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

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

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

Civilization Studies Courses on Campus

CRES 24001-24002-24003. Colonizations I-II-III. This sequence meets the general education requirement in civilization studies. This three-quarter sequence approaches the concept of civilization from an emphasis on cross-cultural/societal connection and exchange. We explore the dynamics of conquest, slavery, colonialism, and their reciprocal relationships with concepts such as resistance, freedom, and independence, with an eye toward understanding their interlocking role in the making of the modern world.

CRES 24001. Colonizations I. 100 Units. This sequence meets the general education requirement in civilization studies. This three-quarter sequence approaches the concept of civilization from an emphasis on cross-cultural/societal connection and exchange. We explore the dynamics of conquest, slavery, colonialism, and their reciprocal relationships with concepts such as resistance, freedom, and independence, with an eye toward understanding their interlocking role in the making of the modern world. Themes of slavery, colonization, and the making of the Atlantic world are covered in the first quarter. Note(s): This sequence meets the general education requirement in civilization studies. This course is offered every year. These courses can be taken in any sequence. Terms Offered: Autumn

Note(s): This sequence meets the general education requirement in civilization studies. This course is offered every year. These courses can be taken in any sequence. Equivalent Course(s): HIST 18301, ANTH 24001, SOSC 24001

CRES 24002. Colonizations II. 100 Units. Modern European and Japanese colonialism in Asia and the Pacific is the theme of the second quarter. Terms Offered: Winter

Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence. Equivalent Course(s): SOSC 24002, HIST 18302, ANTH 24002, SALC 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): HIST 18303, SALC 20702, SOSC 24003, ANTH 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. This sequence meets the general education requirement in civilization studies. This is a two-quarter sequence on the civilizations of China and Japan, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.
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 of the GNSE Civ sequence offers a historical examination of bodies, sex, and gender. Through a series of readings that include historical primary sources and examples of cultural production from antiquity to the present, we will investigate how bodies across a variety of cultures become sexed and gendered. In particular, we will ask how the very categories of sex and gender not only produce social meaning from bodies and their anatomical differences but may also be complicit in acts of violence, oppression, and colonization. Thematically, we will pay attention to the emergence and critique of the distinction between sex and gender; resistances to the gender binary; the relationship between gender, power, and authority; feminism and critiques of Western feminism; the category of woman as an object of scientific knowledge; and the flourishing of and violence against trans life. Finally, while we will be dealing with historical accounts in this course, the aim is to understand how the regulation of bodies in the past has informed and may challenge our understanding of the diversity of embodied experience in the present.
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.
The second half of the civ sequence will extend our earlier interrogation of bodies, sex, and gender into an examination of sexualities and socialities. Through an encounter with theoretical texts, literature, and art, we will investigate a series of important critiques of biopower, or statist strategies for regulating bodies and controlling populations. These interventions include critiques of nationalism, colonialism, capitalism, and heteronormativity, all of which, as we will see, contribute to our understanding of sexuality. Throughout the course, feminist and queer critique will fundamentally frame our analyses of power, desire, and sexuality.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): GNSE 15002
Note(s): This sequence meets the general education requirement in civilization studies.

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

These courses focus on the origins and development of science in the West. They aim to trace the evolution of the biological, psychological, natural, and mathematical sciences as they emerge from the culture and social matrix of their periods and, in turn, affect culture and social. In order to satisfy the general education requirement in civilization studies, students must take a course in two or three of the following chronological periods: ancient (numbered HIPS 18300), early modern (HIPS 18400–18403), and modern (HIPS 18500–18503). Taking these courses in sequence is recommended but not required. Only one course per category may count toward the requirement unless special approval is granted.
HIST 10101-10102-10103. Introduction to African Civilization I-II-III.

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

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

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

Instructor(s): K. Hickerson
Terms Offered: Autumn
Equivalent Course(s): ANTH 20701, CRES 20701, MDVL 10101

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

Part two examines the transformations of African societies in the long nineteenth century. At the beginning of the era, European economic and political presence was mainly coastal, but by the end, nearly the entire continent was colonized. This course examines how and why this occurred, highlighting the struggles of African societies to manage internal reforms and external political, military, and economic pressures. Topics include the Egyptian conquest of Sudan, Omani colonialism on the Swahili coast, Islamic reform movements across the Sahara, and connections between the end of the transatlantic slave trade and the formal colonization of the African continent. Students will examine memoirs of African soldiers, religious texts, colonial handbooks, and visual and material sources, including ethnographic artifacts, photographs, and textiles. Assignments: team projects, document and material analyses, response papers, essays, and written exams. The course will equip students with a working knowledge of the struggles that created many of the political and social boundaries of modern Africa.

