History

Program of Study

Studying history enables students to learn the importance of both time and space to human experience. It will enable you to engage a fundamental paradox: The past really is a “foreign country” and yet the present is a product of that past. You will learn how people have not always been as they are in the here and now, and also to make sense of the present in terms of the past and of the past in terms of the present. Fields of study may be defined by geography (e.g., China, the Caribbean, the United States, Europe), time period (e.g., ancient, medieval, modern), or by thematic approaches (e.g., legal, cultural, environmental, gender). The fourth-year BA thesis will afford you the opportunity to pursue an original research project on a topic of your choosing. Students have worked on topics in subfields as varied as the history of revolution, slavery, diplomacy, the Enlightenment, religion, colonialism, race, war, and work. Involving the analysis of evidence, the formulation of arguments, and extensive writing, studying history is excellent preparation for a wide range 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. You will be assigned to a faculty advisor who will act as your individual program advisor. Students who wish to study abroad should see the undergraduate program coordinator during their second year.

Students construct their course of study in consultation with their faculty advisor, the undergraduate program coordinator, preceptors, and other appropriate faculty members.

Program Requirements

There are no special prerequisites for a history major. However, students are strongly encouraged to fulfill College civilization and language requirements with courses most relevant to their main field of interest. A typical course of study in the Department of History would commence with surveys or courses that introduce a problem or approach and move on to more advanced and specialized courses. History colloquia (HIST 29600s) are offered on a variety of topics each year and enable advanced undergraduates to write an extended research project based on primary sources.

Courses

Students must take twelve courses in history. Students must submit a petition to receive History credit for courses that do not have a History course number assigned. Students who wish to submit a petition should consult with the undergraduate program coordinator in advance about the process and required documentation.

Students are required to take six courses in, or directly related to, their chosen main field. Two additional courses are reserved for HIST 29801 BA Thesis Seminar I and HIST 29802 BA Thesis Seminar II. The four secondary courses are chosen to
complement the main field, extend the range of the student’s historical awareness, and explore varying approaches to historical analysis and interpretations. Students are urged to take courses that introduce significant civilizational or chronological breadth. As part of their course work, students are required to take a history colloquium (HIST 29600s) by the end of their third year. The colloquium counts toward the twelve courses needed to complete the major and requires students to do independent research and writing as preparation for the BA thesis.

Students construct the main field and choose their other courses in close consultation with the undergraduate program coordinator, subject to final approval by the chair of the Collegiate Affairs Committee.

Students are typically expected to take at least four history courses, including three in their main field, by the end of their third year.

Courses in the Main Field

The Department of History offers a number of standard major fields, including, but not limited to, the following:

- Africa
- Ancient
- Britain
- Byzantium
- Caribbean
- East Asia
- Environmental and Political Economy
- Europe (Medieval, Early Modern, and Modern)
- International and Transnational
- Jewish
- Latin America
- Middle East
- Russia
- Science
- Sexuality and Gender
- South Asia
- United States

Students should work with the undergraduate program coordinator to ensure appropriate focus and breadth in both the major field and the elective courses. In choosing courses, there are two important goals: broad knowledge of the main field and more detailed knowledge of one or several of its major aspects.

Junior Colloquium

Students who are majoring in history must take a history colloquium (HIST 29600s) by the end of their third year of study. The colloquia are offered on a variety of topics each year and enable advanced College students to pursue research projects. These courses expose students to the methods and practice of historical
research and writing prior to enrollment in the BA Thesis Seminar. Students will be required to compose an original research paper that is at least fifteen pages in length. For students who are planning to begin graduate study the year following graduation, the Junior Colloquium requirement provides them with the opportunity to produce a writing sample based on primary sources that they can use for their applications.

Students who will not be on campus their third year should consult with the undergraduate program coordinator about filling this requirement.

BA Thesis Seminar

The BA thesis is a three-quarter 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. In addition to working closely with their faculty director, who is the first reader of their thesis, students are also required to participate in the BA Thesis Seminars. Although students will benefit from the guidance of their preceptor and the company of their peers for three quarters beginning in the spring of their third year and running through the winter of their fourth, they only 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). The BA Thesis Seminar will meet weekly in the spring of the third year, but only every other week during autumn and winter terms of the fourth year. The preceptor serves as the seminar instructor and the second reader of the thesis.

The final deadline for submission of the BA thesis is second week of Spring Quarter, when two copies of the BA thesis must be submitted to the undergraduate program coordinator in the Social Science Research Building, room 225. Students who wish to complete their papers in a quarter other than Spring Quarter must petition the department through the undergraduate program coordinator. Students graduating in a quarter other than Spring Quarter must turn in their 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 program 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.

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 that is taken individually and supervised by a member of the History faculty. Such a course requires the approval of the undergraduate program coordinator and the prior consent of the instructor with whom the student would like to study. Note: Enrollment in HIST 29700 Readings in History is open only to students who are doing independent study that is not related to the BA thesis or BA research. As a general rule, only one reading and research course can be counted towards the history major.

SUMMARY OF REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
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<tbody>
<tr>
<td>Six courses in main field</td>
<td>600</td>
</tr>
<tr>
<td>HIST 29801-29802 BA Thesis Seminar I-II</td>
<td>200</td>
</tr>
<tr>
<td>Four electives</td>
<td>400</td>
</tr>
<tr>
<td>One Junior Colloquium (HIST 29600s): May be in main field or an elective</td>
<td></td>
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<tr>
<td>Total Units</td>
<td>1200</td>
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HONORS

Students 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 major. BA theses judged to be of particular distinction are submitted by the readers to the department for honors. If the department concurs, the student is awarded honors. Students who fail to meet the final deadline for submission of the BA thesis are not eligible for honors consideration.

GRADING

Courses counting towards the history major are normally taken for quality grades. The History 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 history 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 place 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 will find that a history minor can complement their major by providing a historical understanding of social, cultural, political, and economic
issues, while those majoring in such disciplines as mathematics and the sciences can use the minor to explore a different area of interest and develop their humanistic understanding of the world. Students 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 Department of History welcomes the minors to participate in all departmental events organized for the majors.

Requirements

The minor in history requires a total of six courses chosen in consultation with the undergraduate program coordinator. Courses in the minor (1) may not be double counted with the student’s major(s) or with other minors; (2) may not be counted toward general education requirements; and (3) may not be petitioned in from other departments. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

In addition to the course-work requirement, students wishing to pursue the minor must submit a two- to three-page essay that describes the rationale for the minor in relation to their choice of major and/or future career plans and explains the intellectual trajectory that has or will guide their choice of courses.

COURSE NUMBERING

History courses numbered 10000 to 29900 are intended primarily for College students. Some 20000-level courses have 30000-level equivalents if they are also open to graduate students. To register for courses that are cross listed as both undergraduate and graduate (20000/30000), undergraduates must use the undergraduate number (20000). History courses numbered 40000 to 49900 are intended primarily for graduate students, but are open to advanced College students with the consent of the instructor. Undergraduates registered for 40000-level courses will be held to the graduate-level requirements. Courses rarely open to College students are not listed in this catalog.

HISTORY COURSES

HIST 10101-10102. Introduction to African Civilization I-II.
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 of the sequence takes a historical approach. We consider how different types of historical evidence—documentary, oral, and material—can be used to investigate processes of change and transformation in Africa from the early Iron Age through the emergence of the Atlantic world in the fifteenth century. We will investigate state formation in comparative perspective and examine case studies from the Swahili coast, the empires of Ghana and Mali, and Great Zimbabwe. The course also examines the diffusion of Islam, European contact, and the trans-Atlantic slave trade.
Instructor(s): E. Osborn Terms Offered: Autumn
Equivalent Course(s): ANTH 20701, CRES 20701

HIST 10102. Introduction to African Civilization II. 100 Units.
Part two of the sequence introduces students to the anthropological study of African societies, with a particular focus on African modernity. The themes that we address include social organization, ritual and cosmology, the colonial encounter and the way it transformed everyday life, ethnicity and national politics, and contemporary youth culture. Case studies will be drawn primarily from countries in eastern and southern Africa, including Kenya, Zimbabwe, Zambia, South Africa, and Madagascar.
Instructor(s): J. Cole Terms Offered: Winter
Note(s): 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): SALC 20100, ANTH 24101, SASC 20000, SOSC 23000
HIST 10900. Introduction to the Civilizations of South Asia II. 100 Units.
The second quarter analyzes the colonial period (i.e., reform movements, the rise of nationalism, communalism, caste, and other identity movements) up to the independence and partition of India.
Instructor(s): R. Majumdar Terms Offered: Spring
Prerequisite(s): SALC 20100, ANTH 24101, HIST 10800, SASC 20000, SOSC 23000
Equivalent Course(s): SALC 20200, ANTH 24102, SASC 20100, SOSC 23100

HIST 10900. Introduction to the Civilizations of South Asia II. 100 Units.
The second quarter analyzes the colonial period (i.e., reform movements, the rise of nationalism, communalism, caste, and other identity movements) up to the independence and partition of India.
Instructor(s): R. Majumdar Terms Offered: Spring
Prerequisite(s): SALC 20100, ANTH 24101, HIST 10800, SASC 20000, SOSC 23000
Equivalent Course(s): SALC 20200, ANTH 24102, SASC 20100, SOSC 23100

HIST 12100. War in the Middle Ages. 100 Units.
In modern popular culture, the Middle Ages are often imaginatively synonymous with war: knights in shining armor, Vikings in their longships, Robin Hood with his longbow and "merry men." This lecture-discussion course seeks to complicate this image by examining warfare as a central fact of European civilized life.
Problems to be addressed include the technology and economics of warfare, the sociology of warfare, major phases in the development of European warfare from the Carolingians through the Hundred Years' War, and the literary, legal, religious, and psychological significance of war for the development of European civilization.
Instructor(s): R. Fulton Brown Terms Offered: Spring

