BA/MA program will be enrolled as any other students in the second year of the Middle Eastern Studies program and subject to the same rules and requirements for graduation.

REGISTRATION, TUITION, AND FINANCIAL AID

To receive both the BA in an undergraduate discipline and MA in Middle Eastern Studies requires that the last three quarters of the regular undergraduate course of study be spent in full-time (three courses per quarter) registration status in the Middle Eastern Studies program and an additional three quarters of registration in the Middle Eastern Studies program. For each of the six quarters in which students are registered in the MA program, the students are charged the graduate tuition rate, which is somewhat higher than the undergraduate tuition rate.
Students are not eligible for financial assistance from the Social Sciences or Humanities Division in the first year of the MA program (their fourth year in the College). Therefore, students admitted to this program should consult the College Aid Office to determine if their financial aid will be affected. In the second year of the MA program, students are eligible for financial aid from the Social Sciences or Humanities Division on the same terms as any other second-year graduate student in the Middle Eastern Studies program.

A minimum of six quarters of undergraduate residence in the College is required, including the three quarters of registration of the first year in the Middle Eastern Studies program.

COURSES AND REQUIREMENTS

No more than three graduate-level courses taken in the fourth year in the College may be double-counted; that is, applied to both the College requirements and the MA requirements. Graduate courses taken during the second or third year in the College may not be counted towards the BA/MA in Middle Eastern Studies.

During their fourth year in the College (first year of the MA program), students retain their undergraduate privilege of registering for four courses per quarter. However, students are encouraged to take no more than three, if possible. During the second year of the MA program, students must follow MA rules, which restrict enrollment to three courses per quarter. The MA program requires a master’s thesis which must be planned, researched, and written, and this requires a significant amount of time.

APPLICATION PROCEDURES

Third-year students in the College who have been certified by the BA/MA adviser that they are prepared to pursue both the BA and MA degrees in Middle Eastern Studies in five years should obtain a graduate program application. Depending on the undergraduate major of the student, the graduate application should be obtained from either the Dean of Students Office in the Social Sciences (Foster 103) or Dean of Students office in the Humanities (Walker 111). The application should be completed, signed, and returned to the same office with all the necessary supporting documents by February 1.

The following documents must be on file with the divisional Dean of Students Office before the application will be reviewed:

1. the application
2. two letters of recommendation
3. a writing sample
4. official transcript(s)
5. BA/MA Worksheet: Filled out and signed by the College BA/MA adviser
6. BA/MA Form: Top portion filled out

Applicants are not required to pay the application fee nor are they required to sit for the Graduate Record Examination. Applicants will be interviewed by the Center for Middle Eastern Studies deputy director for academic programs. These conversations will focus on the program’s requirements and the applicant’s qualifications and objectives.

Admissions decisions are usually not released before College preregistration for the following year takes place. Admissions committees often wish to see Winter Quarter grades before making decisions. Thus, applicants should preregister for the coming academic year as any other undergraduate student.

OTHER GUIDELINES

* Students who begin work towards the MA degree in Middle Eastern Studies and then leave the University without completing the program will not be allowed to complete the MA at a later date.

* Once a student has begun to pursue both the BA and the MA degree, a leave of absence is not normally possible. Students who find that they must take a leave of absence for a medical or family emergency during this period must obtain the approval of the dean of students of the applicable graduate division as well as the dean of students in the College.

CONTACT

For more information, please contact Paul Walker, Deputy Director for Academic Programs (pwalker@uchicago.edu; 773.702.4619).
The University of Chicago Harris School of Public Policy offers students an opportunity to begin their professional training in public policy while still in the College, leading to the awarding of a four-year undergraduate degree in their declared major and a two-year master of public policy (MPP) degree after five years of studies at the University of Chicago.

The MPP is a professional degree program designed for students who wish to gain rigorous training in public policy skills and issues. The core curriculum draws on a variety of disciplines and fields, including economics, statistics, sociology, political science, political economy, organizational theory, and program evaluation. These areas provide a foundation in critical analysis, reflecting Harris Public Policy’s belief that mastering quantitative and analytical skills prepares students to be effective public policy leaders.