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

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

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

Instructor(s): K. Takabvirwa
Terms Offered: Spring
Prerequisite(s): This sequence meets the general education requirement in civilization studies.
Note(s): Taking these courses in sequence is recommended but not required.
Equivalent Course(s): ANTH 20703, CRES 20303

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

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

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

The first part of the sequence examines the period from approximately 500 to 1700 in European history. It challenges students to question two-dimensional, rigid narratives about the fall of Rome, the Dark Ages, the Renaissance and Reformation, and the early Enlightenment by reading historical sources with empathy and attention to their authors’ own perspectives. For example, we explore the entanglement of the political, economic, and religious by reading a chronicle written by a monk; we examine gender relations and daily life by reading men’s and women’s personal letters; and we investigate the earliest contacts between Europeans and the peoples of the Americas by reading eyewitness accounts of their interactions. In the process of recovering the lived experiences of medieval and early modern Europeans, the course engages with the sophisticated societies and cultures of premodern Europe, which many subsequent generations post-1700 would come to label backwards and uncivilized.
HIST 13002. History of European Civilization II. 100 Units.
The second part of the sequence examines the period from approximately 1700 to the present in European history. Major topics include the Enlightenment, the French Revolution, industrialization, the world wars, and the European Union. This course challenges students to do more than simply define conceptual terms like imperialism, nationalism, liberalism, capitalism, and communism. We situate these and other grand narratives in new ideas of progress, new technologies and forms of knowledge production, and the material transformations of everyday life. Changes in media (newspapers, radio, films, etc.) and the rise of mass production and consumption in these centuries were both the cause and effect of many of the events we will be discussing. Sources include nineteenth-century novels, eyewitness accounts to revolution and the Holocaust, and speeches and manifestos of the political and cultural avant-garde. Throughout the course, we will continuously examine the paradoxes that have shaped modern Europe: its resilience and fragility, its great experiments in liberty and tragic acts of violence.

Instructor(s): Staff
Prerequisite(s): HIST 13001
Note(s): The two-quarter sequence may also be supplemented by a third quarter, in which students will have the opportunity to explore in greater depth a particular topic in the history of European civilization.

HIST 13003. History of European Civilization III. 100 Units.
Students who plan to complete a three-quarter sequence register for HIST 13003 in Spring Quarter after completing HIST 13001-13002. In the third part of the History of European Civilization sequence, students will have the opportunity to explore in greater depth a particular aspect of European history. Topics in recent years have included "The Enlightenment: Foundations and Interpretations," "Women, Piety, and Heresy in Premodern Europe," "Crusades: History and Imagination," "Crossing the Channel: England and France," and "Church and State in European History." Students should refer to https://history.uchicago.edu/content/courses for course description.

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

Note(s): Students may not combine HIST 13003 with one other quarter of European Civilization to fulfill the general education requirement. Spring 22 topic: The Transition from Feudalism to Capitalism.

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 in a number of separate topics, usually two or three a quarter, occasionally supplemented by the work of a modern historian. The treatment of the selected topics varies from section to section. This sequence is currently offered twice a year. The amount of material covered is the same whether the student enrolls in the Autumn-Winter-Spring sequence or the Summer sequence.

HIST 13100. History of Western Civilization I. 100 Units.
This sequence fulfills the general education requirement in civilization studies. The purpose of this three-course sequence is (1) to introduce students to the principles of historical thought and to provide them with the critical tools for analyzing tests produced in the distant or near past, (2) to acquaint them with some of the more important epochs in the development of European civilization since the sixth century BCE, and (3) to assist them in discovering the developmental connections between these various epochs. 13100: The first course focuses on the history of Classical civilization, beginning with the world of Homer and ending with the world of St. Augustine. The sequence does not present a general survey of European history, but rather undertakes an intensive investigation of original documents bearing on a number of discrete topics in European civilization (e.g., the Roman Republic, or the origins of the First World War). These original documents are contained in the nine-volume series published by The University of Chicago Press, The University of Chicago Readings in Western Civilization. The course also draws on supplementary materials from the work of modern historians. This sequence fulfills the general education requirement in civilization studies. Students should log on to https://canvas.uchicago.edu/ and check the page for this course for the first day’s reading assignment; you will be expected to be prepared.

Instructor(s): K. Weintraub, Autumn; J. Boyer, Summer
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): HIST 13100 (I) must also take HIST 13200-13300 to meet the general education requirement via two civilization courses. Students who take HIST 13100 (I) must also take HIST 13200-13300 to meet the general education requirement in civilization studies. These courses must be taken in sequence.