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.
Instructor(s): A. Robertson 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 dramatic, musical, and visual arts.
Equivalent Course(s): MUSI 12100, SOSC 21100
HIST 12800. Music in Western Civilization II: 1750 to the Present. 100 Units.
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 dramatic, musical, and visual arts.
Equivalent Course(s): MUSI 12200, SOSC 21200

HIST 13001-13002-13003. History of European Civilization I-II-III.
European Civilization is a two-quarter sequence designed to use close readings of primary sources to enrich our understanding of Europeans of the past. As we examine the variety of their experiences, we will often call into question what we mean in the first place by “Europe” and “civilization.” Rather than providing a narrative of high politics, the sequence will emphasize the contested geographic, religious, social, and racial boundaries that have defined and redefined Europe and its people over the centuries. We will read and discuss sources covering the period from the early Middle Ages to the present, from a variety of genres: saga, 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.
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, M. Allen, C. Fasolt, R. Fulton Brown, J. Padgett, N. Ristuccia, Staff
Terms Offered: Autumn, Winter

HIST 13002. History of European Civilization II. 100 Units.
No description available.
Instructor(s): J. Craig, R. Fulton Brown, E. Gilburd, J. Goldstein, N. Ristuccia, Staff
Terms Offered: Winter, Spring

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 13002. History of European Civilization II. 100 Units.
No description available.
Instructor(s): J. Craig, R. Fulton Brown, E. Gilburd, J. Goldstein, N. Ristuccia, Staff
Terms Offered: Winter, Spring
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
threelfold: (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.
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.
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.
No description available.
Instructor(s): K. Weintraub, Winter, Summer Terms Offered: Winter, Summer
Prerequisite(s): These courses must be taken in sequence.

HIST 13300. History of Western Civilization III. 100 Units.
No description available.
Instructor(s): K. Weintraub, Spring; Staff, Summer Terms Offered: Spring, Summer
Prerequisite(s): These courses must be taken in sequence.

HIST 13200. History of Western Civilization II. 100 Units.
No description available.
Instructor(s): K. Weintraub, Winter, Summer Terms Offered: Winter, Summer
Prerequisite(s): These courses must be taken in sequence.

HIST 13300. History of Western Civilization III. 100 Units.
No description available.
Instructor(s): K. Weintraub, Spring; Staff, Summer Terms Offered: Spring, Summer
Prerequisite(s): These courses must be taken in sequence.
HIST 13500-13600-13700. America in World Civilization I-II-III.
Available as a three-quarter sequence (Autumn-Winter-Spring) or as a two-quarter sequence (Autumn-Winter or Winter-Spring). This sequence meets the general education requirement in civilization studies. This sequence uses the American historical experience, set within the context of Western civilization to (1) introduce students to the principles of historical thought, (2) probe the ways political and social theory emerge within specific historical contexts, and (3) explore some of the major issues and trends in American historical development. This sequence is not a general survey of American history.

HIST 13500. America in World Civilization I. 100 Units.
This quarter examines the basic order of early colonial society; the social, political, and intellectual forces for a rethinking of that order; and the experiences of the Revolution and of making a new polity.
Instructor(s): E. Cook, C. Dingwall, A. Rowe, E. Slauter, D. Webb Terms Offered: Autumn
Prerequisite(s): These courses must be taken in sequence.

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

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

HIST 13600. America in World Civilization II. 100 Units.
This quarter focuses on the impact of economic individualism on the discourse on democracy and community; on pressures to expand the definition of nationhood to include racial minorities, immigrants, and women; on the crisis over slavery and sectionalism; and on class tensions and the polity.
Instructor(s): A. Green, J. Levy, A. Lippert, E. Slauter, A. Stanley Terms Offered: Winter
Prerequisite(s): These courses must be taken in sequence.
HIST 13700. America in World Civilization III. 100 Units.
This quarter focuses on the definitions of Americanism and social order in a multicultural society; Taylorism and social engineering; culture in the shadow of war; the politics of race, ethnicity, and gender; and the rise of new social movements. Instructor(s): K. Belew, C. Flores, J. Sparrow Terms Offered: Spring
Prerequisite(s): These courses must be taken in sequence.

HIST 13900-14000. Introduction to Russian Civilization I-II.
This two-quarter sequence, which meets the general education requirement in civilization studies, provides an interdisciplinary introduction to Russian civilization. The first quarter covers the ninth century to the 1870s; the second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual and cultural life; the relationship between center and periphery; systems of social and political legitimization; and symbols and practices of collective identity.

HIST 13900. Introduction to Russian Civilization I. 100 Units.
This two-quarter sequence, which meets the general education requirement in civilization studies, provides an interdisciplinary introduction to Russian civilization. The first quarter covers the ninth century to the 1870s; the second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual and cultural life; the relationship between center and periphery; systems of social and political legitimization; and symbols and practices of collective identity. Instructor(s): R. Bird, F. Hillis Terms Offered: Autumn
Note(s): Taking these courses in sequence is recommended but not required. Equivalent Course(s): RUSS 25100, SOSC 24000

HIST 14000. Introduction to Russian Civilization II. 100 Units.
No description available. Instructor(s): F. Hillis, W. Nickell Terms Offered: Winter
Note(s): Taking these courses in sequence is recommended but not required. Equivalent Course(s): RUSS 25200, SOSC 24100

HIST 13900. Introduction to Russian Civilization I. 100 Units.
This two-quarter sequence, which meets the general education requirement in civilization studies, provides an interdisciplinary introduction to Russian civilization. The first quarter covers the ninth century to the 1870s; the second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual and cultural life; the relationship between center and periphery; systems of social and political legitimization; and symbols and practices of collective identity. Instructor(s): R. Bird, F. Hillis Terms Offered: Autumn
Note(s): Taking these courses in sequence is recommended but not required. Equivalent Course(s): RUSS 25100, SOSC 24000

HIST 14000. Introduction to Russian Civilization II. 100 Units.
No description available. Instructor(s): F. Hillis, W. Nickell Terms Offered: Winter
Note(s): Taking these courses in sequence is recommended but not required. Equivalent Course(s): RUSS 25200, SOSC 24100
HIST 14203. Freshman Colloquium: Doing History Theories and Practices. 100 Units.
What questions, methods, and debates define the study of history? What traditions and new innovations shape the inquiries of historians? What is "historical thinking"? This colloquium introduces students to these questions and to one another, providing an overview of the resources and people at the University of Chicago who might be helpful to future study in the major and beyond. Our cohort will take field trips to local archives; work in practicums to master methods; and form relationships with librarians and archivists who will be instrumental to further research. We will examine a wide variety of approaches, preparing students for library, archival, online, and interdisciplinary research. Students will also complete site visits to archives and libraries beyond the University of Chicago, including facilities such as the Chicago branch of the US National Archives, the Special Collections Department of the Chicago Public Library, and the Newberry Library. The final project for this course is a research project proposal, one that students might build upon in completing future requirements for the History major.
Instructor(s): K. Belew
Terms Offered: Spring
Note(s): Priority registration for first-year students, open to others. Ideal for first- and second-year students interested in majoring in history; others welcome.

HIST 15001. Little Ice Age, 1500 to 1800: Climate, Crisis, Energy Revolution. 100 Units.
In the seventeenth century, a drop in global temperature coincided with massive social and political disruption around the world. The Little Ice Age offers a mirror for our own age of climate change. How did different societies cope with environmental crisis? This course introduces students to early modern economic, political, and environmental history. It also suggests a new interpretation of the rise of modern industrial society by linking Britain's energy revolution to the cold spell of the seventeenth century.
Instructor(s): F. Albritton Jonsson
Terms Offered: Winter
HIST 15002. Whales and Whaling in American History. 100 Units.
This course examines American intellectual, social, and cultural history through one of its most tremendous and least understood foils: whales. Since early in the history of European colonial incursions in North America, whales—along with smaller cetaceans such as dolphins and porpoises—have figured in American culture variously as natural resources to be exploited, sentient beings to be protected, and, more broadly, as the bases for ruminations on aesthetics and grandeur, self and other, economics and social organization, and science and power. From our vantage point between two of America’s earliest and most prosperous of whaling communities, New Bedford and Nantucket, this course will think through the conjoined histories of whales and (North American) humans, from the early days of whaling in the nascent United States through the rise of America’s industrial power and the decline of its whaling industry to its emergence as a leader in whale conservation and cetological science.
Instructor(s): M. Rossi
Prerequisite(s): Second-year students and beyond preferred. Good academic standing. Application and acceptance into the quarter-long program at the Marine Biological Laboratory in Woods Hole.
Equivalent Course(s): HIPS 15002

HIST 15100-15200-15300-15400. Introduction to the Civilizations of East Asia I-II-III-IV.
This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

HIST 15100. Introduction to the Civilizations of East Asia I. 100 Units.
This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.
Instructor(s): G. Alitto, Autumn; Staff, Summer Terms Offered: Autumn, Summer
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): CRES 10800,EALC 10800,SOSC 23500

HIST 15200. Introduction to the Civilizations of East Asia II. 100 Units.
No description available.
Instructor(s): J. Ketelaar, Winter; Staff, Summer Terms Offered: Winter, Summer
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): CRES 10900,EALC 10900,SOSC 23600

