PROGRAM OF STUDY

For decades the University of Chicago has been a leader in the study of history, through its pioneering civilization studies programs, its intensive research-based undergraduate curriculum, and its training of academic historians as both researchers and teachers. Majoring in history not only enables you to become a consumer of academic knowledge, it also prepares you to become a producer of knowledge. Undergraduate history courses first train you to explore large-scale social, cultural, and political processes by defining concrete, researchable questions. Subsequently, as a history major, you are taught how to locate the primary and secondary sources necessary to develop answers to these questions. Finally, faculty assist you in transforming your research into historical arguments that shed light on the multiple ways in which our world, our very reality, has transformed over time. History is excellent preparation for a wide field of endeavors—from law, government, and public policy to the arts and business.

Students interested in a history major should consult the associate director before the end of their second year; it is, however, possible to join the major as a third-year student.

PROGRAM REQUIREMENTS

In addition to the civilization sequences, students can choose from more than eighty history courses that are offered each year to undergraduates. Some of these are introductory lectures ("Gateway courses"), others are small seminars devoted to the intense study of a particular historical moment, theme, or event. Students must take twelve courses for the history major.

Courses without a HIST number may be used only with departmental permission; students should submit a petition before the end of Winter Quarter of the fourth year to the associate director to have them considered (see Petitioning for Outside Credit). Students may use one civilization sequence (up to three courses in the same sequence) to count toward history major requirements, but only if these courses are not also being used to count toward general education requirements.

History majors currently have the option of pursuing one of two tracks: the Regular Track or the Research Track. Beginning with the Class of 2021, history majors will have the choice of three tracks: the Colloquium Track, the Capstone Track, and the BA Thesis Track. The Class of 2020 is not affected by this change.

CLASS OF 2020 REQUIREMENTS

Regular Track

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Requirements</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six courses in a major field</td>
<td>600</td>
<td></td>
</tr>
<tr>
<td>Six electives</td>
<td>600</td>
<td></td>
</tr>
<tr>
<td>One of the twelve courses above must be a Research Colloquium (HIST 29600s)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Units 1200

Research Track

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Requirements</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six courses in a major field</td>
<td>600</td>
<td></td>
</tr>
<tr>
<td>Four electives</td>
<td>400</td>
<td></td>
</tr>
<tr>
<td>One of the ten courses above must be a Research Colloquium (HIST 29600s)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirements</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 29801</td>
<td>BA Thesis Seminar I</td>
<td>100</td>
</tr>
<tr>
<td>HIST 29802</td>
<td>BA Thesis Seminar II</td>
<td>100</td>
</tr>
</tbody>
</table>

Total Units 1200

§ Students on the Research Track should complete their Research Colloquium before Spring Quarter of their third year.

Students wishing to pursue the Research Track must officially declare their intention to do so with the associate director by sixth week of Winter Quarter during their third year. Only students in the Research Track are eligible for honors.

CLASSES OF 2021+ REQUIREMENTS

Colloquium Track

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Requirements</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six courses in a major field</td>
<td>600</td>
<td></td>
</tr>
<tr>
<td>Five electives</td>
<td>500</td>
<td></td>
</tr>
</tbody>
</table>

One of the eleven courses above must be a Research Colloquium (HIST 29600s)§
HIST 29803 Historiography 100
Total Units 1200

Capstone Track
Six courses in a major field 600
Four electives 400

One of the ten courses above must be a Research Colloquium (HIST 29600s)

HIST 29803 Historiography 100
HIST 29804 Capstone Seminar (Autumn) 100
Total Units 1200

BA Thesis Track
Six courses in a major field 600
Three electives 300

One of the nine courses above must be a Research Colloquium (HIST 29600s)

HIST 29803 Historiography 100
HIST 29801 BA Thesis Seminar I 100
HIST 29802 BA Thesis Seminar II 100
Total Units 1200

§ Students on the BA Thesis Track should complete their Research Colloquium before Spring Quarter of their third year.

Students wishing to pursue the Capstone Track or the BA Thesis Track must officially declare their intention to do so with the associate director by sixth week of Winter Quarter during their third year. Only students in the BA Thesis Track are eligible for honors.

**Major Field**

Students in all tracks are required to take six courses in, or directly related to, their chosen main field. Students construct the main field and choose their other courses in close consultation with the associate director, subject to final approval by the faculty chair of the Undergraduate Studies Committee.

The major field is usually defined by time and space. Examples are nineteenth- or twentieth-century US history, colonial Africa, the Atlantic world in the early modern or modern period, ancient Greece, or medieval Europe. Thematic major fields are also possible: for example, African American, Jewish, or gender history. Major fields may also be methodologically defined: for example, intellectual, economic, gender, political, or urban history. Students pursuing a major field in urban history might take courses ranging from ‘Rome: The Eternal City’ to ‘Cities from Scratch: The History of Urban Latin America’; a focus on economic history might include ‘Economic Change in China’ and ‘The History of US Capitalism.’ In the case of thematically or methodologically defined major fields, it is particularly important to consult closely with the associate director to ensure coherence.

**Electives**

In addition to the six courses in the main field, students must also take a number of elective courses, which vary by track (see the summaries of requirements above). Electives should complement the main field, extend the range of your historical awareness, and explore varying approaches to historical analysis and interpretation. You are encouraged to take courses that introduce significant civilizational or chronological breadth into your studies, or a different methodology or theme than you are studying in your major field.

**Research Colloquium (HIST 29600s)**

Students who major in history must take at least one history colloquium, though they are welcome to take more than one. Depending on the topic, the colloquium may count as one of the six courses comprising the student’s major field or as one of the history electives, depending on the relevance of the colloquium to the student’s major field. Students interested in pursuing the Research/BA Thesis Track should take a colloquium prior to Spring Quarter of their third year, while those pursuing other tracks can take a colloquium at any point prior to graduation. The colloquia are offered on a variety of topics each year and enable advanced College students to pursue research projects.

These courses expose students to the methods and practice of historical research and writing. Students are required to compose an original research paper that is at least fifteen pages in length. For students who are planning to begin graduate study the year following graduation, the colloquium provides them with the opportunity to produce a writing sample based on primary sources that they can use for their applications.

**Historiography (HIST 29803)**

Beginning with the Class of 2021, all majors are required to take HIST 29803 Historiography. This course provides disciplinary training for majors and will be offered at least twice each academic year to ensure students
are able to fulfill the requirement. It is recommended that students pursuing the Capstone Track or Research/BA Thesis Track take this course by the end of their third year. The Class of 2020 is not affected by this change.

**TRACK OPTIONS**

**Regular Track (Class of 2020)/Colloquium Track (Classes of 2021+)**

Students in the Class of 2020 who choose the Regular Track are required to complete twelve courses: six in a major field, and six electives. Students in the Classes of 2021+ also complete twelve courses: six in a major field, five electives, and Historiography. The Research Colloquium may count toward either the major field or the electives. These tracks are designed for students with broad-ranging interests who want to take more electives. These tracks also offer greater flexibility to take the Research Colloquium at any time before graduation.

**Capstone Track**

Students who choose the Capstone Track are required to complete twelve courses: six in a major field, four electives, Historiography, and one Capstone Seminar. The Research Colloquium may count toward either the major field or the electives. Capstone Track students develop and carry out an original research project that does not take the form of a BA thesis. This Capstone project allows students to draw on innovative trends within the historical discipline, such as digital history, spatial history, and public history. Projects such as a podcast, an online exhibit, or a documentary ‘short’ will cultivate new skills as well as new modes of communication and presentation with an eye to engaging wider audiences for students’ scholarship.

**Capstone Seminar (HIST 29804)**

The Capstone Seminar is a one-quarter course spread out over Autumn and Winter Quarters of the fourth year. Like in the BA Thesis Track, students find and research a historical topic they find compelling, but Capstone students also determine and create the form in which they want to explore it. The seminar encourages students to think in the broadest possible terms about what form this project might take, by introducing them to historians and organizations that work in public history, documentary filmmaking, podcasts, museums, data, etc. The seminar will then guide students in the development of their individual Capstone projects.

**Research Track (Class of 2020)**

Students admitted to the Research Track are required to complete twelve courses for the major: six in a major field, four electives, and two BA seminars. The Research Colloquium may count toward either the major field or the elective field requirement. Students planning to pursue graduate study in history or those wishing to go into a research-intensive career, such as journalism, law, or policy analysis, are encouraged to pursue the Research Track.

**BA Thesis Track (Classes of 2021+)**

Students admitted to the BA Thesis Track are required to complete twelve courses for the major: six in a major field, three electives, Historiography, and two BA seminars. The Research Colloquium may count toward either the major field or the elective field requirement. Students planning to pursue graduate study in history or those wishing to go into a research-intensive career, such as journalism, law, or policy analysis, are encouraged to pursue the BA Thesis Track.

**BA Thesis Seminars (HIST 29801 and HIST 29802)**

With the approval of the faculty chair of the Undergraduate Studies Committee, the committee places students into a Spring Quarter BA thesis seminar before the end of Winter Quarter. In the seminar students develop a research proposal, which they submit at the end of Spring Quarter.

Students pursuing the Research/BA Thesis Track are required to take two BA thesis seminars and complete a BA thesis. The BA thesis is a three-quarter-long research project in which students develop a significant and original interpretation of a historical issue of their choosing. Theses are the culmination of the history program and range from forty to sixty pages in length. The BA thesis seminars assist students in formulating approaches and developing their research and writing skills, while providing a forum for group discussion and critiques.

Students formally register for two quarters, during the Spring Quarter of their third year (HIST 29801 BA Thesis Seminar I) and Winter Quarter of their fourth year (HIST 29802 BA Thesis Seminar II), though they are also expected to be actively engaged during the intervening Autumn Quarter. Students who are out of residence in Spring Quarter of their third year take BA Seminar I in Autumn Quarter of their fourth year (see Study Abroad below). BA Thesis Seminar I meets weekly in the Spring Quarter of the third year, but only every other week during the autumn and winter terms of the fourth year. Throughout the period of researching and writing the thesis, students benefit from the company of their peers and the guidance of their preceptor. A preceptor is an advanced history graduate student who serves as the seminar instructor and as the second reader of the thesis. The student must receive a B grade in BA Seminar I to continue in the Research/BA Thesis Track and enroll in BA Seminar II.
The deadline for submission of the BA thesis is the second Friday of Spring Quarter. Students who wish to complete their papers in a quarter other than Spring Quarter must petition the department through the associate director. Students graduating in a quarter other than Spring Quarter must turn in their theses by Friday of seventh week of their final quarter. When circumstances justify, the department establishes individual deadlines and procedures.

With approval from the undergraduate faculty chairs in two departments, history students may be able to write a BA thesis that meets requirements for a dual major. Students must consult with both chairs before the end of Spring Quarter of their third year. A consent form, to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

APPLICATION TO RESEARCH, CAPSTONE, OR BA THESIS TRACK

Students wishing to pursue one of these tracks must submit a major form indicating their plans as well as a short description of their proposed Capstone or BA thesis topic to the associate director by sixth week of Winter Quarter during their third year.

Students are eligible to apply for funding for summer research from the Department of History and the PRISM (Planning Resources and Involvement for Students in the Majors) program. Students are also encouraged to take advantage of funding that is available for language study abroad through the Foreign Language Acquisition Grant (FLAG) program. For details on available funding, students should consult the associate director.

OTHER COURSE INFORMATION

Course Numbering

History courses numbered 10000 to 29999 are intended primarily for College students; 10000-level courses are introductory. Some 20000-level courses have 30000-level equivalents when they are open to graduate students. To register for 20000/30000 cross-listed courses, undergraduates must use the undergraduate number (20000). History courses numbered 40000 to 49999 are intended primarily for graduate students, but are open to advanced College students with the consent of the instructor. Undergraduates registered for 40000-level courses are held to the graduate-level requirements.

Reading and Research Courses

Students interested in pursuing a program of study that cannot be met by means of regular courses have the option of devising a reading and research course (HIST 29700 Readings in History) that is taken individually and supervised by a member of the Department of History faculty. Such a course requires the approval of the associate director and the prior consent of the instructor with whom the student would like to study. Note: Enrollment in HIST 29700 is open only to students who are doing independent study that is not related to the research or writing of the BA thesis. As a general rule, only one reading and research course can be counted towards the history major.

Petitioning for Outside Credit

The Department of History offers a wide variety of courses each quarter, and majors are strongly encouraged to take history courses to fulfill the requirements of the major. In some instances, courses that originate outside the department can be used to fulfill the course requirements of the major. To receive history credit for nondepartmental courses, you must petition the Undergraduate Studies Committee for approval. A few things to keep in mind:

- Petitions must include a course description, a syllabus, and a statement of purpose that addresses the value of the course for your proposed course of study.
- Students should submit a petition before the end of Winter Quarter of the fourth year to the associate director.
- Courses taken abroad may also be used towards the major, pending approval of the petition, however more than half of the requirements for the major must be met by registering for courses bearing University of Chicago course numbers.
- Petitions for courses abroad must include course syllabi, descriptions, and course work.
- Generally, no more than two petitions per student will be approved.
- Documentation of approved petitions must be provided to the College adviser in a timely fashion for processing.