HIST 13300. History of Western Civilization III. 100 Units.
This sequence fulfills the general education requirement in civilization studies. The purpose of this three-course sequence is (1) to introduce students to the principles of historical thought and to provide them with the critical tools for analyzing tests produced in the distant or near past, (2) to acquaint them with some of the more important epochs in the development of European civilization since the sixth century B.C.E., and (3) to assist them in discovering the developmental connections between these various epochs.
13300: The third course undertakes a detailed study of the French Revolution and charts the rise of liberal, anti-liberal, and post-liberal states and societies in nineteenth-and twentieth-century European history. The sequence concludes with an appraisal of the condition of European politics, culture, and society at the end of the twentieth century. The sequence does not present a general survey of European history, but rather undertakes an intensive investigation of original documents bearing on a number of discrete topics in European civilization (e.g., the Roman Republic, or the origins of the First World War). These original documents are contained in the nine-volume series published by The University of Chicago Press, The University of Chicago Readings in Western Civilization. The course also draws on supplementary materials from the work of modern historians. This sequence fulfills the general education requirement in civilization studies. Students should log on to https://canvas.uchicago.edu/ and check the page for this course for the first day’s reading assignment; you will be expected to be prepared.
Instructor(s): K. Weintraub, Spring; D. Koehler, Summer Terms Offered: Spring Summer
Prerequisite(s): These courses must be taken in sequence.

HIST 13500-13600-13700. America in World Civilization I-II-III.
The America in World Civilization sequence examines 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 analytical methods of historical thinking. Together, HIST 13600-13700 (II and III) meet the general education requirement in civilization studies via two civilization courses. Students who take HIST 13500 (I) must also take HIST 13600-13700 to meet the general education requirement via three civilization courses.

HIST 13500. America In World Civilization I. 100 Units.
America in World Civilization I examines foundational texts and moments in American culture, society, and politics, from early European incursions into the New World through the early republic of the United States, roughly 1500-1800. We will examine encounters between Native Americans and representatives of imperial powers (Spain, France, and England) as well as the rise of African slavery in North America before 1700. We will consider the development of Anglo-American society and government in the eighteenth century, focusing especially on the causes and consequences of the American Revolution.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): HIST 13600-13700 (II and III) meet the general education requirement in civilization studies via two civilization courses. Students who take HIST 13500 (I) must also take HIST 13600-13700 to meet the general education requirement via three civilization courses.

HIST 13600. America in World Civilization II. 100 Units.
The nineteenth-century quarter of America in World Civilization explores the confrontation of democracy with inequality. This course focuses on themes and problems that include empire and indigenous-US relations; slavery, antislavery, the Civil War, and emancipation; reform and revivalism; women’s rights; and the development of industrial capitalism, consumer culture, and urbanism.
Instructor(s): Staff Terms Offered: Summer Winter
Prerequisite(s): HIST 13600-13700 (II and III) meet the general education requirement in civilization studies via two civilization courses. Students who take HIST 13500 (I) must also take HIST 13600-13700 to meet the general education requirement via three civilization courses.

HIST 13700. America in World Civilization III. 100 Units.
The third quarter America in World Civilization focuses on multiple definitions of Americanism in a period characterized by empire, transnational formations, and America’s role in the world. We explore the construction of social order in a multicultural society; culture in the shadow of war; the politics of race, ethnicity, and gender; the rise and fall of new social movements on the left and the right; the emergence of the carceral state and militarization of civil space; and the role of climate change and the apocalyptic in shaping imagined futures.
Instructor(s): Staff Terms Offered: Spring Summer
Civilization Studies

Prerequisite(s): HIST 13600-13700 (II and III) meet the general education requirement in civilization studies via two civilization courses. Students who take HIST 13500 (I) must also take HIST 13600-13700 to meet the general education requirement via three civilization courses.

HIST 13900-14000-14100. Introduction to Russian Civilization I-II-III.
This three-quarter sequence, which meets the general education requirement in civilization studies, provides an interdisciplinary introduction to Russian civilization.

HIST 13900. Introduction to Russian Civilization I. 100 Units.
The first quarter covers the ninth century to the 1870s; the second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual and cultural life; the relationship between center and periphery; systems of social and political legitimation; and symbols and practices of collective identity.
Instructor(s): W. Nickells & Staff Terms Offered: Autumn
Note(s): Taking these courses in sequence is recommended but not required.
Equivalent Course(s): SOSC 24000, REES 26011

HIST 14000. Introduction to Russian Civilization II. 100 Units.
The second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual and cultural life; the relationship between center and periphery; systems of social and political legitimation; and symbols and practices of collective identity.
Instructor(s): F. Hillis & A. Moss Terms Offered: Winter
Note(s): Taking these courses in sequence is recommended but not required.
Equivalent Course(s): SOSC 24100, REES 26012

HIST 14100. Introduction to Russian Civilization III. 100 Units.
When taken following Introduction to Russian Civilization I and II, Introduction to Russian Civilization III meets the general education requirement in Humanities, Civilization Studies, and the Arts. The course is thematic and will vary from year to year.
Instructor(s): Staff Terms Offered: Spring
Note(s): Students who wish to take this course for Civilization Studies Core credit must also take Russ Civ I and II.
Equivalent Course(s): SOSC 24200, REES 26015

HIST 16700-16800-16900. Ancient Mediterranean World I-II-III.
Available as a three-quarter sequence (Autumn-Winter-Spring) or as a two-quarter sequence (Autumn-Winter or Winter-Spring). This sequence meets the general education requirement in civilization studies. It surveys the social, economic, and political history of Greece to the death of Alexander the Great (323 BC), the Roman Republic (509 to 27 BC), and late antiquity (27 BC to the fifth century AD).