HIST 15300. Introduction to the Civilizations of East Asia III. 100 Units.
No description available.
Instructor(s): I. Hwang Terms Offered: Spring
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): CRES 11000,EALC 11000,SOSC 23700
HIST 15400. Introduction to the Civilizations of East Asia IV. 100 Units.
This course will explore the ongoing transformations of Vietnamese society against the centuries-long Vietnamese effects to construct a political community. We will begin with an examination of some two thousand years of Vietnamese history and then turn to more extended considerations of the relationship between religion and the state, imperialism and decolonization, war and revolution, and contemporary efforts to recreate the past as Vietnam embraces what some have termed "market-Leninism." In doing so, we will place developments in Vietnam in wider regional and global perspectives. Weekly readings and discussions will focus around primary sources in translation, including political and philosophical texts, literature, poetry, and film.
Instructor(s): Staff
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): CRES 11200,EALC 15400,SOSC 23801

HIST 15200. Introduction to the Civilizations of East Asia II. 100 Units.
No description available.
Instructor(s): J. Ketelaar, Winter; Staff, Summer Terms Offered: Winter, Summer
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): CRES 10900,EALC 10900,SOSC 23600

HIST 15300. Introduction to the Civilizations of East Asia III. 100 Units.
No description available.
Instructor(s): I. Hwang Terms Offered: Spring
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.
The first course of this three-course sequence focuses on the Hittite Empire.
Instructor(s): H. Haroutunian Terms Offered: Autumn
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): NEHC 20011,CLCV 25700,NEHC 30011
HIST 15603. Ancient Empires II: The Ottoman Empire. 100 Units.
The second course of this three-course sequence focuses on the Ottoman Empire.
Instructor(s): H. Karateke Terms Offered: Winter
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): NEHC 20012,CLCV 25800,NEHC 30012

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): Staff 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 20013,CLCV 25900,NEHC 30013

HIST 15603-15604. Ancient Empires II-III.

HIST 15603. Ancient Empires II: The Ottoman Empire. 100 Units.
The second course of this three-course sequence focuses on the Ottoman Empire.
Instructor(s): H. Karateke Terms Offered: Winter
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): NEHC 20012,CLCV 25800,NEHC 30012

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): Staff 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 20013,CLCV 25900,NEHC 30013
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): Staff 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 20013, CLCV 25900, NEHC 30013

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 3rd 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 class 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-rāpi, 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: Autumn
Prerequisite(s): PQ: This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): 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, that 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 class 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: Winter
Prerequisite(s): This sequence meets the general education requirement in civilization studies.
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 class 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 caliphs, 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: Spring
Prerequisite(s): PQ: This sequence meets the general education requirement in civilization studies.
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. Introduction to Latin American Civilization I. 100 Units.
Autumn Quarter examines the origins of civilizations in Latin America with a focus on the political, social, and cultural features of the major pre-Columbian civilizations of the Maya, Inca, and Aztec. The quarter concludes with an analysis of the Spanish and Portuguese conquest, and the construction of colonial societies in Latin America.
Instructor(s): E. Kouri Terms Offered: Autumn
Equivalent Course(s): ANTH 23101, CRES 16101, HIST 36101, LACS 34600, SOSC 26100, LACS 16100

HIST 16102-16103. Introduction to Latin American Civilization II-III.

HIST 16102. Introduction to Latin American Civilization II. 100 Units.
Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.
Instructor(s): M. Tenorio Terms Offered: Winter
Equivalent Course(s): LACS 16200, ANTH 23102, CRES 16102, HIST 36102, LACS 34700, SOSC 26200

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

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

HIST 16700. Ancient Mediterranean World I. 100 Units.
This course surveys the social, economic, and political history of Greece from prehistory to the Hellenistic period. The main topics considered include the development of the institutions of the Greek city-state, the Persian Wars and the rivalry of Athens and Sparta, the social and economic consequences of the Peloponnesian War, and the eclipse and defeat of the city-states by the Macedonians.
Instructor(s): A. Bresson, Staff Terms Offered: Autumn
Equivalent Course(s): CLCV 20700
HIST 16800. Ancient Mediterranean World II. 100 Units.
This quarter surveys the social, economic, and political history of Rome, from its prehistoric beginnings in the twelfth century BCE to the end of the Severan dynasty in 235 CE. Throughout, the focus is upon the dynamism and adaptability of Roman society, as it moved from a monarchy to a republic to an empire, and the implications of these political changes for structures of competition and cooperation within the community.
Instructor(s): C. Ando, Staff Terms Offered: Winter
Equivalent Course(s): CLCV 20800

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

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

HIST 17300. Science, Culture, and Society in Western Civilization I. 100 Units.
The first quarter examines the sources of Greek science in the diverse modes of ancient thought and its advance through the first centuries of our era. We look at the technical refinement of science, its connections to political and philosophical movements of fifth- and fourth-century Athens, and its growth in Alexandria.
Instructor(s): R. Richards Terms Offered: Not offered 2015-2016
Equivalent Course(s): HIPS 17300

HIST 17400. Science, Culture, and Society in Western Civilization II. 100 Units.
The second quarter is concerned with the period of the scientific revolution: the sixteenth to eighteenth centuries. The principal subjects are the work of Copernicus, Kepler, Galileo, Vesalius, Harvey, Descartes, and Newton.
Instructor(s): A. Johns Terms Offered: Autumn
Equivalent Course(s): HIPS 17400
HIST 17402. Science, Culture, and Society in Western Civilization II: History of Medicine 1. 100 Units.
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 17501. Science, Culture, and Society in Western Civilization III: Medicine since the Renaissance. 100 Units.
This course is an examination of various themes in the history of medicine in Western Europe and America since the Renaissance. Topics include key developments of medical theory (e.g., the circulation of the blood and germ theory), relations between doctors and patients, rivalries between different kinds of healers and therapists, and the development of the hospital and laboratory medicine.
Instructor(s): A. Winter Terms Offered: Not offered 2015-2016
Equivalent Course(s): HIPS 17501

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

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

HIST 17400-17402-17501-17502-17503. Science, Culture, and Society in Western Civilization II-II-III-IV-III.
HIST 17400. Science, Culture, and Society in Western Civilization II. 100 Units.
The second quarter is concerned with the period of the scientific revolution: the sixteenth to eighteenth centuries. The principal subjects are the work of Copernicus, Kepler, Galileo, Vesalius, Harvey, Descartes, and Newton.
Instructor(s): A. Johns Terms Offered: Autumn
Equivalent Course(s): HIPS 17400

HIST 17402. Science, Culture, and Society in Western Civilization II: History of Medicine 1. 100 Units.
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 17501. Science, Culture, and Society in Western Civilization III: Medicine since the Renaissance. 100 Units.
This course is an examination of various themes in the history of medicine in Western Europe and America since the Renaissance. Topics include key developments of medical theory (e.g., the circulation of the blood and germ theory), relations between doctors and patients, rivalries between different kinds of healers and therapists, and the development of the hospital and laboratory medicine.
Instructor(s): A. Winter Terms Offered: Not offered 2015-2016
Equivalent Course(s): HIPS 17501

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

HIST 17503. Science, Culture, and Society in Western Civilization III: History of Medicine 2. 100 Units.
Instructor(s): A. Winter Terms Offered: Spring
Equivalent Course(s): HIPS 17503
HIST 17402. Science, Culture, and Society in Western Civilization II: History of Medicine 1. 100 Units.
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 17501-17502-17503. Science, Culture, and Society in Western Civilization III-IV-III.

HIST 17501. Science, Culture, and Society in Western Civilization III: Medicine since the Renaissance. 100 Units.
This course is an examination of various themes in the history of medicine in Western Europe and America since the Renaissance. Topics include key developments of medical theory (e.g., the circulation of the blood and germ theory), relations between doctors and patients, rivalries between different kinds of healers and therapists, and the development of the hospital and laboratory medicine.
Instructor(s): A. Winter Terms Offered: Not offered 2015-2016
Equivalent Course(s): HIPS 17501

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

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

HIST 17502-17503. Science, Culture, and Society in Western Civilization IV-III.
HIST 17502. Science, Culture, and Society in Western Civilization IV: Modern Science. 100 Units.
The advances science has produced have transformed life beyond anything that a person living in 1833 (when the term "scientist" was first coined) could have anticipated. Yet science continues to pose questions that are challenging and, in some instances, troubling. How will our technologies affect the environment? Should we prevent the cloning of humans? Can we devise a politically acceptable framework for the patenting of life? Such questions make it vitally important that we try to understand what science is and how it works, even if we never enter labs. This course uses evidence from controversies (e.g., Human Genome Project, International Space Station) to throw light on the enterprise of science itself.
Instructor(s): J. Evans Terms Offered: Spring.
Equivalent Course(s): HIPS 17502

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

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

HIST 17805. America in the Twentieth Century. 100 Units.
This lecture course provides an introductory survey of major developments in American history in the twentieth century. It is structured around a political history narrative, but we will examine events from a wide range of perspectives: legal, intellectual, social, economic, diplomatic, military, religious. The course is neither encyclopedic nor focused on mastering facts (although this is not discouraged). It is rather concerned with "big" questions about American history since circa 1900, including the role and scope of government and the rights and obligations of citizens. Course readings consist of novels and nonfiction writings from the period.
Instructor(s): J. Dailey Terms Offered: Spring
Equivalent Course(s): AMER 17805, LLSO 25904

HIST 18201. The History of American Capitalism. 100 Units.
This lecture course offers a broad overview of American capitalism from colonial times up to the present. It introduces students to the economic transformation of America from a rural colonial outpost of the British Empire to the largest industrially developed economic power in the world. The course will consider the political, social, cultural, geographical, legal, moral, environmental, and technological dimensions of economic life—thus attempting to provide a total picture of the historical characteristics and dynamics of American capitalism.
Instructor(s): J. Levy Terms Offered: Spring
Note(s): No prior course work in economics is either required or assumed.
Equivalent Course(s): AMER 18201
HIST 18301-18302-18303. Colonizations I-II-III.
This sequence meets the general education requirement in civilization studies. This three-quarter sequence approaches the concept of civilization from an emphasis on cross-cultural/societal connection and exchange. We explore the dynamics of conquest, slavery, colonialism, and their reciprocal relationships with concepts such as resistance, freedom, and independence, with an eye toward understanding their interlocking role in the making of the modern world.