**Program Requirements**

Students selected to participate in the joint degree program must meet all normal BA requirements for their particular field of study, as well as all general education requirements. In addition, joint degree students in the BA/MPP program must satisfy the following criteria:

1. Students are encouraged to complete all general education and BA requirements in their third year in the College before beginning the MPP degree in the fourth year. Students with two or fewer courses remaining in the BA, excluding any thesis, research, or final paper requirements, are eligible for admission with approval from the Harris Department of Academic and Student Affairs. The remaining courses can be double-counted toward the BA and MPP, but courses must be graduate level courses (courses numbered 30000 or above). Students must complete all BA requirements before beginning the fifth year.

2. Applicants are expected to have a GPA of 3.25 or higher.

3. All majors are strongly encouraged to apply.

4. Students must have completed at least one course, at any level, in at least two of the following three areas at the College: microeconomics, statistics, or calculus. Examination credit will not be accepted for this requirement, i.e., AP course work.

5. Students must register for at least nine courses (900 units of credit) in their fifth year.

6. PPHA courses taken prior to entering the BA/MPP program will not count toward the MPP. If the courses taken prior to matriculation are required for the MPP, the student will substitute them with approved electives.

7. Students enter joint residence status during the three quarters prior to the anticipated date of College graduation, during which time they will be charged tuition at Harris’s master’s rates. Students will still be eligible for financial aid from the College while in joint residence.

8. Students must complete all requirements of the MPP, as stated in the Graduate Announcements (http://registrar.uchicago.edu/page/catalogs-and-announcements), to receive the BA/MPP degree.

**Application Procedures**

Before beginning the application process with Harris, students are encouraged to first meet with their College adviser. Students should make appointments during their second year to ensure that all College requirements are met. After reviewing with their College adviser, students should speak with the College BA/MA adviser (Pete Segall, psegall@uchicago.edu) and Jenny Erikson, associate director of student recruitment at Harris (jerickson1@uchicago.edu), early in the third year. Interested students should submit their formal application to the program by April 15 of their third year in the College: https://apply-harris.uchicago.edu/apply. Please note that BA/MPP applicants are exempt from the application fee and do not have to submit a GRE score.

For more information, please email Jenny Erikson, associate director of student recruitment at Harris at jerickson1@uchicago.edu.
JOINT BA/MS IN COMPUTATIONAL ANALYSIS AND PUBLIC POLICY (HARRIS)

The University of Chicago Harris School of Public Policy in conjunction with the Department of Computer Science offers students an opportunity to begin their professional training in the growing field of civic technology and data science in public policy while still in the College, leading to the awarding of a four-year undergraduate degree in their declared major and a two-year master of science degree in computational analysis and public policy (MSCAPP) after five years of study at the University of Chicago.

The BA/MSCAPP is a professional degree program for students in the College who wish to gain rigorous training in the emerging and critical role of technologists fluent in public policy skills and issues. The policy piece of the core curriculum draws on a variety of disciplines and fields, including economics, statistics, sociology, political science, political economy, organizational theory, and program evaluation. These areas provide a foundation in critical analysis, reflecting Harris Public Policy's belief that mastering quantitative and analytical skills prepares students to be effective public policy leaders.

The computer science core curriculum augments the core policy training with courses in computer programming, data analytics and machine learning, and database management. The unique combination equips students with technical expertise that is useful for many aspects of society but increasingly in demand in the public sector. By combining the strengths of the two faculties, the program builds on the tradition of interdisciplinary teaching and research at the University.

PROGRAM REQUIREMENTS

The BA/MSCAPP program assumes students have no formal computer science training or exposure to programming at the onset of admission to the program. Students from all majors are encouraged to apply.

Students selected to participate in the joint degree program must meet all BA requirements for their particular field of study, as well as all general education requirements. In addition, joint degree students in the BA/MSCAPP program must satisfy the following criteria:

1. Admission to the BA/MSCAPP program assumes no prior computer science course work or coding experience. Candidates are evaluated on the strength of their application, similar to the metrics used for admission to the BA/MPP program.
2. Students are encouraged to complete all BA requirements in their third year before beginning the MSCAPP degree program in the fourth year. Students with two or fewer courses remaining in the BA, excluding any thesis, research, or final paper requirements, are eligible for admission with approval from the MSCAPP program director. The final two courses can be double-counted toward the BA and the MS, but these courses must be graduate-level courses (course number 30000 or above). Students who wish to count these courses toward their undergraduate major must receive permission from their major's director of undergraduate studies. Students must complete all BA requirements before beginning the fifth year.
3. Applicants are expected to have an overall GPA of 3.25 or higher.
4. All majors are strongly encouraged to apply.
5. Students must have completed at least one course, at any level, in at least two of the following three areas in the College: microeconomics, statistics, or calculus. Examination credit will not be accepted for this requirement, i.e., AP credit.
6. Students must register for at least nine courses (900 units of credit) in their fifth year.
7. No courses taken in CMSC (Computer Science) or PPHA (Public Policy/Harris) prior to entering the BA/MSCAPP program will be allowed to count toward the requirements for the MSCAPP. If the courses taken before entering the program would have fulfilled MSCAPP requirements, students will be permitted to replace those courses with approved electives.
8. Students enter joint residence status during the three quarters prior to the anticipated date of College graduation, during which time they will be charged tuition at Harris's master's rates. During their fourth year of study students will still be eligible for College aid.
9. Students must complete all requirements of the MSCAPP program, as stated in the Graduate Announcements (http://harrisanouncements.uchicago.edu/harrispolicy/curriculum), to receive the BA/MSCAPP degree.
10. The GRE is not required for admission to the BA/MSCAPP program for students who have taken at least two MATH (Mathematics) courses and received a B grade or higher. Applicants who have not taken MATH courses should submit a GRE as part of their application.

APPLICATION PROCEDURES

Before beginning the application process with Harris Public Policy, students should make appointments during their second year to ensure that all College requirements are met. After reviewing their College adviser, students should speak with the College joint degree adviser (Pete Segall, psegall@uchicago.edu)
and Jenny Erikson, associate director of student recruitment at Harris (jerickson1@uchicago.edu)
(harrisadmissions@uchicago.edu), early in the third year. Interested students should submit their formal
application to the program by April 15 of their third year in the College: https://apply-harris.uchicago.edu/apply.
Please note that BA/MSCAPP program applicants are exempt from the application fee.

For more information, please email Jenny Erikson, associate director of student recruitment at Harris at
jerickson1@uchicago.edu.
The Master of Arts Program in the Social Sciences (MAPSS) is a one-year program of graduate study, with nine courses over three academic quarters, culminating in an article-length MA thesis. It gives students the opportunity to specialize in doctoral-level study in anthropology, economics, history, political science, psychology, or sociology, or to pursue a highly individualized and interdisciplinary curriculum, with our mentorship and support. MAPSS students take the same classes as UChicago doctoral students, they work with the same faculty on their MA thesis, and they come away with professional-grade research methods that will advance their academic and professional careers.

All students must take MAPS 30000 Perspectives in Social Science Analysis, our core course, in the Autumn Quarter. In addition, students must satisfy a methods requirement by selecting among dozens of graduate alternatives in ethnography, historical methods, involved interviewing, network analysis, survey analysis, content analysis, game theory, rational choice, causal inference, statistics, interpretive methods, comparative case study, and others. Outside of MAPS 30000 and the methods requirement, students select seven graduate courses, in consultation with their preceptor, from all departments and professional schools. Finally, all students complete an MA thesis under the direction of a faculty advisor and their MAPSS preceptor.

MAPSS has an international reputation for the quality of students it admits and the placement outcomes they achieve. Ninety-one percent of those who elect to go on for funded PhD study are successful in doing so, and in very large numbers (55 to 70 students each year). Those who opt for non-academic paths go on for managerial-level positions in consulting, government, education, and other for-profit and non-profit careers. We have an in-house director of career services and a stable of experienced PhD advisers, who work tirelessly to achieve our placement outcomes. We provide close academic mentorship, to help all students learn how to make original, persuasive contributions for a professional readership at the graduate level.

JOINT BA/MA PROGRAM

Qualified students in the College who wish to pursue a joint BA/MA degree in the Master of Arts Program in the Social Sciences should consult with the College adviser for joint degree programs (Pete Segall, psegall@uchicago.edu), the associate dean of students in the social sciences (Kelly Pollock, kpollock@uchicago.edu), and Chad Cyrenne (c-cyrenne@uchicago.edu), managing director of MAPSS, as early as possible in their third year, during the Autumn Quarter. They are expected to have a GPA of 3.55 or higher and to have chosen their major. Students will also be expected to have completed all of their general education requirements prior to entering the program; any exceptions must be approved in advance by the College and the Social Sciences Division.

APPLICATION

Interested students should submit their formal application to the program by February 1. 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 how to receive the fee waiver.