HIST 16700. Ancient Mediterranean World I: Greece. 100 Units.
This course surveys the social, economic, and political history of Greece from prehistory to the Hellenistic period. The main topics considered include the development of the institutions of the Greek city-state, the Persian Wars and the rivalry of Athens and Sparta, the social and economic consequences of the Peloponnesian War, and the eclipse and defeat of the city-states by the Macedonians.
Instructor(s): C. Kearns Terms Offered: Autumn
Prerequisite(s): This sequence meets the general education requirement in civilization studies. Equivalent Course(s): CLCV 20700

HIST 16800. Ancient Mediterranean World II: Rome. 100 Units.
Part II surveys the social, economic, and political history of Rome, from its prehistoric beginnings in the twelfth century BCE to the end of the Severan dynasty in 235 CE. Throughout, the focus will be upon the dynamism and adaptability of Roman society, as it moved from a monarchy to a republic to an empire. The course will also cover the questions of social organization (free and unfree people, foreigners), gender relations, religion, and specific forms of the way of life of the Romans. It will be based both on lectures and on discussions of textual or archaeological documents in smaller discussion groups.
Instructor(s): T. Clark Terms Offered: Winter
Prerequisite(s): This sequence meets the general education requirement in civilization studies. Equivalent Course(s): CLCV 20800

HIST 16900. Ancient Mediterranean World III: Late Antiquity. 100 Units.
Part III examines late antiquity, a period of paradox. The later Roman emperors established the most intensive, pervasive state structures of the ancient Mediterranean, yet yielded their northern and western territories to Goths, Huns, Vandals, and, ultimately, their Middle Eastern core to the Arab Muslims.
Imperial Christianity united the populations of the Roman Mediterranean in the service of one God, but simultaneously divided them into competing sectarian factions. A novel culture of Christian asceticism coexisted with the consolidation of an aristocratic ruling class notable for its insatiable appetite for gold. The course will address these apparent contradictions while charting the profound transformations of the cultures, societies, economies, and political orders of the Mediterranean from the conversion of Constantine to the rise of Islam.

Instructor(s): R. Payne Terms Offered: Spring
Prerequisite(s): This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): CLCV 20900, MDVL 16900

HMRT 10100-10200. Human Rights in World Civilizations I-II.
This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.

HMRT 10100. Human Rights in World Civilizations I. 100 Units.
The first quarter begins with a set of conceptual problems and optics designed to introduce students to the critical study of human rights, opening up questions of the universal, human dignity, and the political along with the practices of witness and testimony. It is followed by two thematic clusters. "Anti-Slavery, Humanitarianism, and Rights” focuses on the late eighteenth and early nineteenth centuries to historicize notions of dignity, sympathy, and witness. "Declarations as a Human Rights Genre” examines revolutionary eighteenth-century rights declarations in France, the United States, and Haiti against the aspirations of the 1948 UN Universal Declaration of Human Rights.
Instructor(s): B. Laurence, A. Wang, Staff Terms Offered: Winter

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, A. Wang, N. Gonzalez, Staff Terms Offered: Winter

Note(s): This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.
Equivalent Course(s): SOSC 24900

JWSC 12000-12001-12004. Jewish Civilization I-II-III.
Jewish Civilization is a three-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbincic and medieval transformations to its modern manifestations. Through investigation of primary texts—biblical, Talmudic, philosophical, mystical, historical, documentary, and literary—students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The Autumn course will automatically be pre-registered for the winter segment. In the Spring Quarter students have the option of taking a third unit of Jewish Civilization, a course whose topics will vary (JWSC 1200X).

JWSC 12000. Jewish Civilization I: Ancient Beginnings to Medieval Period. 100 Units.
Jewish Civilization is a three-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbincic and medieval transformations to its modern manifestations. Through investigation of primary texts—biblical, Talmudic, philosophical, mystical, historical, documentary, and literary—students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The autumn course will address these apparent contradictions while charting the profound transformations of the cultures, societies, economies, and political orders of the Mediterranean from the conversion of Constantine to the rise of Islam.
Instructor(s): James Robinson David Barak-Gorodetsky Bevin Blaber Terms Offered: Autumn
Equivalent Course(s): RLST 22010, NEHC 22010, MDVL 12000