HIST 18301. Colonizations I. 100 Units.
Themes of slavery, colonization, and the making of the Atlantic world are covered in the first quarter.
Terms Offered: Autumn
Note(s): This sequence meets the general education requirement in civilization studies. This course is offered every year. These courses can be taken in any sequence.
Equivalent Course(s): CRES 24001, ANTH 24001, SOSC 24001

HIST 18302. Colonizations II. 100 Units.
Modern European and Japanese colonialism in Asia and the Pacific is the theme of the second quarter.
Terms Offered: Winter
Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.
Equivalent Course(s): CRES 24002, ANTH 24002, SOSC 24002

HIST 18303. Colonizations III. 100 Units.
The third quarter considers the processes and consequences of decolonization both in the newly independent nations and the former colonial powers.
Terms Offered: Spring
Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.
Equivalent Course(s): CRES 24003, ANTH 24003, SALC 20702, SOSC 24003

HIST 18302. Colonizations II. 100 Units.
Modern European and Japanese colonialism in Asia and the Pacific is the theme of the second quarter.
Terms Offered: Winter
Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.
Equivalent Course(s): CRES 24002, ANTH 24002, SOSC 24002

HIST 18303. Colonizations III. 100 Units.
The third quarter considers the processes and consequences of decolonization both in the newly independent nations and the former colonial powers.
Terms Offered: Spring
Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.
Equivalent Course(s): CRES 24003, ANTH 24003, SALC 20702, SOSC 24003
HIST 18600. 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, race and sex difference in the workplace.
Instructor(s): A. Stanley Terms Offered: Winter
Equivalent Course(s): HMRT 28600,LLSO 28000

HIST 19801. The Autobiography of Teresa of Avila. 100 Units.
In this course we will do a close reading of the autobiography of Teresa of Avila in which we will pay attention to her attitudes towards prayer and religious practice, mystical experience, community organization, sin and redemption, and gender. Our reading will be supplemented by other texts written by Teresa as well as secondary works that will help us interpret her in her historical context.
Instructor(s): L. Pick Terms Offered: Spring
Equivalent Course(s): FNDL 23112,GNDR 20701,RLST 20701

HIST 20303. Archaic Greece. 100 Units.
In order to understand the institutions, ideals, and practices that characterized Greek city-states in the Classical period, it is necessary to look to their genesis and evolution during the preceding Archaic period (ca. 700–480 BC). This course will examine the emergence and early development of the Greek city-states through a consideration of ancient written sources, inscriptions, material artifacts, and artistic representations as well as more recent secondary treatments of the period. General topics to be covered will include periodization, the rise of the polis, religion, warfare, the advent and uses of literacy, tyranny, and the emergence of civic ideology.
Instructor(s): J. Hall Terms Offered: Autumn
Equivalent Course(s): HIST 30303,CLCV 27506,ANCM 27506,CLAS 37506

HIST 20403. Greek Comedy: Aristophanes. 100 Units.
We will read in Greek Aristophanes' Frogs, a play widely admired as an early instance of clever literary criticism and creative metatheatricality that brings its audience into the underworld and suggests several fantasies of salvation, a play whose production marks the end of the great century of Greek drama. Reading will include translation as well as secondary readings.
Terms Offered: Will be offered 2017-18
Prerequisite(s): GREK 20300 or equivalent
Equivalent Course(s): GREK 22400,GREK 32400,HIST 30403
HIST 20803. Aristophanes’ Athens. 100 Units.
This course will focus on nine of Aristophanes’ plays in translation (Acharnians; Wasp; Clouds; Peace; Birds; Lysistrata; Thesmophoriazousai; Frogs; and Ploutos) in order to determine the value Old Comedy possesses for reconstructing sociohistorical structures, norms, expectations, and concerns. Among the topics to be addressed are the performative, ritual, and political contexts of Attic comedy, the constituency of audiences, the relationship of comedy to satire, the use of dramatic stereotypes, freedom of speech, and the limits of dissent.
Instructor(s): J. Hall Terms Offered: Winter
Equivalent Course(s): ANCM 33900, CLAS 33608, CLCV 23608, FNDL 23608, HIST 30803

HIST 21006. The Present Past in Greece since 1769. 100 Units.
This discussion-based course will explore how conceptions of the ancient past have been mobilized and imagined in the political, social, and cultural discourses of modern Greece from the lead up to the War of Independence through to the present day. Among the themes that will be addressed are ethnicity and nationalism; theories of history; the production of archaeological knowledge; and the politics of display.
Instructor(s): J. Hall Terms Offered: Winter
Equivalent Course(s): HIST 31006, CLCV 21915, ANCM 31915, CLAS 31915

HIST 21305. Early Modern Britain. 100 Units.
This course looks at British history in the “long” seventeenth century, ranging from the accession of James I in 1603 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 like Shakespeare, Milton, Newton, Locke, and Purcell; it created the origins of a world empire; and it pursued 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 British culture.
Instructor(s): A. Johns Terms Offered: Winter
Equivalent Course(s): HIST 31305

HIST 21703. Byzantine Empire, 1025 to 1453. 100 Units.
Internal and external problems and developments. Internal tensions on the eve of the arrival of the Seljuks. Eleventh-century economic growth. The Crusades. Achievements and deficiencies of Komnenian Byzantium. The Fourth Crusade and Byzantine successor states. Palaeologan political and cultural revival. Religious topics such as relations with the Papacy, Bogomilism, and Hesychasm. Readings will include M. Angold, The Byzantine Empire 1025–1204, D. M. Nicol, Last Centuries of Byzantium, and the histories of Michael Psellos and Anna Comnena. Course grade will include a final examination and a ten-page paper.
Instructor(s): W. Kaegi Terms Offered: Autumn
Equivalent Course(s): HIST 31703, ANCM 36700, NEHC 20507, NEHC 30507
HIST 22110. Renaissance Demonology. 100 Units.
In this course we analyze the complex concept of demonology according to early modern European culture from a theological, historical, philosophical, and literary point of view. The term ‘demon’ in the Renaissance encompasses a vast variety of meanings. Demons are hybrids. They are both the Christian devils, but also synonyms for classical deities, and Neo-platonic spiritual beings. As far as Christian theology is concerned, we read selections from Augustine’s and Thomas Aquinas’s treatises, some complex exorcisms written in Italy, and a recent translation of the infamous Malleus maleficarum, the most important treatise on witch-hunt. We pay close attention to the historical evolution of the so-called witch-craze in Europe through a selection of the best secondary literature on this subject, with special emphasis on Michel de Certeau’s The Possession at Loudun. We also study how major Italian and Spanish women mystics, such as Maria Maddalena de’ Pazzi and Teresa of Avila, approach the issue of demonic temptation and possession. As far as Renaissance Neoplatonic philosophy is concerned, we read selections from Marsilio Ficino’s Platonic Theology and Girolamo Cardano’s mesmerizing autobiography. We also investigate the connection between demonology and melancholy through a close reading of the initial section of Robert Burton’s Anatomy of Melancholy and Cervantes’s short story The Glass Graduate (El licenciado Vidriera).
Instructor(s): A. Maggi Terms Offered: Spring
Note(s): Taught in English
Equivalent Course(s): CMLT 27602, RLST 26501, ITAL 26500

HIST 22111. Mary and Mariology. 100 Units.
More than a saint but less than God, no figure of Christian devotion other than Jesus Christ has inspired as much piety or excited as much controversy as the Virgin Mother of God. In this course, we will study the development of the Virgin Mary’s image and cult from her descriptions in the Gospels through the modern papal definitions of Marian dogma so as to come to some understanding how and why this woman "about whom the Gospels say so little" has become a figure of such popular and theological significance. We will consider both the medieval flowering of her cult and its dismantling, transformation, transmission, and reinvention in the centuries since.
Instructor(s): R. Fulton Brown Terms Offered: Autumn
Equivalent Course(s): HIST 32111, RLST 22111, HCHR 32111

HIST 22115. Carolingian Renaissance. 100 Units.
The Carolingian Renaissance flowered thanks to the leadership of a new royal (AD 751) and then (from Christmas 800) imperial dynasty. Expansive political and cultural initiatives reshaped Europe into a distinct space, not least, though paradoxically, through its fragmentation after AD 843. We shall study the actors and trends at play, the important role of Classical models and Latin book culture, and consider the relevant sources in all their physical, textual, and imaginative variety.
Instructor(s): M. Allen Terms Offered: Winter
Equivalent Course(s): CLCV 22115, CLAS 32115, HIST 32115, RLST 21610
HIST 22505. Modern Britain, 1688 to 1901. 100 Units.
This upper level survey course considers the vexed question of Britain's modernity. Why and how did this island nation on the periphery of Europe evolve into the first industrial nation and a global empire? Through primary sources and case studies we will track the transformation of British society between the Glorious Revolution and the death of Queen Victoria. Major themes include state building, empire, environment, political economy, industrialization, and class formation. Readings will include texts by Pincus, Brewer, Thompson, and Wrigley. Instructor(s): F. Albritton Johnsson Terms Offered: Spring Equivalent Course(s): HIST 32505

HIST 22607. Sovereignty: Histories and Concepts. 100 Units.
This course offers a historical inquiry into the concept of sovereignty. While we will pay some attention to its articulation as a doctrine in early modern Europe, the focus of the course will lie elsewhere. We will begin by asking what the study of concepts and their history entails. We will go on to look at histories of commerce, warfare, diplomacy, courtly culture, religion, ideas, and aesthetics in the large empires and early colonial establishments of Asia and the Middle East from between about 1600 and 1800. We will ask how these histories might offer answers to questions raised by recent scholarship on sovereignty, both as a historically specific doctrine and as an analytical concept of much wider interest. Readings will consist of a mixture of historical studies and theoretical and primary source materials. Instructor(s): H. Siddiqui Terms Offered: Spring Note(s): Some previous coursework in history is desirable but not required.