Space in the MAPSS BA/MA program is limited, and admission is very competitive. The application is evaluated by the MAPSS Admissions Committee on the basis of the student's academic record, letters of recommendation, and a personal statement of intellectual and academic goals. Admission to the MA program is also subject to approval by the College. Prospective BA/MA students are expected to complete all but three of their BA requirements before entering joint residence status for the three quarters preceding the anticipated quarter of graduation. Up to three graduate courses can be used as electives in the undergraduate program or they can be applied to the undergraduate major by petition to the director of undergraduate studies. Students in joint residence status are charged tuition at graduate rates.

PROGRAM REQUIREMENTS

Students selected to participate in the joint degree program must meet all normal BA requirements for their particular field of study, as well as all general education requirements. In addition, joint degree students in MAPSS must satisfy the following criteria:

1. Completion of nine MAPSS-approved graduate-level courses for quality grades, including MAPS 30000 Perspectives in Social Science Analysis in the Autumn Quarter and a course that satisfies the graduate methods requirement.
2. Completion of 48 total credits for the joint degree. Up to three courses taken at the graduate level in the fourth year may be double-counted toward both the BA and the MA degree, with permission from the College.
3. Completion of an MA paper that is approved by the faculty adviser.
4. Completion of both the BA and MA degrees, the second awarded no later than the August convocation following a September matriculation.
PRECEPTORS/GRADUATE ADVISORS

Please contact E. G. Enbar (egenbar@uchicago.edu) to be put in touch with a preceptor who shares your disciplinary or research interests.
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, contact Kristen Reid Salomon, assistant dean of students in SSA, at 773.702.1424 or kreidsalomon@uchicago.edu, or visit ssa.uchicago.edu/ab-am-program.
Joint BA/MS or BS/MS in Statistics

This program enables unusually well-qualified undergraduate students to complete an MS in Statistics along with a BA or BS during their four years at the College. 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, both STAT 24400-24500 Statistical Theory and Methods I-II (or STAT 24410-24510 Statistical Theory and Methods Ia-IIa) with A or A- grades and all the mathematics requirements for the Statistics major with very high grades. While these are the minimum criteria, admission is competitive, and additional qualifications may be needed. Interested students are strongly encouraged to consult both the departmental adviser for majors and their College adviser early in their third year.

Participants in the joint BA/MS or BS/MS program must meet the same requirements as students in the MS program in Statistics. Of the nine courses that are required at the appropriate level, up to three may also meet the requirements of an undergraduate program. For example, STAT 24410-24510 Statistical Theory and Methods Ia-IIa and STAT 34300 Applied Linear Statistical Methods, which satisfy requirements for the MS in Statistics, could also be used to satisfy requirements of a BA or BS program in Statistics.

Other requirements include a master’s paper and participation in the Consulting Program of the Department of Statistics. For details, visit the Department of Statistics Admissions page (http://www.stat.uchicago.edu/admissions/featured).
The University of Chicago Pritzker School of Medicine’s Professional Option Program in Medicine permits undergraduate students who have demonstrated outstanding potential for success in medicine to begin medical school during their fourth year in the College. This is a highly competitive, merit-award program.

Due to the accelerated nature of the curriculum, applicants must have outstanding academic credentials as evidenced by a combination of GPA and MCAT scores that place them among the top candidates nationwide for medical school. The academic requirements for eligibility include a minimum GPA of 3.7 and an MCAT score not less than the 93rd percentile, with no individual section score less than the 85th percentile. Additionally, eligible students have a clear understanding of their motivation for medicine and can provide evidence of analytical thinking, effective communication skills, leadership, and meaningful engagement in the various communities in which they participate, in addition to compelling reasons to attend Pritzker.

Candidates will apply to this program during their third year in the College. Eligible students must have completed 33 credits (of the 42 required for a degree in the College) by the end of their third year. These 33 credits must include all 15 general education requirements and one-half of the requirements for their major.

Through this program, students will, upon completion of the first year of medical school at Pritzker, be allowed to use credit from their medical school courses to fulfill the remaining nine credits for the undergraduate degree. At the successful conclusion of their first year of medical school, students completing their degree in this fashion will receive the Bachelor of Arts in Professional Option: Medicine. Because students pursuing a professional option program do not complete the requirements for a College major, they are not eligible for departmental honors upon receiving their bachelor’s degree.