JWSC 12001. Jewish Civilization II: Early Modern Period to 21st Century. 100 Units.
Jewish Civilization is a three-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbincic and medieval transformations to its modern manifestations.
Through investigation of primary texts-biblical, Talmudic, philosophical, mystical, historical, documentary, and literary-students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The Winter course will begin with the early modern period and continue to the present. It will include discussions of mysticism, the works of Spinoza and Mendelssohn, the nineteenth-century reform, the Holocaust and its reflection in writers such as Primo Levi and Paul Celan, and literary pieces from postwar American Jewish and Israeli authors. All sections of this course will share a common core of readings; individual instructors will supplement with other materials. It is recommended, though not required, that students take the three Jewish Civilization courses in sequence. Students who register for the Autumn Quarter course will automatically be pre-registered for the winter segment. In the Spring Quarter students have the option of taking a third unit of Jewish Civilization, a course whose topics will vary (JWSC 1200X).

Instructor(s): Kenneth Moss Jessica Kirzane Bevin Blaber Terms Offered: Winter
Equivalent Course(s): NEHC 22011, RLST 22011

JWSC 12004. Jewish Civilization III - Mothers and Motherhood in Modern Jewish Culture. 100 Units.
Jewish Civilization is a three-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts-biblical, Talmudic, philosophical, mystical, historical, documentary, and literary-students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The Spring course in 2022 will focus on mothers and motherhood in modern Jewish culture. From sentimentalized keepers of Jewish tradition to objects of ridicule burdened by stereotypes of overbearing, guilt-inducing behavior, Jewish mothers hold a prominent role in Jewish self-representations. Writing alongside or against these stereotypes, Jewish mothers themselves have struggled with the obligations and expectations of Jewish motherhood. Engaging with a variety of literary, theological, historical, and pop culture texts, this class explores Jewish feminisms in relation to motherhood, Jewish fictions of motherhood, and the role of motherhood in Jewish religious life and thought. This course includes material from a variety of different contexts for modern Jewish life, but places particular emphasis on American Jewish history and culture.

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

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

Instructor(s): Emilio Kourí Terms Offered: Autumn
Equivalent Course(s): HIST 16101, SOSC 26100, ANTH 23101, CRES 16101, LACS 34600, HIST 36101

LACS 16200. Introduction to Latin American Civilization II. 100 Units.
Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.

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

LACS 16300. Introduction to Latin American Civilization III. 100 Units.
Spring Quarter focuses on the twentieth century, with special emphasis on the challenges of economic, political, and social development in the region.

Instructor(s): D. Borges Terms Offered: Spring
Equivalent Course(s): PPHA 39780, SOSC 26300, HIST 16103, HIST 36103, ANTH 23103, CRES 16103, LACS 34800

MUSI 12100-12200. Music in Western Civilization I-II.
This two-quarter sequence explores musical works of broad cultural significance in Western civilization. We study pieces not only from the standpoint of musical style but also through the lenses of politics, intellectual history, economics, gender, cultural studies, and so on. Readings are taken both from our music textbook and from the writings of a number of figures such as St. Benedict of Nursia and Martin Luther. In addition to lectures, students discuss important issues in the readings and participate in music listening exercises in smaller sections.

MUSI 12100. Music In Western Civilization I: To 1750. 100 Units.
This course, part of the Social Sciences Civ core, looks at musics in different moments of Euro-American history and the social contexts in which they originated, with some comparative views on other world traditions. It aims to give students a better understanding of the social contexts of European music over this
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period; aids for the basic sound structures of pieces from these different moments; and convincing writing in response to prompts based on source readings or music pieces. Our first quarter (MUS 12100 etc.) spans roughly the period between Charlemagne’s coronation as Holy Roman Emperor (800 CE) and the dissolution of the Empire (1806) with the triumph of Napoleon across Western Europe.

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

Note(s): Prior music course or ability to read music not required. Students must confirm enrollment by attending one of the first two sessions of class. This two-quarter sequence meets the general education requirement in civilization studies; it does not meet the general education requirement in the arts.
Equivalent Course(s): HIST 12700, SOSC 21100

MUSI 12200. Music In Western Civ II. 100 Units.
This course, part of the Social Sciences Civ core, looks at musics in different moments of Euro-American history and the social contexts in which they originated, with some comparative views on other world traditions. It aims to give students a better understanding of the social contexts of European music over this period; aids for the basic sound structures of pieces from these different moments; and convincing writing in response to prompts based on source readings or music pieces. Our second quarter (MUS 12200 etc.) runs from the beginning of European Romanticism around 1800 to the turn of the 21st century.

Terms Offered: Winter

Note(s): Prior music course or ability to read music not required. Students must confirm enrollment by attending one of the first two sessions of class. This two-quarter sequence meets the general education requirement in civilization studies; it does not meet the general education requirement in the arts.
Equivalent Course(s): HIST 12800, SOSC 21200

NEHC 20001-20002-20003. Ancient Near Eastern History and Society I-II-III.
This sequence meets the general education requirement for civilization studies.