GRADING

Courses counting towards the history major are normally taken for quality grades. The History Research Colloquium (HIST 29600s), HIST 29801 BA Thesis Seminar I, and HIST 29802 BA Thesis Seminar II must be taken for quality grades. In exceptional circumstances, students who are majoring in history may petition to allow a course taken for a pass/fail grade to count towards the requirements of the major. Students wishing to do so should consult with the associate director. A pass grade is to be given only for work of C– quality or higher.
Students should also consult with their College adviser about the appropriateness of pass/fail grading options in their larger program of study.

**HONORS**

Students pursuing the Research/BA Thesis Track who have done exceptionally well in their coursework and have written an outstanding BA thesis are recommended for honors. Candidates must have an overall GPA of 3.0 or higher and a GPA of 3.7 or higher in the twelve courses counting towards the major. Readers submit BA theses for departmental honors that they judge to be of particular distinction. If the department concurs, the student is awarded honors. Students who fail to meet the deadline for submission of the BA thesis are not eligible for honors consideration.

**DOUBLE MAJOR**

Students planning to double major in history and another discipline are encouraged to do so, with the following stipulations:

- Double counting: Courses that are cross-listed with another department may be used for both majors.
- BA thesis and seminar: Double majors pursuing the Research Track must fulfill the requirements pertaining to the BA thesis, including taking part in the BA seminar.

**MINOR IN HISTORY**

Students specializing in all disciplines are welcome to minor in history. Majors in such fields as global studies, political science, public policy studies, economics, and philosophy find that a history minor complements their major by providing a historical understanding of social, cultural, political, and economic issues, while those majoring in such disciplines as mathematics and the sciences use the minor to explore a different area of interest and to develop their humanistic understanding of the world. Students may choose to take courses in a variety of fields, time periods, and thematic topics, with the aim of developing a broad understanding of historical change across time and space, or they may choose to focus specifically on a more narrowly defined field of interest.

Students wishing to pursue the minor should contact the associate director and complete the minor declaration form no later than the end of the third year. The associate director's approval for the minor program should be submitted to a student's College adviser by the deadline above on a form obtained from the adviser.

**Requirements**

The history minor requires a total of six courses chosen in consultation with the associate director. All minors beginning with the Class of 2021 are required to take HIST 29803 Historiography, as one of their six courses. Courses in the minor (1) may not be double counted with the student's major(s) or with other minors; (2) may not be counted toward general education requirements; (3) may not be petitioned in from other departments; (4) must be taken for quality grades; and (5) must consist of more than half of the courses bearing University of Chicago course numbers.

**STUDY ABROAD**

The Department of History strongly supports study abroad. The course work requirements have been arranged to make this possible, but prior planning is required, especially for those pursuing the Research Track. If at all possible, it is best to study abroad during Autumn and/or Winter Quarters of the third year. However, if a full-year study abroad experience is desired, that is still compatible with the Research/BA Thesis Track. One section of the BA seminar (combining requirements of BA Seminar I and II in an accelerated manner) meets in Autumn Quarter to accommodate fourth-year students who have been abroad third year; these students register for BA Seminar II with the rest of their third-year cohort. All Research/BA Thesis Track history majors are required to be on campus for Autumn and Winter Quarters of their fourth year in order to complete the BA thesis.

**HISTORY COURSES**

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

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

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

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

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

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

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

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

HIST 10103. Introduction to African Civilization III. 100 Units.
Part three uses anthropological perspectives to investigate colonial and postcolonial encounters in sub-Saharan Africa, with a particular focus on Southern Africa. The course is centered on the twentieth and twenty-first centuries. It begins with an examination of colonialism, the institutionalization of racism, and dispossession, before examining anti-colonialism and the postcolonial period. The class draws on scholarship on and by African writers: from poets to novelists, ethnographers, playwrights, historians, politicians, political theorists, and social critics. Over the course of the quarter, students will learn about forms of person-hood, subjectivity, gender, sexuality, kinship practices, governance, migration, and the politics of difference.

Instructor(s): K. Takabvirwa Terms Offered: Spring
Equivalent Course(s): ANTH 20703, CRES 20203

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): SALT 30100, SOSC 23000, ANTH 24101, MDVL 20100, SALT 20100

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

HIST 11301. Global British Empire to 1784: War, Commerce, and Revolution. 100 Units.
This course traces the origins, development, and revolutionary transformation of the British Empire. Students will explore the English Civil War, King Philip’s War, Bacon’s Rebellion, the development of slavery, the Revolution of 1688, the making of British India, the rise of Irish discontent, the Scottish Jacobite Rebellions, the causes of the American Revolution, and the transformation of the British Empire into an authoritarian state. Students will read selections from Locke, Defoe, Swift, Franklin, Burke, and many others.
Instructor(s): S. Pincus Terms Offered: Winter
Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.
Equivalent Course(s): LLIS 21301

HIST 12001. Medieval History: Theories & Methods. 100 Units.
This course will introduce students to research methods and historical theories that are central to the field of medieval European history (500-1500 AD). The first section of the course is designed to give students a grounding in some of the most important historical narratives (political, social, economic, religious, intellectual, cultural) about the medieval period. Students will then spend the middle weeks of the quarter exploring the different types of original sources (written and non-written) that historians use to conduct research on the Middle Ages. This section of the course will include class time at the Regenstein Library’s Special Collections Research Center. In the final weeks, we will concentrate on some of the scholarly debates that have shaped the modern field of medieval history. Grades will be determined on the basis of a midterm exam, a final exam, two short papers, and classroom discussion.
Instructor(s): J. Lyon Terms Offered: Autumn
Note(s): No prior knowledge of medieval European history is required; the course is open to all undergraduates.
Equivalent Course(s): MDVL 12001

HIST 12203. Italian Renaissance: Petrarch, Machiavelli, and the Wars of Popes and Kings. 100 Units.
Florence, Rome, and the Italian city-states in the age of plagues and cathedrals, Petrarch and Machiavelli, Medici and Borgia (1250-1600), with a focus on literature, philosophy, primary sources, the revival of antiquity, and the
papacy’s entanglement with pan-European politics. We will examine humanism, patronage, politics, corruption, assassination, feuds, art, music, magic, censorship, education, science, heresy, and the roots of the Reformation. Writing assignments focus on higher level writing skills, with a creative writing component linked to our in-class role-played reenactment of a Renaissance papal election (LARP). This is a History Department Gateway course. First-year students and non-History majors welcome. Instructor(s): A. Palmer Terms Offered: Spring
Prerequisite(s): Graduate students by consent only; register for the course as HIST 90000 (sect 53) Reading and Research: History.
Note(s): History Gateways are introductory courses meant to appeal to first- through third-year students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages. Equivalent Course(s): CLCV 22216, SIGN 26034, ITAL 16000, RLST 22203, KNOW 12203, MDVL 12203, FNDL 22204

HIST 12700-12800. Music In Western Civilization I-II.
This two-quarter sequence explores musical works of broad cultural significance in Western civilization. We study pieces not only from the standpoint of musical style but also through the lenses of politics, intellectual history, economics, gender, cultural studies, and so on. Readings are taken both from our music textbook and from the writings of a number of figures such as St. Benedict of Nursia and Martin Luther. In addition to lectures, students discuss important issues in the readings and participate in music listening exercises in smaller sections.

HIST 12700. Music In Western Civilization I: To 1750. 100 Units.
This course, part of the Social Sciences Civ core, looks at musics in different moments of Euro-American history and the social contexts in which they originated, with some comparative views on other world traditions. It aims to give students a better understanding of the social contexts of European music over this period; aids for the basic sound structures of pieces from these different moments; and convincing writing in response to prompts based on source readings or music pieces. Our first quarter (MUS 12100 etc.) spans roughly the period between Charlemagne’s coronation as Holy Roman Emperor (800 CE) and the dissolution of the Empire (1806) with the triumph of Napoleon across Western Europe.
Instructor(s): R. Kendrick Terms Offered: Autumn
Note(s): Prior music course or ability to read music not required. Students must confirm enrollment by attending one of the first two sessions of class. This two-quarter sequence meets the general education requirement in civilization studies; it does not meet the general education requirement in the arts.
Equivalent Course(s): SOSC 21100, MUSI 12100

HIST 12800. Music In Western Civ II. 100 Units.
This course, part of the Social Sciences Civ core, looks at musics in different moments of Euro-American history and the social contexts in which they originated, with some comparative views on other world traditions. It aims to give students a better understanding of the social contexts of European music over this period; aids for the basic sound structures of pieces from these different moments; and convincing writing in response to prompts based on source readings or music pieces. Our second quarter (MUS 12200 etc.) runs from the beginning of European Romanticism around 1800 to the turn of the 21st century.
Terms Offered: Winter
Note(s): Prior music course or ability to read music not required. Students must confirm enrollment by attending one of the first two sessions of class. This two-quarter sequence meets the general education requirement in civilization studies; it does not meet the general education requirement in the arts.
Equivalent Course(s): MUSI 12200, SOSC 21200

HIST 13001-13002-13003. History of European Civilization I-II-III.
Has Europe ever been civilized? This sequence, which satisfies the general education requirement in civilization studies, invites students to discuss the simultaneously creative and destructive forces inherent in centuries of European history. While resisting shallow critiques and caricatures of Europe’s role in the world, students examine in depth major themes in the history of European ideas about civilization, including the interplay of faith, reason, and secularism; the individual, family, and mass society; and monarchy, revolution, and democracy. Students not only grapple with big questions and transformative ideas but also consider unique perspectives and ordinary people by reading a variety of different kinds of historical evidence. The sequence provides students with foundational skills and knowledge for the University of Chicago general education core curriculum more broadly, which owes much of its intellectual project to European ideas of knowledge and education. In keeping with the traditions of the core curriculum, students contextualize and interrogate sources in small, rigorous, and textually immersive classes. Learn to think historically! There are three parts to this sequence. Parts I and II cover the period from approximately the fall of Rome to the present and should be taken in sequence in the Autumn-Winter or Winter-Spring Quarters. The optional Part III treats specialized topics in greater depth in the Spring Quarter.

HIST 13001. History of European Civilization I. 100 Units.
The first part of the sequence examines the period from approximately 500 to 1700 in European history. It challenges students to question two-dimensional, rigid narratives about the fall of Rome, the Dark Ages, the Renaissance and Reformation, and the early Enlightenment by reading historical sources with empathy and attention to their authors’ own perspectives. For example, we explore the entanglement of the political, economic, and religious by reading a chronicle written by a monk; we examine gender relations and
daily life by reading men’s and women’s personal letters; and we investigate the earliest contacts between Europeans and the peoples of the Americas by reading eyewitness accounts of their interactions. In the process of recovering the lived experiences of medieval and early modern Europeans, the course engages with the sophisticated societies and cultures of premodern Europe, which many subsequent generations post-1700 would come to label backwards and uncivilized.

Instructor(s): Staff Terms Offered: Autumn Winter

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

HIST 13002. History of European Civilization II. 100 Units.
The second part of the sequence examines the period from approximately 1700 to the present in European history. Major topics include the Enlightenment, the French Revolution, industrialization, the world wars, and the European Union. This course challenges students to do more than simply define conceptual terms like imperialism, nationalism, liberalism, capitalism, and communism. We situate these and other grand narratives in new ideas of progress, new technologies and forms of knowledge production, and the material transformations of everyday life. Changes in media (newspapers, radio, films, etc.) and the rise of mass production and consumption in these centuries were both the cause and effect of many of the events we will be discussing. Sources include nineteenth-century novels, eyewitness accounts to revolution and the Holocaust, and speeches and manifestos of the political and cultural avant-garde. Throughout the course, we will continuously examine the paradoxes that have shaped modern Europe: its resilience and fragility, its great experiments in liberty and tragic acts of violence.

Instructor(s): Staff Terms Offered: Spring

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

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

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

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

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

HIST 13100-13200-13300. History of Western Civilization I-II-III.
Available as a three-quarter sequence (Autumn-Winter-Spring) or as a two-quarter sequence (Autumn-Winter or Winter-Spring). This sequence meets the general education requirement in civilization studies. The purpose of this sequence is threefold: (1) to introduce students to the principles of historical thought, (2) to acquaint them with some of the more important epochs in the development of Western civilization since the sixth century BC, and (3) to assist them in discovering connections between the various epochs. The purpose of the course is not to present a general survey of Western history. Instruction consists of intensive investigation of a selection of original documents bearing on a separate topic, usually two or three a quarter, occasionally supplemented by the work of a modern historian. The treatment of the selected topics varies from section to section. This sequence is currently offered twice a year. The amount of material covered is the same whether the student enrolls in the Autumn-Winter-Spring sequence or the Summer sequence.

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

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

Prerequisite(s): These courses must be taken in sequence.
HIST 13200. History of Western Civilization II. 100 Units.
This sequence fulfills the general education requirement in civilization studies. The purpose of this three-course sequence is (1) to introduce students to the principles of historical thought and to provide them with the critical tools for analyzing tests produced in the distant or near past, (2) to acquaint them with some of the more important epochs in the development of European civilization since the sixth century B.C.E., and (3) to assist them in discovering the developmental connections between these various epochs.
13200: The second course explores major themes in the Middle Ages, the Renaissance, and the Reformation. The sequence does not present a general survey of European history, but rather undertakes an intensive investigation of original documents bearing on a number of discrete topics in European civilization (e.g., the Roman Republic, or the origins of the First World War). These original documents are contained in the nine-volume series published by The University of Chicago Press, The University of Chicago Readings in Western Civilization. The course also draws on supplementary materials from the work of modern historians. This sequence fulfills the general education requirement in civilization studies. Students should log on to https://canvas.uchicago.edu/ and check the page for this course for the first day’s reading assignment; you will be expected to be prepared.
Instructor(s): K. Weintraub, Winter, Summer Terms Offered: Summer Winter
Prerequisite(s): These courses must be taken in sequence.