Interested students should schedule an appointment with their UChicago Careers in Health Professions (https://careeradvancement.uchicago.edu/uchicago-careers-in/health-professions) (UCIHP) adviser early in their second year, and in the Autumn Quarter of their third year will need to meet with both their College adviser and the College adviser for dual degree programs (Pete Segall, psegall@uchicago.edu) to evaluate their curricular progress. Following those meetings, students should schedule an appointment with their UCIHP adviser to further solidify their plans and intent to apply. The deadline for applications is February 28.

Students with questions or who would like more information, please contact UChicago Careers in Health Professions (ucihp@uchicago.edu).
STUDY ABROAD

Department Website: http://study-abroad.uchicago.edu

STUDY ABROAD PROGRAMS

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, Shanghai)
- Egypt (Cairo)/Morocco (Rabat)
- France (Paris, Menton)
- Germany (Berlin)
- Great Britain (Bristol, Cambridge, Edinburgh, London, Oxford)
- Greece (Athens)
- Hong Kong
- India (Pune)
- Ireland (Dublin)
- Israel (Jerusalem)
- Italy (Bologna, Milan, Rome)
- Japan (Kyoto, Tokyo)
- Korea (Seoul)
- Mexico (Oaxaca)
- Russia (St. Petersburg)
- Senegal (Dakar)
- Spain (Barcelona, Toledo)
- Tanzania (Arusha)
- Turkey (Istanbul)

Direct enrollment programs are available at partner universities in the following cities:

- Barcelona
- Beijing
- Berlin
- Bologna
- Kyoto
- Menton
- Milan
- Paris
- Santiago
- Seoul
- Shanghai
- St. Petersburg
- Tokyo

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:
• Beijing (Summer Quarter)
• 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/Rabat
• Dakar (Winter Quarter, African Civilizations, offered in alternating years)
• Hong Kong
• Istanbul
• Jerusalem
• Oaxaca
• Paris (Autumn, Winter, and Spring Quarters, European Civilizations; taught in English)
• Paris (Autumn Quarter, European Civilizations; taught in French)
• Paris (Autumn Quarter, African Civilizations, offered in alternating years)
• Paris (Spring Quarter, Russian Civilizations)
• Pune
• Rome
• Vienna

The following one-quarter programs have a disciplinary focus:

• Arusha: Human Evolution and Ecology (Autumn Quarter)
• Barcelona: Public Policy (Spring Quarter)
• Gaborone: Culture and Society in Africa (bridges Winter and Spring Quarters)
• London: British Literature and History (Autumn Quarter)
• Paris: Classics of Social and Political Thought (Autumn Quarter, offered in alternating years)
• Paris: Global Health (Winter Quarter, offered in alternating years)
• Paris: Neuroscience (Autumn Quarter)
• Paris: Social Sciences (Winter Quarter)
• Paris: Advanced Mathematics (Spring Quarter)
• Paris: Astronomy (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 make an appointment with Dana Currier (HM 211A, 702.6258), Lewis Fortner (HM 213, 702.4858), Elana Kranz (HM 209, 834.5424), or Lauren Schneider (HM 211B, 702.0991) about the application process. Visit the College Scheduling site (https://collegescheduling.uchicago.edu/samonline/BookAppt?C=C&F=P&P=88) to make an appointment. 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/sitg 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/sitg 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

Research grants are available to support research that is conducted outside the United States, typically leading 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.
Preparation for Professional Study

Department Website: http://careeradvancement.uchicago.edu

Business

The College general education curriculum provides excellent preparation in the critical thinking skills needed for graduate-level study in business administration. Along with the course work required to complete their major, it is advisable for interested students to pursue courses that hone their quantitative, verbal, and written skills. In addition, after their first year, students may enroll in up to six graduate-level courses at the University of Chicago Booth School of Business, with four of those courses counting toward the degree requirement. While many sections allow undergraduate enrollment, Chicago Booth also offers several courses with “undergraduate only” sections, including Financial Accounting, Marketing Strategy, Corporation Finance, or Building the New Venture.

Additional support for students considering graduate study in business is provided through the Dougan Scholars Certificate Program, Trott Business Program, Financial Markets Program, and Business Career Services.

The Dougan Scholars Certificate Program is a selective program managed by Chicago Booth, while the Trott Business Program and Financial Market Program are selective programs managed by the College through Career Advancement. Applications are accepted from all students, regardless of their major, during the first and second year for the Dougan Scholars Certificate Program, and during the first year for the Trott Business Program and Financial Markets Program. While the specific focus and requirements of the selective programs vary, each includes course work requirements at Chicago Booth, opportunities to build additional business understanding through special events with industry and academic professionals, and mentoring opportunities with upper-level College students and MBA students.