HIST 23216. Mass Culture, Counterculture, & Avant-garde in Postwar Europe. 100 Units.
This course examines the production, critique, and transformation of mass culture in postwar western Europe. Although it focuses primarily on France and West Germany, the course makes occasional forays into the United Kingdom, Italy, and the Netherlands. Drawing from anthropological theories of ritual, symbolic communication, and performance, the course contends that postwar mass culture was much more than a form of entertainment for the masses; rather, it functioned as a horizon of meaning, a set of practices and beliefs that structured the rhythms of everyday existence. After exploring the experiential realities embedded within the various "dreamworlds" of postwar mass culture, the course shifts into an examination of the diverse attempts to disrupt and transform the "habitus" of mass culture, ranging from the theoretical critiques of philosophers like Marcuse to the subversive practices of groups like the Situationists to the intimate fantasies on display at the German conference of furries. Instructor(s): J. Smith Terms Offered: Spring
HIST 23302. Europe, 1815 to 1914. 100 Units.
This course surveys the history of Europe from the era of its greatest hegemony in the world to the eve of World War I. Themes considered include industrialization; the revolutions of 1848; the formation and consolidation of modern nation-states; the rise and travails of political liberalism and laissez faire; the spread of socialism in its various guises; international rivalries, alliances, and imperialism; and the causes, character, and effects of World War I.
Instructor(s): J. Craig Terms Offered: Autumn
Prerequisite(s): Open to first-year students.
Equivalent Course(s): HIST 33302

HIST 23306. Europe, 1914 to Present. 100 Units.
This lecture course will provide an introductory survey to European history in the twentieth century. It aims to provide a critical overview of political, economic, social, and cultural developments. Topics covered will include the rise of mass politics and the conflict between Bolshevism and fascism; the causes, experiences, and effects of the First and Second World Wars in Western and Eastern Europe; the transformation of Eastern Europe’s multinational empires into nationalizing states; interwar democratization and economic crisis; ethnic cleansing and population displacement; decolonization and the Cold War; the challenges of postcolonial migration; transformations in society and economy, including changes in class and gender relations; new social and protest movements in the 1960s and 1970s; mass culture and consumption; the collapse of Communism; and European integration at the end of the twentieth century.
Instructor(s): T. Zahra Terms Offered: Winter
Equivalent Course(s): HIST 33306
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 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 in which both undergraduates and graduate students are welcome. No previous knowledge of Jewish history is expected.
Instructor(s): Leora Auslander
Equivalent Course(s): HIST 33410

HIST 23413. The Holocaust Object. 100 Units.
What is the role of ordinary everyday things in the extraordinary time of war and genocide? In this multidisciplinary course, we explore and reconstruct the often overlooked, yet meaningful connections between humans and everyday things during and after WWII. Arguing for their interdependence and symmetry, we read narratives which foreground things and represent various Holocaust artifacts and material remnants. We analyze them as a source of support for their owners/users and in various processes of control, dispossession, and accretion. Next, we ask how the post-Holocaust matter and things—ranging from infrastructure to detritus—deliver their ‘testimonies’ and serve as tools of remembrance through museum displays and documentary accounts. To study representational strategies, we engage a textual and visual reading of museum narrations and fiction writings; to tackle with demands of preservation we apply a neo-materialist approach to analyze the diminishing post-Holocaust material world through the prism of authenticity. By engaging these discourses the course tracks the impact of ever evolving memory politics and ideologies on the Holocaust remnants understood here as both the (post)human and material. The course will also equip students with critical tools for future research in the Holocaust studies and thing theory, as well as with texts constituting the Holocaust literary canon.
Instructor(s): B. Shallcross Terms Offered: Spring
Note(s): No knowledge of Polish or German is required.
Equivalent Course(s): ANTH 23910, ANTH 35035, HIST 33413, REES 27019, REES 37019, JWSC 29500
HIST 23516. Medieval Masculinity. 100 Units.
This course will introduce students to concepts of masculinity in the Middle Ages, especially in the period between approximately 1,000 and 1,500 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
Equivalent Course(s): HIST 33516, GNSE 23516, GNSE 33516

HIST 23706. The Soviet Union. 100 Units.
This lecture course surveys the making and unmaking of the Soviet Union as a society, culture, economy, superpower, and empire from 1917 to 1991. The Soviet Union began as an unprecedented radical experiment in remaking society and economy, ethnic and gender relations, personal identities, even human nature, but in the course of its history, it came to resemble other (capitalist) societies, sharing, in turn, their violence, welfare provisions, and consumerism. The story of this transformation—from being unique and exhilarating to being much like everyone else, only poorer and more drab—will be at the center of our exploration. The main themes of the course include social and cultural revolutions; ideology and the role of Marxism; political violence from the birth of the socialist state to the end of the Stalin terror; origins, practices, aesthetics, legacies, and critiques of Stalinism; law, dissent, and human rights; nationality policies and the role of ethnic minorities; the economy of shortages and the material culture it created; institutions of daily life (communal apartments, courtyards, peasant markets, dachas, and boiler rooms); socialist realism and the Soviet dreamworld.
Instructor(s): E. Gilburd Terms Offered: Spring
Equivalent Course(s): HIST 33706, REES 23706, REES 33706

HIST 24112. Early Modern Japanese History. 100 Units.
This course introduces the basic narrative and critical discourses of the history of early modern Japan, roughly from 1500 to 1868. The course examines the emergence of the central power that unified feudal domains and explores processes of social, cultural, and political changes that transformed Japan into a "realm under Heaven." Some scholars consider early modern Japan as the source of an indigenous birth of capitalism, industrialism, and also of Japan’s current economic vitality, while others see a bleak age of feudal oppression and isolation. We will explore both sides of the debate and examine the age of many contradictions.
Instructor(s): N. Toyosawa Terms Offered: Spring
Equivalent Course(s): EALC 39900, HIST 34112, EALC 19900
HIST 24206. Medicine and Culture in Modern East Asia. 100 Units.
This course will focus on the cultural history of medicine in China, Japan, and Korea from the mid-nineteenth century to the 1980s. We will be concerned with tracing the circulation of new medical knowledge and understanding its cultural and social implications. Topics to be explored include the introduction of "Western medicine" and its impact for "traditional" medicine; the struggles over public health, gender, medicine, and modernity; consumer culture; and medicine. No knowledge of an East Asian language is required, but those with reading skills will be encouraged to utilize them.
Instructor(s): S. Burns Terms Offered: Autumn
Equivalent Course(s): EALC 26201,EALC 36201,HIST 34206

HIST 24209. Imagining Environment in East Asia. 100 Units.
This course explores how nature and environment have been narrated, aestheticized, conceptualized, and historically exploited in East Asia, with specific emphasis on China, Korea, and Japan. We begin with some basic questions about the human-environment relation. What is it to imagine environment and one's relation to it? How have "nature" and "environment" been imagined historically in East Asia? Can we learn about our own perceptions of the non-human world by studying those of other times and places? The course will consider ethical and religious attitudes toward nature as found in traditional religious and philosophical thought; changing aesthetic responses to the natural world; the rise of modern environmental awareness; popular and political responses to pollution and environmental disaster; contemporary practices of environmentalism (eco-tourism, conservation); and the imagining of environmental futures. Materials will be drawn from literature, history, anthropology, philosophy, environmental policy, and film. All readings are in English.
Instructor(s): H. Long Terms Offered: Spring
Equivalent Course(s): EALC 24730

HIST 24500. Reading Qing Documents. 100 Units.
Reading and discussion of nineteenth- and early twentieth-century historical political documents, including such forms as memorials, decrees, local gazetteers, diplomatic communications, essays, and the like.
Instructor(s): G. Alitto Terms Offered: Winter
Equivalent Course(s): HIST 34500,EALC 24500,EALC 34500
HIST 24509. The Merchant in Chinese Literature, History, and Thought. 100 Units.
Throughout Chinese history, the merchant has been held up as the greedy, crass antithesis of the noble gentleman. However, the frequent derision of the merchant belies the cultural importance and complex social identities of those who traded for profit. This course will examine representations of merchants from ancient times to the present day in materials ranging from historical annals and religious tracts to novels and paintings. We will explore how the merchant has been constructed, condemned, and redeemed through scholarly and state discourses, as well as how merchants themselves have used these elite discourses for their own ends. All readings will be in English and no prior background is required.
Instructor(s): A. Fox Terms Offered: Spring Equivalent Course(s): EALC 24340

HIST 24608. Frontiers and Expansion in Modern China. 100 Units.
A study of frontier regions, migration, and border policies in Qing (1644–1912) and twentieth-century China, focusing on selected case studies. Cases will include both actual border regions (where Qing/China was adjacent to some other polity it recognized), ethnically diverse internal frontiers, and places where migrants moved into previously uninhabited regions (e.g., high mountains). Topics include the political economy and geopolitics of migration and frontier regions, the formation of ethnic and national identities in frontier contexts, borderland society (e.g., marriage, social stratification, and social mobility), and the environmental effects of migration. Assignments for undergraduates are two short papers, a midterm (which can be waived under certain circumstances), a final, and class participation; requirements for graduate students are negotiable, but will include roughly twenty pages of writing and no in-class exams.
Instructor(s): K. Pomeranz Terms Offered: Spring Equivalent Course(s): HIST 34608,EALC 24708,EALC 34708