NEHC 20001. Ancient Near Eastern History and Society I: Egypt. 100 Units.
This course surveys the political, social, and economic history of ancient Egypt from pre-dynastic times (ca. 3400 B.C.) until the advent of Islam in the seventh century of our era.
Instructor(s): Brian Muhs, Robert Ritner Terms Offered: Autumn
Equivalent Course(s): NEHC 30001

NEHC 20002. Ancient Near Eastern History and Society II. 100 Units.
This course offers an overview of the history of Mesopotamia from its origins down to the Achaemenid and Hellenistic periods, when Mesopotamia became part of larger empires. Weeks 1 to 5, preceding mid-term exam, cover the periods ranging from the late Chalcolithic down to the end of the Middle Bronze age (late fifth to mid-second millennia BCE). Weeks 6 to 10 study the developments of the Late Bronze and Iron Ages, from the period of the archives of El-Amarna in the fourteenth century BCE down to the time of Alexander the Great in the late fourth century BCE.
Instructor(s): Hervé Reculeau Terms Offered: Winter
Prerequisite(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): NEHC 30002

NEHC 20003. Ancient Near Eastern History and Society III. 100 Units.
This course introduces students to the history of ancient Anatolia and its neighbors from the first historical texts around 2000 BCE, with a short detour through prehistory and the appearance of Proto-Indo-European culture, to the arrival of Alexander the Great. Some of the famous ancient Near Eastern civilizations that we encounter include the Assyrians, Hittites, Phrygians, Lydians, Persians, and Israelites. We will focus on the information provided by inscriptions - especially political and socioeconomic history - as well as the relevant archaeological and art historical records. No prior knowledge of Anatolian or Near Eastern history is required.
Instructor(s): Petra Goedegebuure Terms Offered: Spring
Equivalent Course(s): NEHC 30003

NEHC 20004-20005-20006. Ancient Near Eastern Thought and Literature I-II-III.
This sequence surveys the thought and literature of the Near East. Each course in the sequence focuses on a particular culture or civilization. Texts in English. This sequence meets the general education requirement in civilization studies. Taking these courses in sequence is not required.

NEHC 20004. Ancient Near Eastern Thought and Literature I: Mesopotamian Literature. 100 Units.
This course gives an overview of the richness of Mesopotamian Literature (modern Iraq) written in the 3rd-1st millennium BC. We will read myths and epics written on clay tablets in the Sumerian and Akkadian language in English translation and discuss content and style, but also the religious, cultural and historic implications. Particular focus will be on the development of stories over time, the historical context of the literature and mythological figures. The texts treated cover not only the famous Epic of Gilgamesh, but also various legends of Sumerian and Akkadian kings, stories about Creation and World Order, and destruction. The topics covered range from the quest for immortality, epic heroes and monsters, sexuality and love.
Instructor(s): Susanne Paulus Terms Offered: Autumn
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

NEHC 20005. Ancient Near Eastern Thought & Literature II: Anatolian Lit. 100 Units.
The goal of this class is to get an overview of Hittite literature, as "defined" by the Hittites themselves, in
the wider historical-cultural context of the Ancient Near East. Some of the most important questions we
can ask ourselves in reading ancient texts are: why were they written down, why were they kept, for whom
were they intended, and what do the answers to these questions (apart from the primary content of the texts
themselves) tell us about - in our case - Hittite society?
Instructor(s): Theo van den Hout Terms Offered: Spring
Note(s): Taking these courses in sequence is not required. This sequence meets the general education
requirement in civilization studies.

NEHC 20006. Ancient Near Eastern Thought & Literature III. 100 Units.
This course employs English translations of ancient Egyptian literary texts to explore the genres, conventions
and techniques of ancient Egyptian literature. Discussions of texts examine how the ancient Egyptians
conceptualized and constructed their equivalent of literature, as well as the fuzzy boundaries and subtle
interplay between autobiography, history, myth and fiction.
Instructor(s): Brian Muhs Terms Offered: Winter
Equivalent Course(s): EGPT 20006

NEHC 20011-20012-20013. Ancient Empires I-II-III.
This sequence introduces three great empires of the ancient world. Each course in the sequence focuses on one
empire, with attention to the similarities and differences among the empires being considered. By exploring
the rich legacy of documents and monuments that these empires produced, students are introduced to ways
of understanding imperialism and its cultural and societal effects—both on the imperial elites and on those
they conquered. Taking these courses in sequence is not required. This sequence meets the general education
requirement in civilization studies.
NEHC 20011. Ancient Empires I. 100 Units.
This course introduces students to the Hittite Empire of ancient Anatolia. In existence from roughly
1750-1200 BCE, and spanning across modern Turkey and beyond, the Hittite Empire is one of the oldest
and largest empires of the ancient world. We will be examining their history and their political and cultural
accomplishments through analysis of their written records - composed in Hittite, the world’s first recorded
Indo-European language - and their archaeological remains. In the process, we will also be examining the
concept of “empire” itself: What is an empire, and how do anthropologists, archaeologists, and historians
study this unique kind of political formation?
Instructor(s): James Osborne Terms Offered: Winter
Note(s): Taking these courses in sequence is not required. This sequence meets the general education
requirement in civilization studies.
Equivalent Course(s): CLCV 25700, HIST 15602