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

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

HIST 13500. America In World Civilization I. 100 Units.
America in World Civilization I examines foundational texts and moments in American culture, society, and politics, from early European incursions into the New World through the early republic of the United States, roughly 1500-1800. We will examine encounters between Native Americans and representatives of imperial powers (Spain, France, and England) as well as the rise of African slavery in North America before 1700. We will consider the development of Anglo-American society and government in the eighteenth century, focusing especially on the causes and consequences of the American Revolution.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): It is recommended that students take this course in chronological sequence: HIST 13500–13600 (I and II) or HIST 13600–13700 (II and III).

HIST 13600. America in World Civilization II. 100 Units.
The nineteenth-century segment of America in World Civilizations asks: What happens when democracy confronts inequality? We focus on themes that include indigenous-US relations; religious revivalism and reform; slavery, the Civil War, and emancipation; the intersection between women’s rights and antislavery; the development of industrial capitalism; urbanism and social inequality.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): It is recommended that students take this course in chronological sequence: HIST 13500–13600 (I and II) or HIST 13600–13700 (II and III).
HIST 13700. America in World Civilization III. 100 Units.
The third quarter America in World Civilization focuses on multiple definitions of Americanism in a period characterized by empire, transnational formations, and America’s role in the world. We explore the construction of social order in a multicultural society; culture in the shadow of war; the politics of race, ethnicity, and gender; the rise and fall of new social movements on the left and the right; the emergence of the carceral state and militarization of civil space; and the role of climate change and the apocalyptic in shaping imagined futures.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): It is recommended that students take this course in chronological sequence: HIST 13500–13600 (I and II) or HIST 13600–13700 (II and III).

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

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

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

HIST 14100. Introduction to Russian Civilization III. 100 Units.
The third quarter of Russian Civilization is a new (2020) addition to the curriculum. When taken following Introduction to Russian Civilization I and II, Introduction to Russian Civilization III meets the general education requirement in Humanities, Civilization Studies, and the Arts. The course is thematic and will vary from year to year. In spring 2021 this course will explore the nature of state socialism, or ‘communism’-the political and economic system that governed much of the world’s population during the twentieth century-and the transition from that system to alternative modes of governance. Course material will emphasize the experience of the (former) Soviet Union and Eastern Europe, where communism as a system has disappeared most completely, but many of the lessons of transition apply also to China, Vietnam, North Korea, and Cuba. A nontrivial portion of the course covers the nature of communism, as both the tasks and obstacles of transition are determined in part by the character of the previous system. However, the bulk of the material addresses postcommunist policies, institutions, and outcomes.
Instructor(s): S. Gehlbach Terms Offered: Spring
Note(s): Students who wish to take this course for Civilization Studies Core credit must also take Russ Civ I and II.
Equivalent Course(s): REES 26015, SOSC 24200

HIST 14302. Early Modern China: An Age of Global Transformation, 1500-1800. 100 Units.
The period between 1500 and 1800 was pivotal in the emergence of the modern world. We tend to focus on Europe and the Americas when we think of the changes that occurred in this period. However, this was also an age of dramatic transformation for China in ways that were connected and/or similar to changes unfolding elsewhere. After reviewing how the legacy of the Mongol conquests shaped early modern Eurasia, we will examine a series of intertwined developments that were characteristic of not only China but also global experiences in this period: population growth, expanded commercial activity, silver imports from the Americas, and the adoption of ‘New World’ crops, such as maize and sweet potatoes. We will then look at how new intellectual currents and major shifts in government policies responded to these new social and economic realities. We will examine two developments-print culture and colonialism-that play important roles in narratives of early modern European history but are no less applicable to Chinese history. Our course will end with a consideration of how the growth of the early modern period generated not only tremendous wealth but also considerable political and ecological challenges that modern actors would struggle to overcome. For the final
History

11

project, students will design a museum exhibit that focuses on one aspect of China’s early modern history and underscores the global interconnectedness of this period.

Instructor(s): D. Knorr Terms Offered: Spring

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): EALC 14302, ENST 24302, GLST 24302

HIST 14303. Modern Korean History. 100 Units.

This course focuses on the modern history of a country that is well known for shifting its course at dizzying speed. Beginning with the last monarchic dynasty’s ‘opening’ to the world in the late nineteenth century, the course will move on to deal with radical transformations such as Japanese colonization and Korea’s subsequent liberation in 1945; the civil war, national division, and dictatorship in the two Koreas; and the economic miracle and democratization in the South and nuclear development in the North. How do we understand recent events, such as the South Korean president’s impeachment in 2017 and the North Korean leader’s high-profile diplomatic détentes in 2018? Do they come out of nowhere, or can we find an underlying consistency based on an understanding of the long twentieth century? Through a careful study of Korea’s modern history, this course is designed to reveal the longer trajectories of Korea’s historical development, showing how the study of this contentious peninsula becomes a study of modern world history.

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

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): GLST 24303, EALC 14303

HIST 15100-15200-15300. Introduction to the Civilizations of East Asia I-II-III.

This sequence meets the general education requirement in civilization studies. This is a three-quarter sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present. Taking these courses in sequence is not required.

HIST 15100. Introduction to the Civilizations of East Asia I. 100 Units.

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

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

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

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

Equivalent Course(s): SOSC 23500, EALC 10800, CRES 10800

HIST 15200. Introduction to the Civilizations of East Asia II. 100 Units.

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

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

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

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

Equivalent Course(s): SOSC 23600, EALC 10900, CRES 10900

HIST 15300. Introduction to the Civilizations of East Asia III. 100 Units.

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

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

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

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

Equivalent Course(s): SOSC 23700, CRES 11000, EALC 11000

HIST 15602-15603-15604. Ancient Empires I-II-III.

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

HIST 15602. Ancient Empires I. 100 Units.

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

Instructor(s): James Osborne
Terms Offered: Winter

Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): CLCV 25700, NEHC 20011

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

Instructor(s): Hakan Karateke
Terms Offered: Autumn
Equivalent Course(s): CLCV 25800, MDVL 20012, NEHC 20012

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

Instructor(s): Brian Muhs
Terms Offered: Spring
Equivalent Course(s): CLCV 25900, NEHC 20013

HIST 15611. Islamicate Civilization I: 600-950. 100 Units.
This course covers the rise and spread of Islam, the Islamic empire under the Umayyad and early Abbasid caliphs, and the emergence of regional Islamic states from Afghanistan and eastern Iran to North Africa and Spain. The main focus will be on political, economic and social history.

Instructor(s): Ahmed El Shamsy
Terms Offered: Autumn
Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements
Equivalent Course(s): NEHC 20201, ISLM 30201, HIST 35621, RLST 20201, MDVL 20201, NEHC 30201

HIST 15612. Islamicate Civilization II: 950-1750. 100 Units.
This course, a continuation of Islamicate Civilization I, surveys intellectual, cultural, religious and political developments in the Islamic world from Andalusia to the South Asian sub-continent during the periods from ca. 950 to 1750. We trace the arrival and incorporation of the Steppe Peoples (Turks and Mongols) into the central Islamic lands; the splintering of the Abbasid Caliphate and the impact on political theory; the flowering of literature of Arabic, Turkic and Persian expression; the evolution of religious and legal scholarship and devotional life; transformations in the intellectual and philosophical traditions; the emergence of Shi’i states (Buyids and Fatimids); the Crusades and Mongol conquests; the Mamluks and Timurids, and the ‘gunpowder empires’ of the Ottomans, Safavids, and Moghuls; the dynamics of gender and class relations; etc. This class partially fulfills the requirement for MA students in CMES, as well as for NELC majors and PhD students.

Instructor(s): Franklin Lewis
Terms Offered: Winter
Prerequisite(s): Islamicate Civilization I (NEHC 20201) or Islamic Thought & Literature-1 (NEHC 20601), or the equivalent
Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements
Equivalent Course(s): NEHC 20202, NEHC 30202, RLST 20202, MDVL 20202, HIST 35622, ISLM 30202

HIST 15613. Islamicate Civilization III: 1750-Present. 100 Units.
This course covers the period from ca. 1750 to the present, focusing on Western military, economic, and ideological encroachment; the impact of such ideas as nationalism and liberalism; efforts at reform in the Islamic states; the emergence of the ‘modern’ Middle East after World War I; the struggle for liberation from Western colonial and imperial control; the Middle Eastern states in the cold war era; and local and regional conflicts.

Instructor(s): Holly Shissler
Terms Offered: Spring
Prerequisite(s): Islamicate Civilization II (NEHC 20202) or Islamic Thought & Literature-2 (NEHC 20602), or the equivalent
Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements
Equivalent Course(s): RLST 20203, HIST 35623, NEHC 30203, ISLM 30203, NEHC 20203
HIST 16101-16102-16103. Introduction to Latin American Civilization I-II-III.
Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. This sequence is offered every year. This course introduces the history and cultures of Latin America (e.g., Mexico, Central and South America, and the Caribbean Islands).

HIST 16101. Introduction to Latin American Civilization I. 100 Units.
Autumn Quarter examines the origins of civilizations in Latin America with a focus on the political, social, and cultural features of the major pre-Columbian civilizations of the Maya, Inca, and Aztec. The quarter concludes with an analysis of the Spanish and Portuguese conquest, and the construction of colonial societies in Latin America. The courses in this sequence may be taken in any order.
Instructor(s): Emilio Kourí Terms Offered: Autumn
Equivalent Course(s): SOSC 26100, CRES 16101, LACS 34600, ANTH 23101, LACS 16100, HIST 36101

HIST 16102. Introduction to Latin American Civilization II. 100 Units.
Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.
Instructor(s): D. Borges Terms Offered: Winter
Equivalent Course(s): LACS 16200, PPHA 39770, HIST 36102, LACS 34700, ANTH 23102, 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): CRES 16103, HIST 36103, SOSC 26300, ANTH 23103, LACS 16300, LACS 34800, PPHA 39780

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

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

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

HIST 16900. Ancient Mediterranean World III. 100 Units.
Part III examines late antiquity, a period of paradox. The later Roman emperors established the most extensive, pervasive state structures of the ancient Mediterranean, yet yielded their northern and western territories to Goths, Huns, Vandals, and, ultimately, their Middle Eastern core to the Arab Muslims. Imperial Christianity united the populations of the Roman Mediterranean in the service of one God, but simultaneously divided them into competing sectarian factions. A novel culture of Christian asceticism coexisted with the consolidation of an aristocratic ruling class notable for its insatiable appetite for gold. The course will address these apparent contradictions while charting the profound transformations of the cultures, societies, economies, and political orders of the Mediterranean from the conversion of Constantine to the rise of Islam.
Instructor(s): R. Payne Terms Offered: Spring
Equivalent Course(s): CLCV 20900, MDVL 16900


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

HIST 17310. Science, Culture, and Society in Western Civilization I: Greek & Roman Science. 100 Units.
This undergraduate core course represents the first quarter of the Science, Culture, and Society in Western Civilization sequence. Taking these courses in sequence is recommended but not required. This quarter will focus on aspects of ancient Greek and Roman intellectual history, their perceived continuities or discontinuities with modern definitions and practices of science, and how they were shaped by the cultures, politics, and aesthetics of their day. Topics surveyed include history-writing and ancient science, the cosmos, medicine and biology, meteorology, ethnography and physiognomics, arithmetic and geometry, mechanics, taxonomy, optics, astronomy, and mechanical computing.
Instructor(s): J. Wee Terms Offered: Autumn. Offered Autumn 2020
Equivalent Course(s): HIPS 18300

HIST 17410. Science, Culture, and Society in Western Civilization II: Renaissance to Enlightenment. 100 Units.
This lecture-discussion course examines the development science and scientific philosophy from the mid-fifteenth to the mid-nineteenth centuries. The considerations begin with the recovery of an ancient knowledge in the works of Leonardo, Vesalius, Harvey, and Copernicus. Thereafter the course will focus on Enlightenment science, as represented by Galileo, Descartes, Newton, and Hume. The course will culminate with the work of Darwin, who utilized traditional concepts to inaugurate modern science. For each class, the instructor will provide a short introductory lecture on the texts, and then open discussion to pursue with students the unexpected accomplishments of the authors under scrutiny.
Instructor(s): R. Richards Terms Offered: Autumn. Course was offered in Autumn 2019.
Equivalent Course(s): HIPS 18400, KNOW 18400

HIST 17411. Science, Culture, and Society in Western Civilization II: History of Medicine 1500 to 1900. 100 Units.
This course examines the theory and practice of medicine between 1500 and 1900. Topics include traditional early modern medicine; novel understandings of anatomy, physiology, and disease from the Renaissance on; and new forms of medical practice, training, and knowledge-making that developed in the eighteenth and nineteenth centuries.
Instructor(s): M. Rossi Terms Offered: Autumn. Course was offered in Autumn 2019
Equivalent Course(s): HIPS 18401

HIST 17511. Science, Culture, and Society in Western Civilization III: History of Medicine 1900-Present. 100 Units.
This course is an examination of various themes in the history of medicine in Western Europe and America since 1900. Topics include key developments of medical theory (e.g., the circulation of the blood and germ theory), relations between doctors and patients, rivalries between different kinds of healers and therapists, and the development of the hospital and laboratory medicine.
Instructor(s): M. Rossi Terms Offered: Winter. Course was offered in Winter 2020
Equivalent Course(s): HIPS 18501

HIST 17512. Science, Culture, and Society in Western Civilization III: The Environment. 100 Units.
This course charts the development of modern science and technology with special reference to the environment. Major themes include natural history and empire, political economy in the Enlightenment, the discovery of deep time and evolutionary theory, the dawn of the fossil fuel economy, Malthusian anxieties about overpopulation, the birth of ecology, the Cold War development of climate science, the postwar debates about the limits to growth, and the emergence of modern environmentalism. We will end with the new science of the Anthropocene.
Instructor(s): F. Albritton Jonsson Terms Offered: Spring. Course was offered in Spring 2020.
Equivalent Course(s): HIPS 18502

HIST 17513. Science, Culture, and Society in Western Civilization III: History of Social Science. 100 Units.
Social Science’ now is generally used to refer to the various disciplines devoted to the study of humanity in its social manifestations: sociology, social and cultural anthropology, economics, political science, geography, and history. But these disciplines employ radically different methodologies, rooted in distinct histories. While positive social science and the application of statistics to society began in the context of French Revolutionary nation-building, ethnographic methods emerged in the very different context of British imperial encounters with ‘exotic’ cultures. In the midst of a growing interest in ‘society’ and ‘culture,’ distinct methodological schools with competing social and cultural ontologies and methodologies emerged across Europe. This course studies these traditions, and their development in the social and cultural contexts of revolution, empire, racial justice, and disciplinary institutionalization.
Instructor(s): P. Mostajir Terms Offered: Autumn Spring. Offered in Autumn and Spring 2021
Equivalent Course(s): HIPS 18503
HIST 17606. American Revolutions. 100 Units.