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: Spring Equivalent Course(s): EALC 24610
HIST 24708. Japanese History in Transition: Rupture and Continuity. 100 Units.
This seminar focuses on the development of the idea of common knowledge and common values that were shared by ordinary people from the mid-Tokugawa to the early Meiji eras. While intellectuals shaped the growth of the reading public in the Tokugawa era and the public in the Meiji era, we will also consider how ordinary people participated in defining such intellectual activities and shaped their own cultural expressions. By extending our analyses of print culture to the early Meiji era, we will comparatively explore ways in which the circulation of knowledge and information strengthened sociability, while enriching popular interests in the notions of freedom and political rights. Prior knowledge of Japanese history is recommended.
Terms Offered: Spring
Equivalent Course(s): EALC 49904, HIST 34708, EALC 29904

HIST 25110. Philosophy of History: Narrative and Explanation. 100 Units.
This lecture-discussion course will trace different theories of explanation in history from the nineteenth century to the present. We will examine the ideas of Humboldt, Ranke, Dilthey, Collingwood, Braudel, Hempel, Danto, and White. The considerations will encompass such topics as the nature of the past such that one can explain its features, the role of laws in historical explanation, the use of Verstehen history as a science, the character of narrative explanation, the structure of historical versus other kinds of explanation, and the function of the footnote. (II) (V)
Instructor(s): R. Richards Terms Offered: Winter
Equivalent Course(s): HIST 35110, HIPS 25110, CHSS 35110, PHIL 20506, PHIL 30506

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 25410. Cold War Technologies of the Self. 100 Units.
During the thirty years after World War II, assumptions about human nature, rationality and subjective experiences underwent profound transformation. This course will seek to understand how these changes intersected with emergent technologies and new media. Our readings will bring us to topics such as game theory, cybernetics, early computing, military architecture, urban/suburban planning, multimedia art and the rise of television. How did these various tools and models relate to research within the human and social sciences? How were these cold war projects used to study, control or liberate bodies and minds? And to what extent is this past still alive and well in our present?
Terms Offered: Spring
Equivalent Course(s): HIPS 29615
HIST 25411. A Global History of Cold War Science and Technology. 100 Units.
What was the effect of the Cold War upon the different sciences? What roles did scientists themselves have in shaping Cold War politics? What new issues emerge when we look at the Cold War in its various global contexts? How did the Cold War transform the physical world and our ideas about it? And how did it help modify the very idea of science? Or how can history of science and technology transform common views of the Cold War? What legacies from that period configure current societies and their mutual relationships at local and global scales? These are some of the issues that this seminar will address. One of the main goals will be to provide students with tools to write their own short research papers on a topic and area of their own interest relating to this lasting period in recent history.
Terms Offered: Spring
Equivalent Course(s): CHSS 39618,HIPS 29618

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 25416. History of Technology in America. 100 Units.
From the very earliest days of the United States, science and technology have played a fundamental role in how Americans think of themselves and their communities. This course examines the entwined histories of technology and American culture between two especially dramatic periods of techno-scientific transformation: from the industrial push following the end of the Civil War to the "revolution" in genomics and informatics that characterizes our present age. From railroads, telegraphs, and telephones which drew distant towns into tight-knit networks; to electrical marvels which engendered new forms of consumption and socialization; to the wonders and perils of atomic power, space flight, and genetic engineering, different groups of Americans have wrestled with questions of community, identity, ideology and politics through and with products of technological innovation. In the course of investigating these and other topics, students will examine a variety of primary and secondary sources; and will be expected to write weekly response papers and two short research papers.
Instructor(s): M. Rossi
Terms Offered: Spring
Equivalent Course(s): HIST 35416
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, A. Winter Terms Offered: Winter
Equivalent Course(s): HIPS 29800

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): HIST 35704, ISLM 30500, NEHC 30501, Rlst 20501, NEHC 20501

HIST 25804-25904. Islamic History and Society II-III.

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): NEHC 30503, HIST 35904, ISLM 30700, NEHC 20503
HIST 25904. Islamic History and Society III: The Modern Middle East. 100 Units.
This course covers the period from ca. 1750 to the present, focusing on Western military, economic, and ideological encroachment; the impact of such ideas as nationalism and liberalism; efforts at reform in the Islamic states; the emergence of the "modern" Middle East after World War I; the struggle for liberation from Western colonial and imperial control; the Middle Eastern states in the cold war era; and local and regional conflicts.
Instructor(s): A. Shissler Terms Offered: Spring
Prerequisite(s): Not open to first-year students
Note(s): This course does not apply to the medieval studies major or minor.
Equivalent Course(s): NEHC 30503, HIST 35904, ISLM 30700, NEHC 20503

HIST 26107. Sciences as Solutions to Latin American Challenges, 1500-2000. 100 Units.
Long before European contact with the Americas, indigenous peoples used science and technology to solve problems unique to their times and spaces. We will analyze scientific practice in the colonial/Atlantic World era, then proceed to more detailed case studies of how sciences and technologies were funded, disseminated, taught, and marshaled against a variety of challenges to health, society, and prosperity in the region up to the present day. We will also examine why the pursuit and application of scientific and technological knowledge has taken a decidedly different trajectory in Latin America than in highly developed North Atlantic countries.
Terms Offered: Spring
Equivalent Course(s): HIST 26617, LACS 26617

HIST 26119. The Amazon, the Explorer, and the Imagination, 1542–1981. 100 Units.
The Amazon has been many things in many times and places. This seminar investigates the multiple ways in which the Amazon and its peoples have been portrayed in chronicles, scientific writings, and film. We will confront the historical circumstances, motives, and ideologies that prompted each of these depictions and how, in turn, they shaped the colonization of the region. We will pay close attention to genre and to themes like cross-cultural encounter, imperialism, and the representation of indigenous societies. We begin in 1542 with the chronicle of Francisco de Orellana. As the first Spaniard to navigate the entire length of the Amazon River Orellana's story influenced how Europeans imagined the jungle well into the nineteenth century. Subsequently, we apply readings in history of science and anthropological theory to Claude Lévi-Strauss's account of Amazonian tribes in Tristes Tropiques (1955). Students will then conduct independent research into a representation of their interest. Possible topics include scientific expeditions in the region, the jungle and modernization, global warming, or human rights. Finally, we will reflect on the Amazon as a metaphor for the human condition with Werner Herzog's film Fitzcarraldo (1982) and Euclides Da Cunha's The Amazon: A Land Without History (1905).
Instructor(s): V. López Fadul Terms Offered: Spring
Equivalent Course(s): LACS 26119
HIST 26122. Argentine Histories. 100 Units.
This seminar introduces students to current scholarship on modern Argentina, with an emphasis on the 20th century but drawing also on cutting-edge literature from the 19th to understand long-term processes. The themes are diverse: the links between Argentina and global history; social classes, economic regions, and political regimes; urban and domestic spaces; the gendered nature of politics; the history of the state and its elites; the anthropology and economics of food and music; the forms of remembering; human rights; sexual identities; and of course football and psychoanalysis. All revolving around the production of, and the challenges to, Argentina’s egalitarian ethos.
Instructor(s): P. Palomino Terms Offered: Spring
Equivalent Course(s): LACS 34705,HIST 36122,LACS 24705

HIST 26216. Slavery and Freedom in South America. 100 Units.
This seminar will examine the historiography of African slavery in South America. It will compare the responses of Africans and their descendants to the experiences of enslavement and freedom from the 16th century to the 19th century, addressing the major debates around the Atlantic Slave Trade along with comparative histories of enslavement, freedom, abolition and post-abolition in Spanish America and Brazil. Urban slavery, manumission, slave life and slave resistance, as well as the experiences of free Blacks who lived in slave societies, will also be examined.
Instructor(s): Keila Grinberg, Tinker Visiting Professor in History Terms Offered: Autumn
Equivalent Course(s): HMRT 25115,HMRT 35115,CRES 25106,CRES 35106,LACS 35106

HIST 26217. Public history & the Memory of Slavery in Brazil and the U.S. 100 Units.
This course will address the contemporary discussion about public history and the memory of slavery in Brazil and the United States. Like the United States, Brazil declared its independence without abolishing slavery. Unlike citizens of the US, however, Brazilians constructed their notions of citizenship and nationality in a context in which racial identities were only loosely demarcated. In the nineteenth century, Brazil was the country with the largest number of Africans and the largest number of free Afro-descendents in the Americas. It also underwent an unprecedented period of economic growth, based in the coffee economy and slave labor. This growth did not, however, lead to an industrial transformation comparable to that of the US during the same period. This course will examine the paradoxes on the history of slavery and abolition in Brazil and the United States, exploring the ways in which both countries deal with their past in the present. Built on historical scholarship, movies (documentaries and historical motion pictures), digital projects and museum exhibits, this course aims to discuss the public role of historians and of historical research in new approaches about the public memory of slavery in Brazil and the United States.
Instructor(s): Keila Grinberg, Tinker Visiting Professor in History Terms Offered: Winter
Equivalent Course(s): CRES 35107,CRES 25107,HIST 36217,LACS 35107
HIST 26411. Literature and History in the Ibero and Ibero-American World. 100 Units.
The course will explores the relations between literature writing (novels, short stories, poetry, essays) and history writing in the Ibero and Ibero-American world, from the 1800s to the 1970s. The focus will be on Spain, Portugal, Brazil, Mexico, Rio de la Plata, and Cuba. The course will deal with historical prose in its own language broth and with literature both as form of and evidence for history. Command of Iberian languages (Spanish, Portuguese, Catalan) is desirable but not mandatory.
Instructor(s): M. Tenorio Terms Offered: Winter
Equivalent Course(s): HIST 36411, LACS 26411, LACS 36411