NEHC 20012. Ancient Empires II. 100 Units.
The Ottomans ruled in Anatolia, the Middle East, South East Europe and North Africa for over six hundred
years. The objective of this course is to understand the society and culture of this bygone Empire whose
legacy continues, in one way or another, in some twenty-five contemporary successor states from the
Balkans to the Arabian Peninsula. The course is designed as an introduction to the Ottoman World with
a focus on the cultural history of the Ottoman society. It explores identities and mentalities, customs and
rituals, status of minorities, mystical orders and religious establishments, literacy and the use of the public
sphere.
Instructor(s): Hakan Karateke Terms Offered: Autumn
Equivalent Course(s): CLCV 25800, MDVL 20012, HIST 15603

NEHC 20013. Ancient Empires III. 100 Units.
For most of the duration of the New Kingdom (1550-1069 BC), the ancient Egyptians were able to establish
a vast empire and becoming one of the key powers within the Near East. This course will investigate in
detail the development of Egyptian foreign policies and military expansion which affected parts of the Near
East and Nubia. We will examine and discuss topics such as ideology, imperial identity, political struggle
and motivation for conquest and control of wider regions surrounding the Egyptian state as well as the
relationship with other powers and their perspective on Egyptian rulers as for example described in the
Amarna letters.
Instructor(s): Staff Terms Offered: Spring
Equivalent Course(s): CLCV 25900, HIST 15604

NEHC 20416-20417-20418. Semitic Languages, Cultures, and Civilizations I-II-III.
This sequence meets the general education requirement in civilization studies.
NEHC 20416. Semitic Languages, Cultures, and Civilizations I. 100 Units.
This course looks at the attestations of Semitic, the development of the language family and its individual
languages, the connection of language spread and political expansions with the development of empires
and nation states (which can lead to the development of different language strata), the interplay of linguistic
innovation and archaism in connection with innovative centers and peripheries, and the connection and development of language and writing.

Terms Offered: TBD
Equivalent Course(s): NEHC 30416, HIST 15702

NEHC 20417. Semitic Languages, Cultures, and Civilizations II. 100 Units.
This course explores various peoples of the ancient Near East from the third through the first millennium BC. The shared characteristic of those peoples is their use of Semitic languages. The focus is on major cultural traditions that later become of interest for the modern Middle East and for the Western world. This course provides a background to understand contemporary problems in a historical context. This includes a close examination and discussion of representative ancient sources, as well as readings in modern scholarship to help us think of interpretative frameworks and questions. Ancient sources include literary, historical, and legal documents. Texts in English.

Terms Offered: TBD
Note(s): Not open to first-year students
Equivalent Course(s): NEHC 30417, HIST 15703

NEHC 20418. Semitic Languages, Cultures, and Civilizations III. 100 Units.
The course studies how various groups in the Middle East imagined the ancient Semitic heritage of the region. We examine how Semitic languages (in particular, Arabic and Hebrew) came to be regarded as the national markers of the peoples of the Middle East. We likewise explore the ways in which archaeologists, historians, novelists, and artists emphasized the connectivity between past and present, and the channels through which their new ideas were transmitted. The class thus highlights phenomena like nationalism, reform, and literary and print capitalism (in both Hebrew and Arabic) as experienced in the Middle East.

Terms Offered: TBD
Note(s): Not open to first-year students
Equivalent Course(s): HIST 15704, JWSC 21100, 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 Abbassid caliphs, and the emergence of regional Islamic states from Afghanistan and eastern Iran to North Africa and Spain.
Instructor(s): Ahmed El Shamsy Terms Offered: Autumn
Equivalent Course(s): MDVL 20501, HIST 35704, HIST 25704, RLST 20501, CMES 30501, ISLM 30500, NEHC 30501

NEHC 20502. Islamic History and Society II: The Middle Period. 100 Units.
This course covers the period from ca. 1100 to 1750, including the arrival of the Steppe Peoples (Turks and Mongols), the Mongol successor states, and the Mamluks of Egypt and Syria. We also study the foundation of the great Islamic regional empires of the Ottomans, Safavids, and Moghuls.
Instructor(s): J. Woods Terms Offered: Winter
Prerequisite(s): Not open to first-year students
Equivalent Course(s): HIST 25804, MDVL 20502, NEHC 30502, ISLM 30600, HIST 35804, CMES 30502