In 1750, 'British America' was a diverse and fractious collection of colonies huddled along the eastern seaboard, on the margins of the churning waters of the Atlantic world. Forty years later, thirteen of those remote American settlements had become, through rebellion and war, into a revolutionary nation. The traumatic passage of this transformation established the world’s first modern republic and set in motion an age of democratic revolutions that reverberated in Europe, the Caribbean, Latin America, and western North America. This course explores this remarkable epoch in early American history. Topics include the first global military struggle (the Seven Years War); the transformation from scattered urban riots against taxes into a rebellion against the world’s strongest imperial power; the everyday experience of occupation, insurgency, and civil war; Black and Native American struggles for independence; experiments in women’s rights, radical democracy, and religious freedom; the fragility of the new union and the ragged road toward a federal nation-state; and the revolutionary idealism that inspired revolutions in France, Haiti, and the Americas, with consequences that shaped the early United States and all its diverse peoples. Grades will be based on three short papers and one final paper. This lecture course is open to non-History majors and does not presume any previous history coursework.

Instructor(s): J. Sparrow Terms Offered: Autumn
Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.
Equivalent Course(s): CRES 17606, LLSO 27606, AMER 17606

HIST 17805. America in the Twentieth Century. 100 Units.

This is a thematic lecture course on the past 115 years of US history. The main focus of the lectures will be politics, broadly defined. The readings consist of novels and nonfiction writing, with a scattering of primary sources. Assignments: Three 1,500-word papers.

Instructor(s): J. Dailey Terms Offered: Spring
Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.
Equivalent Course(s): LLSO 25904, AMER 17805

HIST 18101. Democracy in America? 100 Units.

This course will explore the unlikely career of democracy in US history. Throughout its past, the United States has been defined by endless and unpredictable struggles to establish and extend self-government of one kind or another—even as those struggles have encountered great resistance and relied on the exclusion or subordination of some portion of society to underwrite expanding freedom and equality for those enjoying the fullest benefits of citizenship. American democracy has also relied on a conceptual separation between state and society that has necessarily broken down in practice, as political institutions produced and sustained economic forms like slavery or the corporation, social arrangements like the family, and cultural values such as freedom—even as private interests worked their reciprocal influence over public institutions. Over the course of the quarter we will explore this contested history of democracy in America through a close reading of classic texts, including Tocqueville’s famous study, contextualized by the most current historical scholarship. Small, incremental writing assignments and individual presentations will culminate in a final essay that can emphasize philosophical/theoretical or historical/empirical questions according to students’ interests. Students will also have the option of conducting their own original research to satisfy some portion of the coursework, which may lead to subsequent internship opportunities with relevant faculty.

Instructor(s): J. Sparrow Terms Offered: Spring
Note(s): History in the World courses use history as a valuable tool to help students critically exam our society, culture, and politics. Preference given to 1st- and 2nd-yr students.
Equivalent Course(s): LLSO 25904, AMER 17805

HIST 18301-18302-18303. Colonizations I-II-III.

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

HIST 18301. Colonizations I. 100 Units.

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

Terms Offered: Autumn
Note(s): This sequence meets the general education requirement in civilization studies. This course is offered every year. These courses can be taken in any sequence.
Equivalent Course(s): CRES 24001, SOSC 24001, ANTH 24001
HIST 18302. Colonizations II. 100 Units.
Modern European and Japanese colonialism in Asia and the Pacific is the theme of the second quarter.
Terms Offered: Winter
Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.
Equivalent Course(s): SALC 24002, ANTH 24002, CRES 24002, SOSC 24002

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

HIST 18600. United States Labor History. 100 Units.
This course explores the history of labor and laboring people in the United States. It will consider the significance of work from the vantage points of law, culture, and political economy. Key topics will include working-class life, industrialization and corporate capitalism, slavery and emancipation, the role of the state and trade unions, race and sex difference in the workplace. The course is intended for freshmen through seniors, as well as majors in history and in other disciplines.
Instructor(s): A. Stanley Terms Offered: Autumn
Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.
Equivalent Course(s): GNSE 28603, LLSO 28000, HMRT 28600

HIST 18702. Race, Politics, and Sports in the United States. 100 Units.
Kneeling or standing for the national anthem? Breaking the glass ceiling, coming out of the closet, or crossing the color line in sports? This course will take up the question of why sports are so central to American identity and what historic role sports and athletes have played in American political life. Muhammad Ali, Billie Jean King, Jackie Robinson, and Bill Russell are only a few of the athletes who fought for freedom, inclusion, and equality in sports and American life. Through close critical readings of popular and scholarly writing, memoirs, and visual culture (film and television), we will examine the seminal overlapping events in sports history and American history to understand the collision and convergence of our politics and sports culture.
Instructor(s): M. Briones Terms Offered: Spring
Note(s): History in the World courses use history as a valuable tool to help students critically exam our society, culture, and politics. Preference given to 1st- and 2nd-yr students.
Equivalent Course(s): CRES 18702

HIST 18804. America in the Nineteenth Century. 100 Units.
This lecture course will examine major conflicts that shaped American life during the nineteenth century. Focusing on contemporaries’ attempts to seize upon or challenge the nation’s commitment to the ideals of liberty and equality, we will examine pivotal moments of contestation, compromise, and community building. Central questions that will frame the course include how were notions of freedom negotiated and reshaped? What were the political and socioeconomic conditions that prompted the emergence of reform movements, including antislavery, women’s rights, temperance, and labor? How did individuals mobilize and stake claims on the state? How were the boundaries of American citizenship debated and transformed over the course of the century?
Instructor(s): N. Maor Terms Offered: Winter
Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.
Equivalent Course(s): CRES 18804, AMER 18804, GNSE 18804, LLSO 22106

HIST 18806. Introduction to Black Chicago, 1893-20. 100 Units.
This course surveys the history of African Americans in Chicago, from before the twentieth century to the near present. In referring to that history, we treat a variety of themes, including migration and its impact, the origins and effects of class stratification, the relation of culture and cultural endeavor to collective consciousness, the rise of institutionalized religions, facts and fictions of political empowerment, and the correspondence of Black lives and living to indices of city wellness (services, schools, safety, general civic feeling). This is a history class that situates itself within a robust interdisciplinary conversation. Students can expect to engage works of autobiography and poetry, sociology, documentary photography, and political science as well as more straightforward historical analysis. By the end of the class, students should have grounding in Black Chicago’s history and an appreciation of how this history outlines and anticipates Black life and racial politics in the modern United States.
Instructor(s): A. Green Terms Offered: Autumn
Equivalent Course(s): AMER 18806, LLSO 28806, CRES 18806

HIST 18901. Inequality, Politics, and Government in US History. 100 Units.
This class explores the relationship between social inequality and political democracy in US history. How have American political institutions dealt with and reflected the contradictions of ‘all men are created equal’? What is the meaning of political citizenship in a socially stratified society? How have social movements and conflicts
shaped the institutions of state and the meaning of citizenship? The class touches on slavery and freedom; land and colonialism; racial discrimination; labor relations; gender and sexuality; social welfare policy; taxation and regulation; urban development; immigration; policing and incarceration. Assignments: One primary document analysis (2-3 pages), one secondary reading paper (3-5 pages), and a final paper analyzing a particular political movement, conflict, or policy (10-12 pages).

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

Note(s): History in the World courses use history as a valuable tool to help students critically exam our society, culture, and politics. Preference given to 1st- and 2nd-yr students.

Equivalent Course(s): AMER 18901, CRES 18901, GNSE 18901, LLSO 18901

HIST 20110. Trans-Saharan Africa. 100 Units.
Should Mediterranean and sub-Saharan Africa be treated as one or two historical units? What was the global and regional significance of medieval and early modern trans-Saharan caravan trade? How are we to understand the vast empires that sprang up in the West and Central Sudan during this era? How and in what form did Islam and the broader culture that accompanied it spread across this entire region? What was the role of slavery in the economic and cultural development of both North and West-West Central Africa? To what extent did European colonial rule and its aftermath alter or encourage the social and cultural processes initiated by trans-Saharan contacts? We will consider these questions in this course, which will mix lectures on Tuesdays with discussion of readings on Thursdays. Assignments: Two short 3-5-page critical papers on specialized readings and one longer final essay of 10-12 pages.

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

Equivalent Course(s): HIST 30110, CRES 30110, CRES 20110

HIST 20312. Imperialism before the Age of Empires? 100 Units.
This course offers a critical analysis of the use of concepts such as empire and imperialism in the historiography of ancient Mesopotamia to address political formations that developed (and vanished) from the Early to Late Bronze Ages (mid-3rd to late-2nd millennium BCE). Drawing from theoretical studies on imperialism and the imperial constructions that developed in the Iron Age and beyond (starting with the Neo-Assyrian and Neo-Babylonian empires), this seminar will explore the nature of power, control, and resource management in these early formations, and how they qualify (or not) as imperial policies. Students will address a substantial part of Mesopotamian history (from the Sargonic down to the Middle Assyrian and Babylonian periods) and study in depth some key historiographical issues for the history of Early Antiquity. Primary documents will be read in translation and the course has no ancient language requirements. However, readings of secondary literature in common academic languages (especially French and German) are to be expected. This course fulfills the requirements of a survey course in Mesopotamian civilization as defined by the Ancient PhD programs in NELC and MA program in the CMES.

Instructor(s): Hervé Reculeau
Terms Offered: Winter

Equivalent Course(s): NEHC 30737, NEHC 20737, HIST 30312

HIST 20507. The Idea of Freedom in Antiquity. 100 Units.
Freedom may be the greatest of American values. But it also has a long history, a dizzying variety of meanings, and a huge literature. This course will be an introduction to critical thinking on freedom (primarily political freedom) with an emphasis on Greco-Roman texts. The first half of the class will focus on Greek authors, including Herodotus, Euripides, and Aristotle. The second half will focus on Roman authors, from Cicero to Livy to Tacitus. The ancient texts will be supplemented by modern literature on freedom, such as John Stuart Mill and Isaiah Berlin.

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

Equivalent Course(s): NEHC 30737, NEHC 20737, HIST 30312

HIST 20902. Empires and Peoples: Ethnicity in Late Antiquity. 100 Units.
Late antiquity witnessed an unprecedented proliferation of peoples in the Mediterranean and the Middle East. Vandals, Arabs, Goths, Huns, Franks, and Iranians, among numerous others, took shape as political communities within the Roman and Iranian empires or along their peripheries. Recent scholarship has undone the traditional image of these groups as previously undocumented communities of ‘barbarians’ entering history. Ethnic communities emerge from the literature as political constructions dependent on the very malleability of identities, on specific acts of textual and artistic production, on particular religious traditions, and, not least, on the imperial or postimperial regimes sustaining their claims to sovereignty. The colloquium will debate the origin, nature, and roles of ethno-political identities and communities comparatively across West Asia, from the Western Mediterranean to the Eurasian steppes, on the basis of recent contributions. As a historiographical colloquium, the course will address the contemporary cultural and political concerns-especially nationalism—that have often shaped historical accounts of ethnogenesis in the period as well as bio-historical approaches such as genetic history—that sometimes sit uneasily with the recent advances of historians.

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

Prerequisite(s): Open to advanced undergraduates and graduate students.

Equivalent Course(s): CLAS 33718, HIST 30902, MDVL 20902, NEHC 30802, CLCV 23718, NEHC 20802, LLSO 20902
HIST 21405. Inventing Race in the British Empire. 100 Units.