Business Career Services is an open enrollment option available to all students in the College offering industry-experienced advising and a menu of optional workshops and experiential opportunities.

Most graduate business schools require applicants to take the Graduate Management Admissions Test (GMAT). A GMAT score is currently valid for five years. Students planning to apply to graduate studies in business administration within five years of graduation should take the GMAT in their final year in the College; students can learn more and register at http://www.mba.com/us. Graduate business schools typically expect matriculating students to have acquired, on average, five years of work experience.

Education Professions

To strengthen the University of Chicago’s reputation as a “teacher of teachers,” the College and Career Advancement launched UChicago Careers in Education Professions (https://careeradvancement.uchicago.edu/uchicago-careers-in/education-professions) in the fall of 2012. UChicago Careers in Education Professions provides specialized preparation for students in pursuing careers 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 schools, non-profits, and leading policy and research institutes. During these treks, students have the opportunity to experience firsthand myriad work environments and career roles in these organizations.

Partnership with the Urban Education Institute: Through a close partnership with the Urban Education Institute (http://uei.uchicago.edu) (UEI) and numerous academic departments, the College offers over 30 education-related courses. These include: ECON 26700 Economics of Education, SOCI 20105 Bidwell’s Educational Organization and Social Inequality, and PBPL 25405 Child Poverty and Chicago Schools.

Gap Year Support: Increasingly, College students wait to apply for graduate programs until after they graduate, giving them time to make sure they are making the right decision and are able to assemble a competitive application. Education Professions supports students who choose to take time between college and their graduate programs in several ways. We continue to work with alumni who may need assistance with
their applications or decision-making process. We also help students and alumni find appropriate gap year experiences in the field of education.

**Entrepreneurship**

Students with an interest in starting a business, working at a start-up, or exploring entrepreneurial finance will find a wide range of resources available to them through UChicago Careers in Entrepreneurship (https://careeradvancement.uchicago.edu/uchicago-careers-in/entrepreneurship). The goal of this pre-professional program is not to have every student start a business, but rather for every student to have the opportunity to be exposed to an entrepreneurial way of thinking through experiential learning opportunities that complement the general education curriculum.

In addition to organizing College-specific workshops and opportunities, this Career Advancement program also works closely with the Polsky Center for Entrepreneurship and Innovation (http://research.chicagobooth.edu/polsky). College students are able to take advantage of world-class opportunities and resources available through the Polsky Center, including attending industry conferences, attending workshops organized by the MBA student-run Entrepreneurship and Venture Capital Club, and attending office hours with Entrepreneurs-in-Residence. Students are also able to take courses at Chicago Booth, notably an undergraduate-only section of Building the New Venture.

Programming highlights for UChicago Careers in Entrepreneurship include:

- The College New Venture Challenge is an undergraduate-only business plan competition that enables students to go through the progression of discovering an idea, building a team, creating a proof of concept, and pitching to investors. Throughout the competition, students are engaged with mentors drawn from alumni and local entrepreneurs.
- Many student teams also enter competitions that are not sponsored by the University. Examples include competitions sponsored by Clinton Global Initiative, Clean Energy Trust, Net Impact, Microsoft, Google, and Wal-Mart, as well as competitions sponsored by other universities like Stanford and MIT.
- Social entrepreneurship is a popular topic on campus with many student organizations, including GlobeMed, Campus Catalyst, and Envision Do, supporting students who want to solve social and environmental issues through new innovations.
- Start-up careers and internships are another area of student interest. Many local companies participate in the Metcalf Internship program, and local start-up companies are encouraged to hire UChicago students through subsidies and other promotions. Of note, UChicago Careers in Entrepreneurship has strong partnerships with the University's Polsky Exchange in Hyde Park, the 1871 incubator at the Merchandise Mart, and the health care incubator Matter.
- In addition to bringing in alumni and local entrepreneurs as speakers, the program also engages with local angel investors and venture capital firms. Students have worked in associate roles while in school with such local groups as Chicago Ventures, OCA Ventures, and Hyde Park Angels.
- Career treks are an outstanding way for students to meet with companies in various industries as well as learn about different regions of the country or the world. In addition to treks to Silicon Valley, UChicago Careers in Entrepreneurship looks to engage with other regional hubs of entrepreneurial opportunity, including New York City, Boston, Austin, and Chicago.