HIST 26500. History of Mexico, 1876 to Present. 100 Units.
From the Porfiriato and the Revolution to the present, a survey of Mexican society and politics, with emphasis on the connections between economic developments, social justice, and political organization. Topics include fin de siècle modernization and the agrarian problem; causes and consequences of the Revolution of 1910; the making of the modern Mexican state; relations with the United States; industrialism and land reform; urbanization and migration; ethnicity, culture, and nationalism; economic crises, neoliberalism and social inequality; political reforms and electoral democracy; the zapatista rebellion in Chiapas; and the end of PRI rule.
Instructor(s): E. Kourí Terms Offered: Autumn
Equivalent Course(s): CRES 26500, HIST 36500, LACS 26500, LACS 36500, CRES 36500, LLSO 26500

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): SALC 27701, HIST 36602, SALC 37701
HIST 26609. The Revolutionary Indian in a Global Context. 100 Units.
The significance of political revolutionaries in shaping the history of Indian anticolonialism is indisputable, and, yet, it is difficult to describe a singular "Indian revolutionary tradition." During this course, which will survey the half century before independence in 1947, we will explore a variety of radical or revolutionary politics, searching as much for intellectual disjuncture as commonalities. We will focus on reading personal narratives that demonstrate the ways in which key figures thought and wrote about their journeys towards a political identity—reading, for instance, M. K. Gandhi’s revolt against history and liberalism, *Hind Swaraj*; Lala Har Dayal’s memoirs of his world-crossing revolutionary circuits; and the young revolutionary self that emerges from Bhagat Singh’s *Jail Notebook*. We will pay attention throughout to themes of violence, travel, and the oftentimes ambivalent relationship of revolutionaries to the nation. We will complement our focus on texts with reflection on the importance of images of the revolutionary and the nature of popular memory in the Indian context.
Instructor(s): F. Zaman Terms Offered: Spring
Equivalent Course(s): SALC 26709

HIST 26617. Sciences as Solutions to Latin American Challenges, 1500-2000. 100 Units.
Long before European contact with the Americas, indigenous peoples used science and technology to solve problems unique to their times and spaces. We will analyze scientific practice in the colonial/Atlantic World era, then proceed to more detailed case studies of how sciences and technologies were funded, disseminated, taught, and marshaled against a variety of challenges to health, society, and prosperity in the region up to the present day. We will also examine why the pursuit and application of scientific and technological knowledge has taken a decidedly different trajectory in Latin America than in highly developed North Atlantic countries.
Terms Offered: Spring
Equivalent Course(s): HIST 26107, LACS 26617
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: Autumn
Prerequisite(s): Basic working knowledge of US history or be prepared to do extra reading.
Equivalent Course(s): HIST 37012, AMER 27012, AMER 37012

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 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, LLSO 28010, HIST 37605, CRES 37605, GNSE 37605, HMRT 37605

HIST 27705. Introduction to Black Chicago, 1893 to 2010. 100 Units.
This course surveys the history of African Americans in Chicago, from before the twentieth century to the present. In referring to that history, we treat a variety of themes, including migration and its impact, origins and effects of class stratification, relation of culture and cultural endeavor to collective consciousness, rise of institutionalized religions, facts and fictions of political empowerment, and the correspondence of Black lives and living to indices of city wellness (service, schools, safety, general civic feeling). This is a history class that situates itself within a robust interdisciplinary conversation. Students can expect to engage works of autobiography and poetry, sociology, documentary photography, and political science as well as more straightforward historical analysis. By the end of the class, students should have grounding in Black Chicago’s history, as well as an appreciation of how this history outlines and anticipates Black life and racial politics in the modern United States.
Instructor(s): A. Green
Equivalent Course(s): CRES 27705, LLSO 22209

HIST 27707. Making Chicago: Chapters in the City’s History. 100 Units.
This course explores selected moments and issues in Chicago history from the early 19th to the early 21st century, through primary and secondary source readings, field trips, class discussion, and a carefully defined final research project. Weekly topics will range from Ft. Dearborn to Millennium Park, the Chicago fire to Chicago 1968, Pullman to St. Sabina’s Parish and more. The focus throughout is on understanding the public decisions that Chicagoans individually and collectively made that shaped their evolving community, how they themselves experienced life in this ever-changing American city, and how the city’s past is remembered and used in the present.
Instructor(s): K. Conzen Terms Offered: Spring
Prerequisite(s): Open to Study Chicago Program students.
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 28000. United States Latinos: Origins and Histories. 100 Units.
An examination of the diverse social, economic, political, and cultural histories of those who are now commonly identified as Latinos in the United States. Particular emphasis will be placed on the formative historical experiences of Mexican Americans and mainland Puerto Ricans, although some consideration will also be given to the histories of other Latino groups, i.e., Cubans, Central Americans, and Dominicans. Topics include cultural and geographic origins and ties; imperialism and colonization; the economics of migration and employment; legal status; work, women, and the family; racism and other forms of discrimination; the politics of national identity; language and popular culture; and the place of Latinos in US society.
Instructor(s): R. Gutiérrez Terms Offered: Autumn
Equivalent Course(s): HIST 38000,AMER 28001,CRES 28000,GNSE 28202,LACS 28000,LACS 38000
HIST 28406. Nineteenth-Century Segment of the United States History Survey. 100 Units.
The nineteenth-century survey will examine the experiences and the conflicts that made up the history of modern American society, as it unfolded over the course of the 1800s. This is where modern America begins. Before there was a Great Recession or an Occupy Wall Street, there was the nineteenth-century roller coaster of prosperity and panic; the robber barons and newfound workers’ unions of the Gilded Age; the passionate public debates over the central bank, monetary policy, and the national currency. Before the Tea Party, the Founders themselves debated the best ways to make their revolution realized, enduring, and meaningful in daily interactions as well as institutions. To understand the implications of Iraq War and its aftermath, we must return to the origins of American imperialism in the 1800s. To appreciate the significance and symbolism of the first African American president, we have to revisit the nation’s long history of slavery, racism, and segregation. The immigration policy issues covered ad nauseam on the cable news channels have their roots in the ebbs and flows of global migrations that began over a century and a half ago. The American feminist movement for equal rights and opportunities began in the nineteenth century; yet in 2008, US women still earned only 77 cents on the male dollar, and in 2011, more than 40 percent of households headed by women lived in poverty. Returning to the contentious (and ongoing) history of Anglo-Indian relations is an essential component of contextualizing today’s sobering statistics, when some reservations face unemployment rates of up to 80 percent, and one quarter of all Native Americans live in poverty. Course requirements include careful reading, active and thoughtful participation, and written assignments.
Instructor(s): A. Lippert Terms Offered: Winter
Equivalent Course(s): HIST 38406, AMER 28406, AMER 38406, CRES 28406, CRES 38406, GNSE 28406, GNSE 38406, LLSO 28406

HIST 28702. Ludwig Wittgenstein's "Philosophical Investigations" 100 Units.
Wittgenstein’s *Philosophical Investigations* is one of the most important works of philosophy written in the twentieth century. Its influence has reached far and wide beyond the limits of philosophy. Yet its meaning remains deeply controversial. This is in part because Wittgenstein broke radically with some of the most common assumptions human beings, especially educated human beings, like to make about themselves, their minds, and the world. It is also because Wittgenstein’s philosophical method made it a point of principle to propose no theories of any kind. The purpose of this course is to make the *Philosophical Investigations* intellectually accessible to students with no professional training or interest in philosophy. The format will consist of a mixture of lecture and commentary, with some room for discussion of selected passages and points of special interest.
Instructor(s): C. Fasolt Terms Offered: Winter
Equivalent Course(s): FNDL 24301, LLSO 28702
HIST 28800. Historical Geography of the United States. 100 Units.
This course examines the spatial dynamics of empire, the frontier, regional
development, the social character of settlement patterns, and the evolution of the
cultural landscapes of America from pre-European times to 1900. All-day northern
Illinois field trip required.
Instructor(s): M. Conzen Terms Offered: Autumn
Note(s): This course offered in even years.
Equivalent Course(s): GEOG 21900,GEOG 31900,HIST 38800

HIST 28900. Roots of the Modern American City. 100 Units.
This course traces the economic, social, and physical development of the city
in North America from pre-European times to the mid-twentieth century. We
emphasize evolving regional urban systems, the changing spatial organization of
people and land use in urban areas, and the developing distinctiveness of American
urban landscapes. All-day Illinois field trip required.
Instructor(s): M. Conzen Terms Offered: Autumn
Note(s): This course offered in odd years.
Equivalent Course(s): GEOG 26100,ENST 26100,GEOG 36100,HIST 38900

HIST 29301. Human Rights I: Philosophical Foundations of Human Rights. 100
Units.
Human rights are claims of justice that hold merely in virtue of our shared
humanity. In this course we will explore philosophical theories of this elementary
and crucial form of justice. Among topics to be considered are the role that dignity
and humanity play in grounding such rights, their relation to political and economic
institutions, and the distinction between duties of justice and claims of charity
or humanitarian aid. Finally we will consider the application of such theories to
concrete, problematic and pressing problems, such as global poverty, torture and
genocide. (A) (I)
Instructor(s): B. Laurence Terms Offered: Spring
Equivalent Course(s): HMRT 30100,PHIL 21700,PHIL 31600,HIST 39301,INRE
31600,LAWS 41200,MAPH 40000,LLSO 25100,HMRT 20100