This course reveals how the British encounter with racial difference in the Caribbean, Australasia, and India could both validate and subvert the project of empire-building. We will begin by examining the ways in which ethnographical and anthropological societies in the metropole clashed over the question of racial differentiation in the nineteenth century. We will then determine how these ‘scientific’ theories of race were deployed in colonial settings; did they inform relations between colonized and settler populations, or did the local states innovate novel race-based policies to undergird their rule? By investigating how an array of actors instrumentally invoked race to accomplish specific objectives, we will further deconstruct the narrative of a unitary, overarching ‘civilizing mission.’ A host of primary sources, including anthropological treatises, missionary accounts, public speeches, and fictional works, will aid us in this pursuit.

Instructor(s): Z. Leonard Terms Offered: Spring
Equivalent Course(s): HMRT 28315, JWSC 28315

HIST 22019. Grey Zones: Ethics and Decision-Making in the Holocaust. 100 Units.

How do ordinary men become ruthless killers? What constitutes ‘collaboration’ or ‘resistance’ in the context of total war and genocide? How can we analyze human behavior in a world where normal rules of ethical conduct do not apply? Nearly 75 years after the liberation of Auschwitz, the Holocaust still stands as a touchstone in debates about ethics, morality, agency, historical memory, democracy, citizenship, and human rights. This course is foregrounded in the notion that human behavior during Holocaust cannot be understood through the extreme binaries of good and evil, or black versus white. Rather, we will explore the complexities and nuances of human behavior in extremis. Through a series of case studies, we will focus on the experience and behavior of six (sometimes overlapping) groups of people: perpetrators, victims, bystanders, collaborators, resisters, and rescuers. In doing so, we will pay close attention to the moral considerations and ethical dilemmas that influenced their decision-making, as well as the ways in which gender, class, age, ethnicity, and political and religious ideology influenced these choices. At the same time, we will examine the effects that strategic considerations, as well as actual, available options, had on human behavior during this momentous state-sponsored genocide. In grappling with the dilemmas of human agency, we will critically evaluate the changing meanings of human rights, choice, trauma, and survival throughout the course of the Holocaust.

Instructor(s): Anna Band, Graduate Lecturer Terms Offered: Autumn
Equivalent Course(s): RLST 21330, MDVL 21330, GNSE 21330

HIST 22211. Despair and Consolation: Emotion and Affect in Late-Medieval and Reformation Christianity. 100 Units.

The course surveys major texts in Christian thought and culture from the fourteenth through the sixteenth centuries, and it focuses on how these authors understood despair—a central theme in the writings of many women and men, secular and religious—and how, if at all, despair may be remedied. We will think alongside these late-medieval and early-modern figures about the phenomenon of emotion, the relations between feeling and knowing, possible responses to (especially negative) affects, and how religious belief, practice, and experience shape and are shaped by emotional life. Major historical figures to be read include: Catherine of Siena, Jean Gerson, Christine de Pisan, Julian of Norwich, Heinrich Kramer, Martin Luther, John Calvin, Teresa of Ávila, and Michel de Montaigne. We will also read selected contemporary voices in affect theory and disability studies to hone our critical and analytical resources for interpreting the primary texts.

Instructor(s): M. Vanderpoel Terms Offered: Autumn
Equivalent Course(s): RLST 21330, MDVL 21330, GNSE 21330

HIST 22207. The Social History of Alcohol in Early Modern Europe. 100 Units.

This course will examine the multifaceted role that beer, wine, cider, and spirits played in European society and will challenge students to consider how a seemingly familiar commodity was a key component in shaping early modern social relations. It will focus on several major themes that have guided historical inquiry and show how hard drink intersects with and entangles these histories. Major themes will include alcohol and gender relations; state legality and taxation; moral policing; environmental projects and crises; labor and technology; and colonialism. Using both primary and secondary sources will push students to look below the surface to see how drink alternately challenged or reinforced social hierarchies, much as it continues to do in the present time.

Instructor(s): C. Rydell
Equivalent Course(s): HLTH 22207, HIPS 22207

HIST 22310. The Commons: Environment and Economy in Early Modern Europe. 100 Units.

Drawing on case studies from Europe and the Atlantic world, this course will track changes in land use and property rights over the early modern period (ca. 1500-1800), inviting students to reflect on the relationship between natural environments (woodlands, waterways, pasture) and histories of state formation, economic growth, rebellion, and colonialism. Organizing concepts and debates will include the tragedy of the commons, moral economies, sustainability and scarcity, the ‘organic economy’ of the old regime, primitive accumulation, and economic takeoff. Readings will encompass classic works in agrarian, environmental, and social history (i.e., Marc Bloch, E. P. Thompson, Silvia Federici, James Scott, Carolyn Merchant) as well as primary documents and contemporary texts (i.e., More, Bacon, Smith, Paine, Babeuf). We will also reflect on how these histories bear on debates about land use and natural resources in the present day.

Instructor(s): O. Cussen
Equivalent Course(s): LLSO 22310, HIPS 22310, ENST 22310
HIST 23103. East Central Europe, 1880-Present. 100 Units.
The past 150 years have brought democratization, mass politics, two violent world wars, and no less than four different political regimes to the lands between Germany and the Soviet Union. The focus of this course will be on the forces that have shaped Eastern European politics and society since the 1880s. How and why was a multinational and multilingual empire transformed into self-declared nation states? How has mass migration reshaped Eastern European societies? What were the causes and consequences of ethnic cleansing in East Central Europe? How did the experience of total war transform the states and societies? How did citizens respond to and participate in the construction of socialist societies after the Second World War? And finally, what changes and challenges has the transition from socialism to capitalism brought to the region since 1989? The course will focus on the Habsburg Monarchy and its successor states, particularly Czechoslovakia, Poland, and Hungary, with occasional discussion of the former Yugoslavia and Romania. Assignments: Three short papers (5-6 pages). Instructor(s): T. Zahra Terms Offered: Winter
Equivalent Course(s): LLSO 23103, HIST 33103

HIST 23400. Sex in Twentieth-Century Europe. 100 Units.
This course will examine the ‘syncopated’ history of sexuality across this tumultuous century. The period took Europeans from bourgeois norms of sexuality through the 1960s sexual revolution to same-sex marriages; genocide and the emergence of rape as a war crime; and the unprecedented regulation of sexuality and biomedical developments treating infertility. Since the history of sex and sexuality in Europe cannot be thought outside of European colonialism and the Cold War, the course will also examine how sexuality shaped and was shaped by political ideologies. In short, by examining the centrality of ‘who can have sex with whom,’ students will rethink ‘standard’ political narratives of twentieth-century Europe. Working with Dagmar Herzog’s ‘Sexuality in Europe: A Twentieth-Century History,’ the main text of the course, and drawing on a variety of primary sources including law and medical treatises, popular culture, and autobiographies students will also gain an insight into the ways in which sexuality can be studied beyond archival sources. Instructor(s): M. Appeltová Terms Offered: Winter
Equivalent Course(s): HIPS 23410, HMRT 23400, HLTH 23400, GNSE 23490

HIST 23414. Central Europe, 1740 to 1918. 100 Units.
The purpose of this course is to provide a general introduction to major themes in the political, social, and international history of Germany and of the Hapsburg Empire from 1740 until 1914. The course will be evenly balanced between consideration of the history of Prussia and later of klein deutsch Germany, and of the history of the Austrian lands. A primary concern of the course will be to identify and to elaborate key comparative, developmental features common both to the German and the Austrian experience, and, at the same time, to understand the ways in which German and Austrian history manifest distinctive patterns, based on different state and social traditions. There is no language requirement, although students with a command of German will be encouraged to use it. Instructor(s): J. Boyer Terms Offered: Spring
Prerequisite(s): Consent of instructor; third- and fourth-year undergraduates & first-year graduate students who have not yet had a general introduction to eighteenth- & nineteenth-century Central European history.
Equivalent Course(s): HIST 33414

HIST 23517. The Authoritarian Personality: History and Theory. 100 Units.
Can you pick a fascist out of a crowd? Can crowds turn ordinary people into authoritarian zombies? This course offers an overview of the development of psychological research into authoritarianism. Our inquiry will unfold in three stages. Part I (Weeks 1-3) examines the emergence of the authoritarian personality - in rumor and reality - in interwar Europe. Part II (4-7) looks at texts that prepared the ground for Adorno’s infamous Authoritarian Personality (1950). Part III (7-10) deals with the search for anti-authoritarian personalities and scholars updating this research to respond to contemporary political developments. Instructor(s): David Guthner Terms Offered: Winter. This course will be taught winter 2020
Equivalent Course(s): SCTH 20667

HIST 23518. Colloquium: How to Be Good. 100 Units.
Medieval Christians understood virtue as both a habit and a gift of grace. In this course, we will test this understanding by comparison with the definitions of virtue found in three complementary traditions: Greek, Jewish, and Confucian. Readings will be taken from the New Testament, Thomas Aquinas, Aristotle, Plato, the Torah, the Talmud, and the Analects. Our purpose will be to discover how each of these systems of training the soul works, along with their similarities and differences. Instructor(s): R. Fulton Brown Terms Offered: Spring
Equivalent Course(s): MDVL 23518, HIST 33518, FNDL 23518

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); social realism and the Soviet dreamworld.

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

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): REES 23706

HIST 24212. Family, State, and Community in China, 1750-Present. 100 Units.
Upper-level undergraduate course, combining lectures, discussions, and other formats (e.g., group projects) as appropriate. No previous background in Chinese history is required, but students who are complete novices in this area may find some additional reading helpful. Major themes include the breakdown of the Qing empire and the formation of a modern national state which had different expectations of its citizens than the Qing had had of their subjects; changes in kinship and family life; gender roles; notions of the individual; and changing bases of authority in local society.

Instructor(s): K. Pan Terms Offered: Spring

Equivalent Course(s): EALC 24212

HIST 24214. Cities in Modern China: History and Historiography. 100 Units.
China's shift from a predominantly rural country to an urban majority is one of the greatest social and demographic transformations in world history. This course begins with the roots of this story in the early modern history of China's cities and traces it through a series of momentous upheavals in the nineteenth and twentieth centuries. We will learn about how global ideas and practices contributed to efforts to make Chinese cities 'modern,' but also how urban experiences have been integral to the meaning of modernity itself. We will discuss urban space, administration, public health, commerce and industry, transportation, foreign relations, and material culture. In addition to tackling these important topics in urban history and tracing the general development of Chinese cities over time, another primary concern of our course will be the place of urban history in English-language scholarship on Chinese history more broadly. We will track this development from Max Weber's observations on Chinese cities through the rise of 'China-centered' scholarship in the 1970s to the 'global turn' of the 2000s. Students will develop the skills necessary for writing an effective historiography paper, i.e., doing background research, writing annotated bibliographies, and using citation-management software. Students will put these skills to work by writing a critical historiographical review of scholarship on a topic of their choice.

Instructor(s): D. Knorr Terms Offered: Spring

Prerequisite(s): Students taking ARCH 24214 should explain the relationship between their final projects and architectural studies.

Equivalent Course(s): GLST 24214, ARCH 24214, EALC 24214, ENST 24214

HIST 24508. Human Rights in Japanese History. 100 Units.
This course examines how the modern concept of 'rights' and 'human rights' localized in Japan and how different parties in Japan have used the language of human rights in attempts to remake Japan's social, cultural, and legal landscape. We will explore a wide range of topics including the translation of Eurocentric rights talk in East Asia, colonization and decolonization, statelessness and migration, transitional justice and reconciliation, biopositical rights and bio-citizenship, indigenous rights, and women and gender-specific rights. Throughout the course we pay special attention to the ways in which rights talk and human-rights politics in Japan intertwine with the country's efforts to modernize and build the 'nation within the empire' and, after its defeat in WWII, to close off its 'long postwar' and reconcile with its neighbors. This is an introductory course, and no previous knowledge of Japanese history or the international history of human rights is required. However, you should be prepared to read (and watch, browse, and listen to) a wide array of primary and secondary sources that destabilize the most common vocabulary and concepts we take for granted in contemporary human-rights talk such as race, state responsibility, and the very notion of universalism so central to the idea of human rights.

Instructor(s): K. Pan Terms Offered: Winter

Equivalent Course(s): EALC 24508, HMRT 25408

HIST 24513. Documentary Chinese. 100 Units.
This course guides students through critical readings of primary historical documents from approximately 1800 through 1950. These documents are translated sentence by sentence, and then historiographically analyzed. Most of these documents are from the nineteenth century. Genres include public imperial edicts, secret imperial edicts, secret memorials to the throne from officials, official reports to superiors and from superiors, funereal essays, depositions (‘confessions’), local gazetteers (fangzhi), newspapers, and periodicals. To provide an introduction to these genres, the first six weeks of the course will use the Fairbank and Kuhn textbook 'The Rebellion of Chung Jen-chieh' (Harvard-Yanjing Institute). The textbook provides ten different genres of document with vocabulary glosses and grammatical explanations; all documents relate to an 1841-42 rebellion in Hubei province.

Assignments: Each week prior to class students electronically submit a written translation of the document or documents to be read; a day after the class they electronically submit a corrected translation of the document or documents read. A fifteen-page term paper based on original sources in documentary Chinese is also required.