**Health Professions**

UChicago Careers in Health Professions (https://careeradvancement.uchicago.edu/uchicago-careers-in/health-professions) (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
• 3 quarters of a general education humanities sequence (recommended)
• 3 quarters of calculus (recommended)
• 1 quarter of statistics (recommended)

The Biological Sciences Collegiate Division (BSCD) offers several course sequences that prepare students for advanced study in the health professions. Students should consult the Biological Sciences page in this catalog and work closely with their College advisers to determine which sequence is most appropriate.

Students should be aware that the MCAT has expanded to include a section on Behavioral and Psychological Sciences; for more information, visit students-residents.aamc.org/applying-medical-school/article/whats-mcat-exam. Students are encouraged to consider SOSC 18100 Topics in Behavioral and Social Sciences Relevant to Medicine or other course work within the Social Sciences Collegiate Division to assist in preparing for this section.

Students who are unable to complete three quarters of a general education humanities sequence in their first year should plan to take a writing-intensive English course when their schedule allows. They should understand however, that this English course cannot be applied to the general education humanities requirement.

It is recommended that students work closely with their College advisers to choose courses appropriate to their level of preparation and interest. Although the College offers course sequences that fulfill all of the above requirements, some schools of the health professions have additional requirements. To ensure all requirements are met, students are also encouraged to check directly with the schools to which they intend to apply.

UChicago Careers in Health Professions supports students and alumni as they explore the health professions, among them allopathic (MD) and osteopathic (DO) medicine, nursing (PhD), dental (DDS) and podiatric (DPM) medicine, veterinary medicine (DVM), pharmacy (PharmD), and health services research (PhD). In addition to curricular assistance, UChicago Careers in Health Professions offers a wide range of cocurricular support that empowers students to achieve a high level of academic, professional, and personal success.

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.

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 and Media Studies, Theater and Performance Studies, English Language and Literature, and Visual Arts will have course requirements determined for them by their respective departments. However, many University of Chicago graduates who majored in languages, Fundamentals: Issues and Texts, 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 complements the College's emphasis on academics with one-on-one career advising and programming designed to connect students with emerging and established professionals in the fields of journalism, publishing, visual art, music, film, television, theater, architecture, design, and more. Internships, mentorships, apprenticeships, and collaborations with working professionals provide students with the hands-on experience and deep networking needed to launch successful careers.

The program is organized and managed by Career Advancement. The components include:
• Individual advising to help students win internships and jobs in their particular areas of interest
• Workshops with leading practitioners to develop practical skills and networking opportunities
• UChicago Careers in Journalism, Arts, and Media—wide emphasis on building a body of work, including an emphasis on personal entrepreneurship
• Grants and apprenticeships to help support students working in unpaid internships and student-initiated projects
• Advising of registered student organizations 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, public policy, American history, political science, mathematics, and economics.

Students interested in a career in law should use the resources provided by the UChicago Careers in Law (https://careeradvancement.uchicago.edu/uchicago-careers-in/law) program, which is organized and managed by the Career Advancement. 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 available to UChicago students.

**Treks:** UChicago Careers in Law students visit public and private institutions in order to gain exposure to a wide range of legal careers and workplaces. Local Treks are available to students throughout the academic year and also include opportunities to meet with attorneys in such major legal markets as New York and Washington, DC.

**Mentor Program:** With 90 to 100 students participating each year, the Mentor Program creates a community between law students and undergraduates, providing students from the College with guidance and helpful insights into the law school experience. The Law School and the College have sustained a very close relationship over the years, and the College is consistently one of the largest feeder undergraduate schools to the Law School.

**Public Policy and Service**

The public and social service sectors cover a wide range of opportunities in government and nonprofits, including domestic and international policy, direct social service, philanthropy and development, and nonprofit consulting and administration, among many others. The UChicago Careers in Public Policy and Service (https://careeradvancement.uchicago.edu/uchicago-careers-in/public-social-service) program works with students interested in the government and nonprofit sectors, which include a diverse range of careers. Employers in these arenas look for individuals with a deep commitment to their organization's mission, and 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 Policy and Service (UCIPPS) programs and advising hours are open to students at all levels, and students may participate in the program at any point during their College years. Students interested in public policy and service are encouraged to meet with the UCIPPS 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

UCUchicago Careers in Science, Technology, Engineering, and Math (https://careeradvancement.uchicago.edu/uchicago-careers-in/science-technology) (UCISTEM) helps students explore, prepare for, and obtain careers or professional school placement in STEM fields. Students of any major may join UCISTEM, in which they have the opportunity to participate in an elective workshop curriculum as well as such experiential learning options as research assistantships, internships, externships, and innovation competitions. Opportunities for mentorship, alumni networking, and one-on-one advising are readily available as well. UCISTEM students have successfully gone on to graduate school programs and careers in a variety of fields, including alternative energy, biotechnology, entrepreneurship, and national laboratory research.