HIST 29302. Human Rights II: History and Theory. 100 Units.
This course is concerned with the theory and the historical evolution of the modern
human rights regime. It discusses the emergence of a modern “human rights”
culture as a product of the formation and expansion of the system of nation-states
and the concurrent rise of value-driven social mobilizations. It proceeds to discuss
human rights in two prevailing modalities. First, it explores rights as protection
of the body and personhood and the modern, Western notion of individualism.
Second, it inquires into rights as they affect groups (e.g., ethnicities and, potentially,
transnational corporations) or states.
Instructor(s): To be announced Terms Offered: Winter 2016
Equivalent Course(s): HMRT 20200,CRES 29302,HIST 39302,HMRT 30200,INRE
31700,LAWS 41301,LLSO 27100
HIST 29303. Human Rights III: Contemporary Issues in Human Rights. 100 Units.
This interdisciplinary course presents a practitioner’s overview of several major contemporary human rights problems as a means to explore the utility of human rights norms and mechanisms, as well as the advocacy roles of civil society organizations, legal and medical professionals, traditional and new media, and social movements. Topics may include the prohibition against torture, women’s rights as human rights, problems of universalism versus cultural relativism, and the human right to health.
Instructor(s): S. Gzesh Terms Offered: Autumn 2015
Equivalent Course(s): HMRT 20300, HMRT 30300, HIST 39303, INRE 31800, LAWS 78201, LLSO 27200

HIST 29408. Human Rights in Mexico. 100 Units.
This course is intended to give the student a foundation in understanding human rights as both concept and reality in contemporary Mexico. Subject matter includes an overview of key periods in Mexican history in which concepts of individual and group rights, the relationship between citizens and the state, and the powers of the Church and the state were subject to change. This historical review will form the foundation for understanding human rights issues in contemporary Mexico. The course will also examine modern social movements which frame their demands as human rights.
Instructor(s): S. Gzesh Terms Offered: Winter 2016
Prerequisite(s): A reading knowledge of Spanish and at least one course on Latin American history or culture are required.
Equivalent Course(s): HMRT 34501, LACS 24501, LACS 34501, HIST 39408, HMRT 24501

HIST 29514. Rise of the Modern Corporation. 100 Units.
This course examines the history of the corporation from the early modern period to the present, focusing upon the United States. Topics include resemblances and relationships between corporations and states; dynamics among for-profit and nonprofit corporations; corporate cultures and corporate workplaces; the legal construction of corporate personhood; workers, managers, entrepreneurs, and financiers in corporate governance; globalization and the emergence of the multinational corporation.
Instructor(s): J. Levy Terms Offered: Spring
Note(s): Admission by consent of instructor.
Equivalent Course(s): HIST 39514, LLSO 29514
HIST 29625. History Colloquium: The European Family. 100 Units.
This colloquium uses the family, one of the basic building blocks of human society, as a way of introducing students to issues and methodologies in the study of premodern European history. Students will have the opportunity to examine politics, economics, gender, religion, social structures, and a variety of other subjects through the lens of the European family from the ancient period to the end of the eighteenth century. Discussions will focus on both primary and secondary source readings, and each participant will design and carry out an original research project.
Instructor(s): J. Lyon Terms Offered: Winter
Prerequisite(s): History majors must take a History colloquium in their third year.

HIST 29632. History Colloquium: The CIA and American Democracy. 100 Units.
This colloquium will examine all aspects of American intelligence and its influence on history, politics, society, and academe since the inception of the Office of Strategic Services during World War II. Particular attention will be paid to how intelligence is gathered and interpreted, intelligence failures and why they happened, the close association between top Ivy League universities and origins of US intelligence, the penetration of the early Central Intelligence Agency by British individuals spying for the Soviets, the wide influence of the CIA in the 1950s and 1960s on major aspects of American life, the crisis of US intelligence in the late 1960s and through the 1970s, the revival of intelligence vigor in the 1980s, and the uses and misuses of intelligence in the recent wars in Iraq and Afghanistan. Students will be required to read six or seven books during the course of the colloquium, to see a few films outside of class time, to turn in a paper of roughly fifteen pages in the seventh week of the term, and to take a final exam mixing essay questions with questions on the reading. Outstanding participation in colloquium will merit an increment in the final grade, which otherwise will be determined equally by the outside paper and final exam.
Instructor(s): B. Cumings Terms Offered: Spring
Prerequisite(s): History majors must take a History colloquium in their third year.

HIST 29655. History Colloquium: South Africa—Settlement, Segregation, and Apartheid. 100 Units.
This course explores the history of South Africa from the days of Dutch settlement to the emergence of the apartheid state. Topics that we will study include slavery, labor, colonization, resistance, and religious movements. Students will delve into scholarly debates as well as read and analyze a variety of primary sources. This course fulfills the junior colloquium requirement for History majors. Students will be expected to write a short independent research paper.
Instructor(s): E. Osborn Terms Offered: Autumn
Prerequisite(s): History majors must take a History colloquium in their third year.
HIST 29656. History Colloquium: Urban Histories—Experiencing, Using, and Representing the City. 100 Units.

This course will provide an analysis of the changing forms, meanings, and representations of urban life in Europe from the medieval period to the present. To that end, each session will pair secondary readings with a wide range of primary sources, including maps, municipal and legal records, newspapers, novels, prints, songs, paintings, films, planning treatises, tourist guides, memoirs, architectural drawings, photographs, and advertisements. We will address the histories of building, zoning, transportation, planning, ghettoization, segregation, and gentrification. We will consider cities as destinations for migrants, refugees, pilgrims, and tourists, as well as sites of political, social and cultural experimentation, unrest and upheaval. At the end of the term, you will have learned how cities have been shaped by their role as centers of economic, political, and cultural life, as well as how those who inhabit them have sometimes been able to use urban space to their own ends. This will be a small discussion-based course in which each student will write a fifteen-page research paper. Our work with primary sources will provide the tools you need to pursue your research project, while our close readings of both classic and experimental historiography will assure that your final paper contributes to an ongoing scholarly conversation. The material will be drawn from (imperial) Europe, but students interested in urbanism in all parts of the world are very welcome.

Instructor(s): L. Auslander Terms Offered: Autumn
Prerequisite(s): History majors must take a History colloquium in their third year.

HIST 29657. History Colloquium: Populism, War, and Development in Latin America, 1919 to 1950. 100 Units.

This junior colloquium will introduce students to primary sources and historical research methods by examining topics arising in Latin America and the Caribbean from 1919, through the Depression and World War II. Topics will include economic reforms in emergency situations; state-society relations; populism, nationalism, and decolonization in an age of fascisms; US–Latin American relations; the great impact of wars fought on other continents. Knowledge of Spanish or Portuguese is helpful but not required.

Instructor(s): D. Borges Terms Offered: Winter
Prerequisite(s): History majors must take a History colloquium in their third year.
HIST 29658. History Colloquium: European Cultural History. 100 Units.
In this colloquium we will explore key approaches to and topics in European cultural history, focusing primarily on the nineteenth and twentieth centuries. Along the way, we will examine a variety of primary sources, paying attention to how historians have used diaries and memoirs, newspapers, censuses, and other statistical resources, diplomatic correspondence, trial proceedings, museum records, visual and performance material (paintings, photographs, films, theater, dance), and more to write cultural histories. Throughout, we will reflect upon what sets cultural histories apart from other genres of historical writing. Students will be required to participate actively in class discussions and to produce an original paper of approximately fifteen pages by the end of class.
Instructor(s): E. Gilburd Terms Offered: Winter
Prerequisite(s): History majors must take a History colloquium in their third year.

HIST 29659. History Colloquium: History of Asians in America. 100 Units.
Looking through a broad interdisciplinary lens, this colloquium will examine the history of Asians and Pacific Islanders in America. How did nineteenth- and early twentieth-century "sojourners" become "citizens"? What constituted the public’s shift in perception of Asians from unassimilable alien to ostensible “model minority”? We will interrogate not only what it means to have been and to be an Asian or Pacific Islander in America but also what specific role Asian Americans have played in striving for a multiracial democracy. As a junior History colloquium, one of the main purposes is to help students learn to write a long research paper based on primary sources in preparation for writing the BA thesis. Over the course of the quarter, students will be expected to design and carry out an original research project. We will devote significant class time to the discussion of research methods and writing, including peer review exercises.
Instructor(s): M. Briones Terms Offered: Autumn
Prerequisite(s): History majors must take a History colloquium in their third year.

HIST 29660. History Colloquium: The American South since 1865. 100 Units.
A thematic approach to the history of the American South since emancipation. We will explore various historical approaches (e.g., social, political, cultural, economic) and the methodologies that sustain them. Topics include economic transformation, regional music and literature, social and political activism, and the post–Civil Rights era.
Instructor(s): J. Dailey Terms Offered: Winter
Prerequisite(s): History majors must take a History colloquium in their third year.
HIST 29661. 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: Winter
Prerequisite(s): History majors must take a History colloquium in their third year. Equivalent Course(s): HIST 39661,BPRO 29660,FREN 29661,FREN 39661

HIST 29700. Readings in History. 100 Units.
Students are required to submit the College Reading and Research Course Form. Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of instructor and the History undergraduate advisor.

HIST 29801-29802. BA Thesis Seminar I-II.
History majors are required to take HIST 29801-29802. All third-year history majors 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): M. Briones
Prerequisite(s): All third-year history majors in residence in Chicago take HIST 29801 in Spring Quarter. Those who are out of residence take it in Autumn Quarter of their fourth year.

HIST 29802. BA 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): M. Briones
Prerequisite(s): HIST 29801
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): M. Briones
Prerequisite(s): HIST 29801