Instructor(s): G. Alitto Terms Offered: Autumn
Prerequisite(s): A reading knowledge of modern (baihua) Chinese and some familiarity with classical Chinese (wenyan) or Japanese Kanbun. Other students may take the course with permission from the instructor.  
Equivalent Course(s): EALC 34513, HIST 34513, EALC 24513

HIST 24602. Objects of Japanese History. 100 Units.  
The collections of Japanese objects held at the University of Chicago's Smart Museum, the Field Museum of Natural History, and the Art Institute of Chicago will be examined as case studies in museum studies, collection research, and, more specifically, in the interpretation of things 'Japanese.' Individual objects will be examined, not only for religious, aesthetic, cultural, and historical issues, but also for what they tell us of the collections themselves and the relation of these collections to museum studies per se.  
Instructor(s): C. Foxwell & J. Ketelaar  
Terms Offered: Spring  
Prerequisite(s): We will make several study trips to the Smart Museum, the Field Museum of Natural History, and the Art Institute of Chicago during class time.  
Equivalent Course(s): EALC 39504, ARTH 29505, ARTH 39505, EALC 29504, HIST 34602

HIST 24612. Chinese Frontier History, circa 1600-Present. 100 Units.  
A study of frontier regions, migration, and border policies in Qing (1644-1912) and twentieth-century China, focusing on selected case studies. Cases will include both actual border regions (where the Qing/China was adjacent to some other polity it recognized), ethnically diverse internal frontiers, and places where migrants moved into previously uninhabited regions (e.g., high mountains). Topics include the political economy and geopolitics of migration and frontier regions, the formation of ethnic and national identities in frontier contexts, borderland society (e.g., marriage, social stratification, and social mobility), and the environmental effects of migration.  
Instructor(s): K. Pomeranz  
Terms Offered: Autumn  
Note(s): Friday discussion section registration is required, but only if you plan to attend. Discussions are optional and attendance is not required to receive course credit. Sect 1 (1.30) is for ugrads and sect 2 (2.30) is for grads.  
Equivalent Course(s): HIST 34612, EALC 24712, EALC 34712

HIST 24700. Histories of Japanese Religion. 100 Units.  
An examination of select texts, moments, and problems to explore aspects of religion, religiosity, and religious institutions of Japan's history.  
Instructor(s): J. Ketelaar  
Terms Offered: Spring  
Equivalent Course(s): EALC 24700, RLST 22505, EALC 34700, HIST 34700, HREL 34705

HIST 24905. Darwin's 'On the Origin of Species' and 'The Descent of Man' 100 Units.  
This lecture-discussion class will focus on a close reading of Darwin's two classic texts. An initial class or two will explore the state of biology prior to Darwin's Beagle voyage, and then consider the development of his theories before 1859. Then we will turn to his two books. Among the topics of central concern will be the logical, epistemological, and rhetorical status of Darwin's several theories, especially his evolutionary ethics; the religious foundations of his ideas and the religious reaction to them; and the social-political consequences of his accomplishment. The year 2019 was the 210th anniversary of Darwin's birth and the 160th anniversary of the publication of On the Origin of Species.  
Instructor(s): R. Richards  
Terms Offered: Winter  
Equivalent Course(s): FNDL 24905, PHIL 33015, HIST 34905, CHSS 38400, HIPS 24901, PHIL 23015

HIST 24806. History of Japanese Philosophy. 100 Units.  
What is philosophy and why does looking at Japanese philosophy make a difference? By examining Buddhist, Confucian, Shinto, and modern academic philosophical traditions, this course will provide a history of ideas found in Japan and central to thinking about being/nonbeing, government, ethics, aesthetics, economics, faith, and practice.  
Instructor(s): J. Ketelaar  
Terms Offered: Winter  
Equivalent Course(s): EALC 34807, HIST 34806, EALC 24807

HIST 25017. Tutorial: Antiquity, Archaeology, and Anthropology: Humanism and the Rise of Science in Germany. 100 Units.  
What do Homeric poetry and human skulls have in common? What about the Old Testament and Mycenaeain pottery shards? Or Roman ruins and entomology? They were all used to illuminate the course of human history and they all transformed pre-existing conceptions about the past. This course traces the development of the human sciences from a general and preparatory program of humanistic study into specialized research disciplines focused on the production of new knowledge. Through a focus on the study of antiquity, archaeology, and anthropology in Germany, students will examine how information about the humanity and its past was produced, what the function or purpose of such knowledge was, and how this changed over time. They will also investigate the ways in which broader political, social, and cultural concerns shaped scientific research and were, in turn, shaped (or not) by it. In so doing this class explores how, why, and in what ways the development of German science was fundamentally and intrinsically shaped by humanistic inquiries about history and humanity. It also challenges linear notions of disinterested, secular, scientific progress as well as the modern division between natural sciences, human sciences, and the humanities.  
Instructor(s): K. Palmieri  
Terms Offered: Autumn. Autumn 2019  
Equivalent Course(s): KNOW 28000, HIPS 29633
HIST 25021. TUT: The World’s Columbian Exposition: Science, Race, Gender, & Music at the 1893 Chicago World Fair. 100 Units.
This course surveys the sights, sounds, and tastes that filled Jackson Park and the Midway Plaisance between May 1 and October 30, 1893. During those six months, over 27 million people flocked to Chicago’s south side from across the United States and beyond the Atlantic to experience the marvels illuminating the World’s Columbian Exposition. Visitors weaved their way through the newly-designed Midway Plaisance, where they passed exhibits of ‘authentic villages of native peoples’ in ‘traditional’ garb until they reached the entrance of the American White City—or, as it was presented, ‘the apex of civilization’—where exhibits and lectures on the newest theories and innovations filled 200 Neoclassical buildings under 100,000 incandescent lights. Walking up the Midway demonstrated progress in human development in tune with the main topic of the White City’s Congress of Evolution-Social Darwinism. In this course, students will learn about explicit displays of ‘progress’ during the Gilded Age and will be challenged to interrogate allegories of it at the Columbian Exposition. Together, we will practice close-reading of primary and secondary texts, close-looking of images and objects, and close-listening of music and sounds. We will investigate how ‘progress’ was staged and cogitated in terms of: Evolutionary theory, Race, Gender, Music, Architecture, and Technology.
Instructor(s): A. Clark Terms Offered: Autumn. Autumn 2020
Equivalent Course(s): GNSE 25021, HIPS 29639, CRES 25021

HIST 25022. TUTORIAL - Vitalism and Teleology in Biology: Historical and Philosophical Approaches. 100 Units.
Unsurprisingly, ‘what is life?’ has a claim to being one of the oldest questions in science, lagging only a little behind ‘what is?’ It may be more surprising to learn that arguably all major answers to the question—with materialism and epiphenomenalism on one end of the spectrum, holism and essentialism on the other—are about as old, and that the history of biology has been more a matter of recombining these answers than coming up with new ones. If biology is a game, its ground rules were laid early on. You may propose ingenious modifications of strategy, but go too far outside the box and your fellow players will likely accuse you of playing a different game altogether—if you haven’t already been disqualified by the referees. We will approach these questions by considering the history of biology as the history of philosophical attempts at making sense of life, broadly conceived, from Aristotle to Darwin. Such ‘philosophies’ of life need not be held self-consciously—the most interesting ones often aren’t. Rather, any scientific account of life necessarily entails making metaphysical commitments. By tracing the history of these commitments, we will consider which (if any) of their historical mutations have been novel, and where we currently stand. We will also consider the ways in which philosophies of life, with all their metaphysical entanglements, have themselves been entangled with politics and ideology.
Instructor(s): B. Deadman Terms Offered: Winter. Winter 2020
Equivalent Course(s): HIPS 29638

HIST 25023. Tutorial: Evolution Beyond Darwin. 100 Units.
One of the most identifiable images associated with evolution is the visage of Charles Darwin. Historical narratives of evolution center on Darwin’s work, and scientific publications today still note whether or not Darwin pre-empted their ideas. This course aims to build a narrative of evolution that brings the story up to today, asking why so many see Darwin as a shorthand for evolution and what consequences that might have for the development and communication of the science. In addition, it will interrogate other ‘iconic’ images and narratives in evolution, like the tree of life. We will ask where our ideas about evolution have come from, how they are perpetuated, and what consequence that might have for the discipline of evolutionary biology. The course has three aims: 1) to provide a historical understanding of evolution after Darwin; 2) to reflect on how evolution is communicated between scientists and to the broader public, and to ask how ‘icons’ or Darwin himself suggest implicit meanings counter to the work of the scientists; and 3) to more broadly examine what is a science—a process or a body of knowledge?
Instructor(s): E. Kitchen Terms Offered: Spring. Spring 2021
Equivalent Course(s): HIPS 29637

HIST 25218. American Epidemics, Past and Present. 100 Units.
This course explores how disease epidemics have shaped watershed periods in US history from the late eighteenth century to the present. Through readings, lectures, and in-class discussions, we will employ different categories of analysis (e.g., race, gender, class, and citizenship) to answer a range of historical questions focused on disease, health, and medicine. For instance, to what extent did smallpox alter the trajectory of the American Revolution? How did cholera and typhoid affect the lived experiences of slaves and soldiers during the Civil War? In what ways did the US government capitalize on fears over yellow fever and bubonic plague to justify continued interventions across the Caribbean and the Pacific? What did these episodes from the American past reveal about contemporary encounters with modern diseases like HIV/AIDS, Ebola, and COVID-19? Course readings will be drawn from book chapters and scholarly articles, as well as primary sources ranging from public-health reports, medical correspondence, and scientific journals to newspapers, political cartoons, maps, and personal diaries. Grades will be based on participation, weekly Canvas posts, peer review, and a series of written assignments (a proposal and an annotated bibliography, primary source analysis, book review, and rough draft) all of which will culminate in a ten-page final research paper.
Instructor(s): C. Kindell Terms Offered: Winter
Equivalent Course(s): AMER 25218, GLST 25218, ENST 25218, GNSE 25210, CRES 25218, HIPS 25218, HLTH 25218
HIST 25304. Goethe: Literature, Science, Philosophy. 100 Units.
This lecture-discussion course will examine Johann Wolfgang von Goethe’s intellectual development, from the
time he wrote Sorrows of Young Werther through the final states of Faust. Along the way, we will read a selection
of Goethe's plays, poetry, and travel literature. We will also examine his scientific work, especially his theory of
color and his morphological theories. On the philosophical side, we will discuss Goethe's coming to terms with
Kant (especially the latter’s third Critique) and his adoption of Schelling’s transcendental idealism. The theme
uniting the exploration of the various works of Goethe will be unity of the artistic and scientific understanding of
nature, especially as he exemplified that unity in 'the eternal feminine.'
Instructor(s): R. Richards Terms Offered: Autumn
Note(s): German would be helpful, but it is not required.
Equivalent Course(s): CHSS 31202, GRMN 35304, PHIL 30610, KNOW 31302, HIST 35304, HIPS 26701, PHIL
20610, GRMN 25304, FNDL 25315

HIST 25426. The Science, History, Policy, and Future of Water. 100 Units.
Water is shockingly bizarre in its properties and of unsurpassed importance throughout human history, yet
so mundane as to often be invisible in our daily lives. In this course, we will traverse diverse perspectives on
water. The journey begins with an exploration of the mysteries of water’s properties on the molecular level,
zooming out through its central role at biological and geological scales. Next, we travel through the history of
human civilization, highlighting the fundamental part water has played throughout, including the complexities
of water policy, privatization, and pricing in today’s world. Attention then turns to technology and innovation,
emphasizing the daunting challenges dictated by increasing water stress and a changing climate as well as the
enticing opportunities to achieve a secure global water future.
Instructor(s): Seth Darling Terms Offered: Winter
Prerequisite(s): None
Equivalent Course(s): ENST 20300, GLST 26807, ANTH 22131, HIPS 20301, MENG 20300

HIST 25610. Islamic Thought and Literature I. 100 Units.
This sequence explores the thought and literature of the Islamic world from the coming of Islam in the seventh
century C.E. through the development and spread of its civilization in the medieval period and into the modern
world. Including historical framework to establish chronology and geography, the course focuses on key aspects
of Islamic intellectual history: scripture, law, theology, philosophy, literature, mysticism, political thought,
historical writing, and archaeology. In addition to lectures and secondary background readings, students read
and discuss samples of key primary texts, with a view to exploring Islamic civilization in the direct voices of the
people who participated in creating it. All readings are in English translation. No prior background in the subject
is required. This course sequence meets the general education requirement in civilization studies.
Instructor(s): Ahmed El Shamsy Terms Offered: Autumn
Equivalent Course(s): MDVL 20601, SOSC 22000, NEHC 20601, RLST 20401

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

HIST 25704-25804-25904. Islamic History and Society I-II-III.
This sequence meets the general education requirement in civilization studies. This sequence surveys the main
trends in the political history of the Islamic world, with some attention to economic, social, and intellectual
history. Taking these courses in sequence is recommended but not required.