NEHC 20503. Islamic History and Society III: The Modern Middle East. 100 Units.
This course covers the period from ca. 1750 to the present, focusing on Western military, economic, and ideological encroachment; the impact of such ideas as nationalism and liberalism; efforts at reform in the Islamic states; the emergence of the "modern" Middle East after World War I; the struggle for liberation from Western colonial and imperial control; the Middle Eastern states in the cold war era; and local and regional conflicts.
Instructor(s): Holly Shissler Terms Offered: Spring
Prerequisite(s): Not open to first-year students
Note(s): This course does not apply to the medieval studies major or minor.
Equivalent Course(s): NEHC 30503, HIST 35904, HIST 25904

NEHC 20601-20602-20603. Islamic Thought and Literature I-II-III.
This sequence explores the thought and literature of the Islamic world from the coming of Islam in the seventh century C.E. through the development and spread of its civilization in the medieval period and into the modern world. Including historical framework to establish chronology and geography, the course focuses on key aspects of Islamic intellectual history: scripture, law, theology, philosophy, literature, mysticism, political thought, historical writing, and archaeology. In addition to lectures and secondary background readings, students read and discuss samples of key primary texts, with a view to exploring Islamic civilization in the direct voices of the people who participated in creating it. All readings are in English translation. No prior background in the subject is required. This course sequence meets the general education requirement in civilization studies. Taking these courses in sequence is recommended but not required.
NEHC 20601. Islamic Thought and Literature I. 100 Units.
This sequence explores the thought and literature of the Islamic world from the coming of Islam in the seventh century C.E. through the development and spread of its civilization in the medieval period and into the modern world. Including historical framework to establish chronology and geography, the course focuses on key aspects of Islamic intellectual history: scripture, law, theology, philosophy, literature, mysticism, political thought, historical writing, and archaeology. In addition to lectures and secondary background readings, students read and discuss samples of key primary texts, with a view to exploring Islamic civilization in the direct voices of the people who participated in creating it. All readings are in English translation. No prior background in the subject is required. This course sequence meets the general education requirement in civilization studies.
Instructor(s): Ahmed El Shamsy Terms Offered: Autumn
Equivalent Course(s): SOSC 22000, HIST 25610, RLST 20401, MDVL 20601

NEHC 20602. Islamic Thought and Literature II. 100 Units.
This course covers the period from ca. 950 to 1700, surveying works of literature, theology, philosophy, sufism, politics, history, etc., written in Arabic, Persian and Turkish, as well as the art, architecture and music of the Islamicate traditions. Through primary texts, secondary sources and lectures, we will trace the cultural, social, religious, political and institutional evolution through the period of the Fatimids, the Crusades, the Mongol invasions, and the “gunpowder empires” (Ottomans, Safavids, Mughals).
Instructor(s): Franklin Lewis Terms Offered: Winter
Note(s): Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): SOSC 22100, MDVL 20602, HIST 25615, RLST 20402

NEHC 20603. Islamic Thought and Literature III. 100 Units.
This course covers the period from ca. 1700 to the present. It explores Muslim intellectuals’ engagement with tradition and modernity in the realms of religion, politics, literature, and law. We discuss debates concerning the role of religion in a modern society, perceptions of Europe and European influence, the challenges of maintain religious and cultural authenticity, and Muslim views of nation-states and nationalism in the Middle East. We also give consideration to the modern developments of transnational jihadism and the Arab Spring. This course sequence meets the general education requirement in civilization studies.
Instructor(s): A. Holly Shissler Terms Offered: Spring
Equivalent Course(s): HIST 25616, RLST 20403, SOSC 22200

SALC 20100-20200. Introduction to the Civilizations of South Asia I-II.
This sequence introduces core themes in the formation of culture and society in South Asia from the early modern period until the present. This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.

SALC 20100. Introduction to the Civilizations of South Asia I. 100 Units.
The first quarter focuses on Islam in South Asia, Hindu-Muslim interaction, Mughal political and literary traditions, and South Asia’s early encounters with Europe.
Instructor(s): Muzaffar Alam Terms Offered: Winter
Equivalent Course(s): HIST 10800, MDVL 20100, SOSC 23000, ANTH 24101, SALC 30100

SALC 20200. Introduction to the Civilizations of South Asia II. 100 Units.
The second quarter analyzes the colonial period (i.e., reform movements, the rise of nationalism, communalism, caste, and other identity movements) up to the independence and partition of India.
Instructor(s): Dipesh Chakrabarty Terms Offered: Spring
Prerequisite(s): SALC 20100, ANTH 24101, HIST 10800, SASC 20000, SOSC 23000
Equivalent Course(s): ANTH 24102, HIST 10900, 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 (http://collegencauseuchicago.edu/thecollege/ocampusstudentprograms/) section of this catalog or visit study-abroad.uchicago.edu (http://study-abroad.uchicago.edu).