Components of the program include advising, workshops, and expert speakers, the Annual Undergraduate Research Symposium, research and internship opportunities, career treks, the Facilitating UChicago Students in Engineering (FUSE) cohort, and connections with such University partners as the Institute for Molecular Engineering (http://ime.uchicago.edu), the Marine Biological Laboratory (http://www.uchicago.edu/mbl), and Fermi National Accelerator Laboratory (http://www.fnal.gov). Benefits may include:

• Exploration of the diverse career options in STEM fields through workshops led by alumni, industry treks, and facility tours to such Chicagoland organizations as Argonne National Laboratory (http://www.anl.gov)
• Exposure to industry information, workplace cultures, and networks of alumni mentors and student peers on diverse industry treks such as the Houston Energy Trek or the San Francisco Tech Trek
• Opportunities to hone skill sets for graduate school applications and employers such as GRE preparation and programming skill sets
• Finding laboratory positions on campus or off campus through the Metcalf Internship Program
The College Center for Scholarly Advancement (http://ccsa.uchicago.edu) (CCSA) is a resource hub for nationally competitive funding opportunities, as well as UChicago-specific awards and undergraduate research (http://ccsa.uchicago.edu/undergraduate-research-uchicago). Students benefit from a wide range of information sessions and targeted workshops on specific programs, as well as on how to write personal statements and research proposals, and how to secure strong letters of recommendation and develop a curriculum vitae. Students also receive extensive individual advising for national/international funding opportunities including, but not limited to: the Fulbright US Student Program (http://us.fulbrightonline.org/fulbright-us-student-program), Knight-Hennessy Scholars (https://knight-hennessy.stanford.edu), Schwarzman Scholars (http://schwartzmanscholars.org), Yenching Academy Scholars (http://yenchingacademy.org), National Science Foundation Graduate Research Fellowship (https://www.nsfgrfp.org), and the Marshall (http://www.marshallscholarship.org), Rhodes (http://www.rhodesscholar.org), Truman (https://www.truman.gov), Gates Cambridge (https://www.gatescambridge.org), Mitchell (http://www.us-irelandalliance.org/content/3/en/George%20Mitchell%20Scholarship%20Program%20-%20US-Ireland%20Alliance.html), Churchill (https://www.winstonchurchillfoundation.org/scholarship.html), Goldwater (https://goldwater.scholarsapply.org), Udall (https://www.udall.gov/OurPrograms/Scholarship/Scholarship.aspx), and Beinecke Scholarship (http://fdnweb.org/beinecke) programs. The CCSA also provides guidance for students interested in undergraduate research (http://ccsa.uchicago.edu/undergraduate-research-uchicago), graduate school, or other postgraduate funding opportunities. CCSA staff members provide general support to students by identifying relevant opportunities and assisting in strategically planning for those opportunities, closely mentor students through rigorous application processes, and facilitate campus endorsement procedures when relevant. Undergraduates can access a searchable database of funding opportunities—which also includes UChicago funding—and guidance about nationally competitive opportunities and undergraduate research on the CCSA website (http://ccsa.uchicago.edu). They are also encouraged to sign up for a weekly listserv (https://app.e2ma.net/app2/audience/signup/1809156/1768427) to stay up to date about opportunities, deadlines, and relevant information sessions. Individual advising appointments are strongly recommended for any student interested in applying to national scholarships, fellowships, or postgraduate opportunities and can be made through Appointment Manager via the CCSA website (http://ccsa.uchicago.edu/contact-us).
Technical questions about the College Catalog website should be directed to the University Registrar’s Office via phone (773.702.7891) or email (registrar@uchicago.edu).

Current students with questions about the policies or requirements described within the College Catalog should contact the relevant program of study or their College Adviser (http://college.uchicago.edu/about/college-staff-directory).

Prospective students should contact the College Admissions office directly via phone (773.702.8650) or email (collegeadmissions@uchicago.edu).
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