HIST 25704. Islamic History and Society I: The Rise of Islam and the Caliphate. 100 Units.
This course covers the period from ca. 600 to 1100, including the rise and spread of Islam, the Islamic empire
under the Umayyad and Abbasid caliphs, and the emergence of regional Islamic states from Afghanistan
and eastern Iran to North Africa and Spain.
Instructor(s): Ahmed El Shamsy Terms Offered: Autumn
Equivalent Course(s): NEHC 20501, MDVL 20501, CMES 30501, ISLM 30500, HIST 35704, NEHC 30501,
RLST 20501

HIST 25804. Islamic History and Society II: The Middle Period. 100 Units.
This course covers the period from ca. 1100 to 1750, including the arrival of the Steppe Peoples (Turks and
Mongols), the Mongol successor states, and the Mamluks of Egypt and Syria. We also study the foundation of
the great Islamic regional empires of the Ottomans, Safavids, and Moghuls.
Instructor(s): J. Woods Terms Offered: Winter
Prerequisite(s): Not open to first-year students
Equivalent Course(s): NEHC 30502, ISLM 30600, NEHC 20502, CMES 30502, HIST 35804, MDVL 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 liberalization; efforts at reform in the Islamic states; the emergence of the ‘modern’ Middle East after World War I; the struggle for liberation from Western colonial and imperial control; the Middle Eastern states in the cold war era; and local and regional conflicts.
Instructor(s): Holly Shissler Terms Offered: Spring
Prerequisite(s): Not open to first-year students
Note(s): This course does not apply to the medieval studies major or minor.
Equivalent Course(s): NEHC 20503, NEHC 30503, HIST 35904

HIST 26130. History of Spain, 1876-Present. 100 Units.
The course is designed as a general introduction to the political, cultural, and social history of Spain from the Restauración to the 2000s. The course's fundamental aim is to spark students' curiosity to learn more and to think history-American, 'Latin,' European, African-with its indispensable ingredient revisited, namely, Spain.
Instructor(s): M. Tenorio Terms Offered: Spring
Equivalent Course(s): LACS 26130, HIST 36130, LACS 36130

HIST 26220. Brazil: Another American History. 100 Units.
Brazil is in many ways a mirror image of the United States: an almost continental democracy, rich in natural resources, populated by the descendants of three continents, shaped by colonialism, slavery, and sui generis liberal capitalism. Why, then, has Brazil’s historical path been so distinct? To explore this question, this course will focus on the history of economic development, race, citizenship, urbanization, the environment, popular culture, violence, and the challenge of democracy. Assignments: Weekly reading, participation in discussions, weekly journal posts, and a final paper.
Instructor(s): B. Fischer Terms Offered: Winter
Note(s): Some background in Latin American or Brazilian studies useful.
Equivalent Course(s): HIST 36220, LACS 26220, LACS 36220

HIST 26317. Development and Environment in Latin America. 100 Units.
This course will consider the relationship between development and the environment in Latin America and the Caribbean. We will consider the social, political, and economic effects of natural resource extraction, the quest to improve places and peoples, and attendant ecological transformations, from the onset of European colonialism in the fifteenth century, to state- and private-led improvement policies in the twentieth. Some questions we will consider are: How have policies affected the sustainability of land use in the last five centuries? In what ways has the modern impetus for development, beginning in the nineteenth century and reaching its current intensity in the mid-twentieth, shifted ideas and practices of sustainability in both environmental and social terms? And, more broadly, to what extent does the notion of development help us explain the historical relationship between humans and the environment?
Instructor(s): Diana Schwartz Francisco Terms Offered: Winter
Equivalent Course(s): LACS 36382, HIST 36317, ANTH 23094, LACS 26382, HIIPS 26382, GEOG 26382, ENST 26382

HIST 26318. Indigenous Politics in Latin America. 100 Units.
This course examines the history of Indigenous policies and politics in Latin America from the first encounters with European empires through the 21st Century. Course readings and discussions will consider several key historical moments across the region: European encounters/colonization; the rise of liberalism and capitalist expansion in the 19th century; 20th-century integration policies; and pan-Indigenous and transnational social movements in recent decades. Students will engage with primary and secondary texts that offer interpretations and perspectives both within and across imperial and national boundaries.
Instructor(s): Diana Schwartz Francisco Terms Offered: Winter
Equivalent Course(s): LACS 26380, HIST 36318, ANTH 23077

HIST 26320. Latin American Historiography, 19th-21st Century. 100 Units.
Review of recent trends in the history of the regions. Weekly reviews.
Instructor(s): M. Tenorio Terms Offered: Autumn
Equivalent Course(s): HIST 36320, LACS 26322, LACS 36322

HIST 26321. Greater Latin America. 100 Units.
What is ‘Latin America,’ who are ‘Latin Americans’ and what is the relationship among and between places and people of the region we call Latin America, on the one hand, and the greater Latinx diaspora in the US on the other? This course explores the history of Latin America as an idea, and the cultural, social, political and economic connections among peoples on both sides of the southern and eastern borders of the United States. Students will engage multiple disciplinary perspectives in course readings and assignments and will explore Chicago as a crucial node in the geography of Greater Latin America. Some topics we will consider are: the origin of the concept of ‘Latin’ America, Inter-Americanism and Pan-Americanism, transnational social movements and intellectual exchanges, migration, and racial and ethnic politics.
Instructor(s): Diana Schwartz Francisco Terms Offered: Autumn
Equivalent Course(s): ANTH 23003, CRES 26386, LACS 26386
HIST 26322. A History of Public Spaces in Mexico, 1520-2020. 100 Units.

Streets and plazas have been sites in which much of Mexican history has been fought, forged, and even performed. This course examines the history of public spaces in Mexico since the Spanish Conquest. By gauging the degree to which these sites were truly open to the public, it addresses questions of social exclusion, resistance, and adaptability. The course traces more than the role and evolution of built sites. It also considers the individuals and groups that helped to define these places. This allows us to read street vendors, prostitutes, students, rioters, and the ‘prole’ as central historical actors. Through case studies and primary sources, we will examine palpable examples of how European colonization, various forms of state building, and more recent neoliberal reforms have transformed ordinary Mexicans and their public spaces.

Instructor(s): C. Rocha Terms Offered: Spring
Equivalent Course(s): ENST 26322, ARCH 26322, LACS 25322

HIST 26409. Revolution, Dictatorship, & Violence in Modern Latin America. 100 Units.

This course will examine the role played by Marxist revolutions, revolutionary movements, and the right-wing dictatorships that have opposed them in shaping Latin American societies and political cultures since the end of World War II. Themes examined will include the relationship among Marxism, revolution, and nation building; the importance of charismatic leaders and icons; the popular authenticity and social content of Latin American revolutions; the role of foreign influences and interventions; the links between revolution and dictatorship; and the lasting legacies of political violence and military rule. Countries examined will include Guatemala, Cuba, Chile, Argentina, El Salvador, Nicaragua, Peru, Venezuela, Bolivia, and Mexico. Assignments: Weekly reading, a midterm exam or paper, a final paper, participation in discussion, and weekly responses or quizzes.

Instructor(s): B. Fischer Terms Offered: Winter
Note(s): Some background in Latin American studies or Cold War history useful.
Equivalent Course(s): HIST 36409, LSCO 26409, LACS 36409, LACS 26409

HIST 26418. The Mexican Political Essay. 100 Units.

Alfonso Reyes famously described the essay as a centaur. A hybrid form of expression: part literature and part science. This course introduces students to the rich tradition of the Mexican political essay. Students will discover the value of these open approximations to history, institutions, culture, identity. As a literary form, it may elude the methodological rigours of political science, but it represents a peculiar perspective to understand change and continuity in Mexican history, to question authority and tradition, to offer guidelines to action. We will discuss the value of the essay form as opposed to the academic production of political science. Identity and democracy, the meaning of history and the urgency of action; the role of intellectuals and the nature of Mexico’s contradictions will be considered in the course through the imaginative observations of Emilio Rabasa, Luis Cabrera, Jorge Cuesta, Alfonso Reyes, Octavio Paz, Rosario Castellanos, Gabriel Zaid and other Mexican essayists.

Instructor(s): Jesús Silva-Herzog Márquez Terms Offered: Autumn
Equivalent Course(s): HIST 36418, LSCO 25123, LACS 35123

HIST 26614. Making the Monsoon: The Ancient Indian Ocean. 100 Units.

The course will explore the human adaptation to a climatic phenomenon and its transformative impacts on the littoral societies of the Indian Ocean, circa 1000 BCE-1000 CE. Monsoon means season, a time and space in which favorable winds made possible the efficient, rapid crossing of thousands of miles of ocean. Its discovery-at different times in different places-resulted in communication and commerce across vast distances at speeds more commonly associated with the industrial than the preindustrial era, as merchants, sailors, religious specialists, and scholars made monsoon crossings. The course will consider the participation of Mediterranean, Middle Eastern, South Asian, and East African actors in the making of monsoon worlds and their relations to the Indian Ocean societies they encountered; the course is based on literary and archaeological sources, with attention to recent comparative historiography on oceanic, climatic, and global histories.

Instructor(s): R. Payne Terms Offered: Spring
Equivalent Course(s): NEHC 36614, NEHC 26614, CLCV 26620, MDVL 26614, SALC 26614, SALC 36614, CLAS 36620, HIST 36614

HIST 26615. Time and its Discontents: Thinking and Experiencing Time in South Asia through the Ages. 100 Units.

Time is fundamental to all ideas about the past and our projections to the future, yet our measures and conceptions of it change constantly. We will explore key concepts and themes around the temporal cultures of medieval and modern South Asia and how ideas and everyday experiences of time and history have taken shape in the intellectual exchange between South Asia and the West. What can a bored monk writing in medieval India teach us about our hurried digital life? What was the relationship between past and present in premodern South Asia? What can we learn about colonialism and capitalism studying work schedules of clerks in colonial India? Was medieval South Asia prior a land without history? From medieval to modern and from Mahābhārata to Marx, we will closely read a wide range of texts and other media hailing from both South Asia and the West. Students will analyze secondary and primary sources (in translation): religious works, manuals for time keeping, as well as texts describing personal experiences of time, like novels, diaries, etc. Students will develop critical tools for comparing and interpreting the life-worlds of non-Western regions. Our goal is to think of South Asia as an important site where our current concepts and propositions about time and history were developed. No prior knowledge of South Asian languages or history is necessary. This online class will offer both synchronous and asynchronous components. See the syllabus at https://bit.ly/3gTLHbX
new phenomenon in American history. Historians still regard the 1920s as a significant moment in US History.

HIST 27117. Becoming Modern: American Religion in the 1920s. 100 Units.
Equivalent Course(s): LLSO 25411, AMER 37006, HIST 37006, AMER 27006
Prerequisite(s): Open to upper-level undergraduates.
Instructor(s): J. Dailey Terms Offered: Autumn

In Kant’s words, the work of public reasoning was the condition for ‘man’s exit from self-imposed immaturity.’ In the colony, however, the critique of existing society as insufficiently reasonable came to be caught up in the justification of Britain’s ‘liberal’ colonial project, and the obligation to Reason autonomously was embroiled in the case for empire. The Indian pursuit of enlightened reason was deeply aware of its uncomfortable proximity to empire, yet intellectuals of a variety of stripes advanced claims of ‘enlightenment. Would the appeal to Reason bring about a new moral world or a derivatively imitative landscape? Could the Enlightenment be so truly universal that the colonized could claim it without disowning their past? What relationship would the moral resources of India’s past share with the task social critique for a new generation of radical intellectuals? In order to address the promise and perils of colonial Enlightenment and its most controversial debates, this course will focus on a variety of primary and secondary sources. We will look at arguments penned by a range of Indian and British thinkers and at how the rich historiography of India’s 19th century may be placed in productive dialogue with the normative theory produced by Europe’s ‘Enlightenment.’ Turning to the history of 19th century India will help us complicate the history of the Enlightenment as a whole, and contribute to help draft a new and broader answer: what is ‘Enlightenment?’
Instructor(s): T. Newbold Terms Offered: Spring
Equivalent Course(s): SALC 25322, KNOW 25322

HIST 26811. Enlightenment Modernity and Colonial South Asia. 100 Units.
Few places in the world are as embroiled in the problem of diversity as South Asia, where sectarian violence-fought mainly along religious lines, but also along caste, gender, and linguistic lines-is at the center of political maneuvering. South Asia offers important lessons in how people manage to live together despite histories of mutual strife and conflict about communities and castes. Focusing on the period of British colonial rule, this class explores different instances and ideologies of toleration and conflict. How were South Asian discourses of toleration by such leaders as Gandhi and Nehru different from their European counterparts (e.g., John Locke and John Rawls)? How did their ideologies differ from those articulated by their minority peers such as Ambedkar, Azad, and Madani? We will analyze constitutive precepts, namely secularism, syncretism, toleration. Our attention here will be on the universal connotations of these ideas and their South Asian expression. Fifth week onward, we will turn our attention to select thinkers: Gandhi, Ambedkar, Azad, Madani. Our focus here will be on the ways that each intellectual negotiated the thorny issues of toleration, difference, ethnicity, and belonging. All the thinkers covered in this class had an active presence in nationalist era politics. Finally, we will read historical accounts of some of the most frequent causes of intolerance, namely cow slaughter, music played before the mosque, and desecration of sacred objects.
Instructor(s): T. Reza Terms Offered: Spring
Note(s): All reading materials will be available in English. No prior knowledge of South Asian history or South Asian languages is required.
Equivalent Course(s): CRES 25323, SALC 25323, RLST 25323, KNOW 25323

HIST 26812. Tolerance and Intolerance in South Asia. 100 Units.
This colloquium considers law, legal institutions, and legal culture within the lived experience of colonial and revolutionary America. It will emphasize the interaction of social development and legal development and will explore the breadth of everyday experience with legal institutions like the jury, with courts as institutions for resolving disputes, and with the prosecution of crime.
Instructor(s): E. Cook Terms Offered: Winter
Prerequisite(s): Upper-level undergraduates and early state graduate students.
Equivalent Course(s): LLSO 26000, HIST 37001

HIST 27001. Law and Society in Early America, 1600-1800. 100 Units.
This course explores different instances and ideologies of toleration and conflict. How were South Asian discourses of toleration by such leaders as Gandhi and Nehru different from their European counterparts (e.g., John Locke and John Rawls)? How did their ideologies differ from those articulated by their minority peers such as Ambedkar, Azad, and Madani? We will analyze constitutive precepts, namely secularism, syncretism, toleration. Our attention here will be on the universal connotations of these ideas and their South Asian expression. Fifth week onward, we will turn our attention to select thinkers: Gandhi, Ambedkar, Azad, Madani. Our focus here will be on the ways that each intellectual negotiated the thorny issues of toleration, difference, ethnicity, and belonging. All the thinkers covered in this class had an active presence in nationalist era politics. Finally, we will read historical accounts of some of the most frequent causes of intolerance, namely cow slaughter, music played before the mosque, and desecration of sacred objects.
Instructor(s): T. Reza Terms Offered: Spring
Note(s): All reading materials will be available in English. No prior knowledge of South Asian history or South Asian languages is required.
Equivalent Course(s): CRES 25323, SALC 25323, RLST 25323, KNOW 25323

HIST 27006. Not Just the Facts: Telling About the American South. 100 Units.
The great jurist Oliver Wendell Holmes Jr. once observed: ‘The main part of intellectual education is not the acquisition of facts but learning how to make facts live.’ This course concerns itself with the various ways people have striven to understand the American South, past and present. We will read fiction, autobiography, and history (including meditations on how to write history). Main themes of the course include the difference between historical scholarship and writing history in fictional form; the role of the author in each and consideration of the interstitial space of autobiography; the question of authorial authenticity; and the tension between contemporary demands for truthfulness and the rejection of ‘truth.’
Instructor(s): J. Dailey Terms Offered: Autumn
Prerequisite(s): Open to upper-level undergraduates.
Equivalent Course(s): LLSO 25411, AMER 37006, HIST 37006, AMER 27006

HIST 27117. Becoming Modern: American Religion in the 1920s. 100 Units.
Terms such as ‘acids of modernity’ and the ‘modern temper’ were commonly used in the 1920s to describe a new phenomenon in American history. Historians still regard the 1920s as a significant moment in US History,
even while revising older narratives that viewed such changes as leading to a decline in church attendance and religious practice. In the 1920s, the nation struggled with the effects of massive immigration, decades of urbanization, and significant cultural and social changes that had profound implications for religious practice and belief. This course takes an extended look at the 1925 Scopes Trial, the fundamentalist modernist controversy, and the intellectual and cultural challenges to traditional religious beliefs and practices. Some attention is devoted to increasing religious and cultural diversity as a challenge to Protestant dominance.

Instructor(s): Curtis Evans Terms Offered: Winter
Equivalent Course(s): RAME 43302, RLST 13302, HIST 37117

HIST 27118. Christianity Confronts Capitalism: Natural Law, Economics, and Social Reform. 100 Units.
Christianity’s relationship with commerce was fraught long before the industrial era. After all, it upheld property rights alongside the poor’s beatitude. And, even as industrial capitalism’s critics tied the faith to the economic system, Christian thinkers popularized ideas of social justice and the Social Gospel in response to laissez-faire’s limits. This course will combine intellectual, social, and legal history to examine how various Christian traditions have grappled with liberal capitalism-and its revolutionary critics. We will explore these traditions’ competing visions of a moral political economy, how their adherents attempted to put them into action, and where these attempts placed them vis-à-vis society and civil authorities—especially when this place was the court room. After a brief unit on key Judeo-Christian texts bearing on political and economic activity, we will consider various churches’ alternatives to liberal capitalism and revolutionary movements’ materialism—including Catholic Social Thought from 1891’s Rerum novarum to Pope Francis’s Laudato si’ and Abraham Kuyper’s neo-Calvinist tradition. We will put these in dialogue with practical efforts from Social Gospel reformers, Catholic Workers, and Latin American Liberation Theology to Hobby Lobby or Chick-Fil-A’s attempt at Evangelical business. Throughout, students will consider questions about the relationships between church and state, doctrine and practice, and natural law and the law of the market.

Instructor(s): Robert Kaminski Terms Offered: Winter
Equivalent Course(s): LLSO 29067

HIST 27308. The Aspirational City: Chicago’s Multicultural Communities. 100 Units.
No city has meant more to the hopes and dreams of more divergent groups of Americans than Chicago. The Aspirational City: Chicago’s Multicultural Communities will explore the histories of Chicago’s various racial, ethnic and marginalized communities and the ways in which they have sought to fashion the destinies of themselves, their communities, and the city of Chicago. The course is a weekly seminar open to both undergraduate and graduate students.

Terms Offered: Spring
Equivalent Course(s): CRES 27534, ENST 27534

HIST 27309. Portals to the Past: Studying History through Chicago’s Collections. 100 Units.
This course offers a rare opportunity to explore Chicago’s world-class museums, libraries, and collections, as we learn to study history through objects. We will consider the history of slavery through silver teapots and mahogany furniture, the history of science through specimen collecting, the challenges of self-representation through oil-on-canvas portraiture and paper silhouettes, the culture of death through gravestones, and the role of space in religious life. To do this we will rarely be in a classroom, but rather ‘on the road,’ encountering real objects, discussing them with expert curators, librarians, and scholars. You will be challenged to look closely, see what others do not, and gather evidence. In an increasingly image and object saturated culture, this course will empower students to understand the arguments and ideas embedded in things and to critically engage how material objects actively shape our lives. This approach will enhance your ability to see, think, analyze, and argue—a set of skills that can be transferred to any discipline or career path you may choose.

Instructor(s): C. Allison Terms Offered: Summer

HIST 27310. African American History, 1865-2016. 100 Units.
This class will introduce students to the key themes, events, problems and advances within African American history, after the end of slavery. Readings will include Reconstruction-era documents, Ida B. Wells, Ned Cobb, W. E. B. Du Bois, Howard Thurman, Septima Clark, Philippe Wamba, and Audre Lorde among others. Assignments will include two papers and a series of short response pieces.

Instructor(s): A. Green Terms Offered: Winter
Equivalent Course(s): HIST 37310, AMER 37310, CRES 37330, CRES 27330, AMER 27310

HIST 27311. Race and Religion in Chicago. 100 Units.
This course is a chronological and thematic overview of a number of key themes and theoretical concerns in the study of race and religion in the U.S. from 1865 to the present. Taking Chicago as a case study, the course will introduce students to key topics in the study of race and religion in the U.S. Most of the course will focus on black-white racialization in Chicago during this period—interrogating the construction of and contestation over whiteness among Catholics, Protestants, Jews, and new religious movements from the late nineteenth century and through much of the twentieth century, as well as tracing the ‘spiritual afterlife of slavery’ in Chicago’s churches, synagogues, mosques, and other places of worship, and also in the everyday lives of Chicago’s religious citizens. The readings and class discussions will also open out to consider other religio-racial issues and projects in Chicago (e.g., Latinx, Indian American, and Indigenous religious communities). Topics for class readings and discussions will be ordered by the week and will alternate between broader theoretical and historiographical issues pertaining to race and religion in the U.S. (first meeting of the week) and closer
examinations of the same themes/questions in the context of the religious life of Chicago (second meeting of the week). In this way, Chicago provides a 'laboratory' for observing, testing, and refining historical and theoretical claims about race and religion in the United States.

Instructor(s): Joel Brown Terms Offered: Spring
Equivalent Course(s): CRES 27720, RLST 27720

HIST 27414. (Re)Producing Race and Gender through American Material Culture. 100 Units.
This course introduces students to the role of the material world in the production and reproduction of ideologies of race, gender, and their intersections. Objects around us are imbued with meaning through their design, construction, use, and disuse. Architecture, art, photography, clothing, quilts, toys, food, and even the body have all been used to define groups of people. Combining secondary literature, theory, documentary evidence, and material culture, this course guides students as they ask questions about how ideologies of race and gender are produced, how they are both historically specific and constantly in flux, and how human interaction with the material world creates, challenges, and changes their construction. The primary course objectives are to (1) provide students with an introduction to material culture as a theory and methodology and (2) teach them how to apply it to research on ideologies of gender and race in history.

Terms Offered: Winter
Equivalent Course(s): ARTH 27530, ANTH 25214, GNSE 27530, CRES 27530

HIST 27900. Asian Wars of the Twentieth Century. 100 Units.
This course examines the political, economic, social, cultural, racial, and military aspects of the major Asian wars of the twentieth century: the Pacific War, the Korean War, and the Vietnam War. At the beginning of the course we pay particular attention to just war doctrines and then use two to three books for each war (along with several films) to examine alternative approaches to understanding the origins of these wars, their conduct, and their consequences.

Instructor(s): B. Cumings Terms Offered: Spring
Equivalent Course(s): EALC 27907, HIST 37900, CRES 27900, CRES 37900, EALC 37907

HIST 27906. Capitalism, Gender, and Intimate Life. 100 Units.
What is the relationship between the capitalist economy and the gendered organization of society and identity of individuals? Are these two systems, or one? This class pursues these questions, seeking to understand capitalism as an everyday and intimate experience. How have markets and production shaped and been shaped by personal identity, and in particular gendered identity? We examine the historical interrelationships among practices of sexuality, marriage, family, reproduction, labor, and consumption and trace the economic dimensions of masculinities and femininities over time, focusing largely but not exclusively on US history. Assignments: Midterm paper (8-10 pages) applying a theoretical reading to a secondary text, and a final paper (15 pages) based on secondary research.

Instructor(s): G. Winant Terms Offered: Winter
Equivalent Course(s): HIST 37906, LLSO 27906, GNSE 30106, GNSE 20106

HIST 28000. United States Latinos: Origins and Histories. 100 Units.
An examination of the diverse social, economic, political, and cultural histories of those who are now commonly identified as Latinos in the United States. Particular emphasis will be placed on the formative historical experiences of Mexican Americans and mainland Puerto Ricans, although some consideration will also be given to the histories of other Latino groups, i.e., Cubans, Central Americans, and Dominicans. Topics include cultural and geographic origins and ties; imperialism and colonization; the economics of migration and employment; legal status; work, women, and the family; racism and other forms of discrimination; the politics of national identity; language and popular culture; and the place of Latinos in US society. Equivalent Course(s): AMER 28001, CRES 28000, GNSE 28202, HIST 38000, LACS 28000, LACS 38000, CRES 38000, GNSE 38202, AMER 38001

Instructor(s): R. Gutiérrez Terms Offered: Autumn
Equivalent Course(s): AMER 28001, CRES 28000, GNSE 38202, CRES 38000, LACS 38000, AMER 38001, HIST 38000, GNSE 28202, LACS 28000

HIST 28004. The Carceral State in Modern America. 100 Units.
In this course, we will examine the origins of mass incarceration in the United States—a country that only accounts for five percent of the world’s population but nearly a quarter of its prison population. We will trace the ideologies and state apparatuses that have shaped the American carceral state from the post-Civil War era to the twenty-first century. Central themes will include: the criminalization of racialized and marginalized communities; the rise of new policing regimes, along with new methods of surveillance and confinement; and the connection between welfare programs and penal policies. Over the course of this quarter, we will also discuss the emergence of social movements that have advocated for the rights of incarcerated people, as well as the eradication of prison labor and the abolition of prisons altogether.

Instructor(s): N. Maor Terms Offered: Autumn
Equivalent Course(s): LLSO 21701, AMER 28004, CRES 28004, HMRT 28004

HIST 28305. Alcohol and American Society. 100 Units.
Contests about America’s political economy and legal regime had long been tied to alcohol policy and drinking culture when the Sons of Liberty made Boston’s Green Dragon Tavern their unofficial ‘headquarters of the Revolution.’ Americans’ drinking habits have remained a key battleground ever since. This class will explore major themes in the development of America’s political, economic, and sociocultural life and legal regime
through its relationship with intoxicating beverages from the colonial era to the present. Topics covered will include rum’s role in empire; the legacy of the common law doctrines regulating public houses in civil rights law; the role of colonial tavern culture in the Revolution; persistent conflicts over taxation; ethnoreligious conflict surrounding the temperance movement; Prohibition and organized crime; the brewing industry’s roles in financialization, corporate consolidation, and labor struggles; the construction of homogenized consumer culture and the postmodern quest for ‘authenticity,’ and the legal regime shaping craft brewers’ business environment. Through discussions drawing on primary sources as well as the history, social science, and law literatures, we will analyze how Americans defined the bounds of the political community, individual rights, and state power. Over the quarter students will incrementally build on these experiences toward their final projects: original research papers drawing on primary sources exploring these themes.

Instructor(s): Robert Kaminski
Terms Offered: Spring
Equivalent Course(s): LLSO 28020

HIST 28811. American Conservatism since 1945. 100 Units.
American conservatism was at a low ebb in the early 1950s. It was politically irrelevant and, perhaps worse, boasted no coherent intellectual movement. Yet the conservative movement’s path from the height of the (supposed) midcentury consensus through the rise of Reagan, the Tea Party, and Trump stands at the heart of America’s modern political history. And conservative politicians could draw upon a vast new network of economists, lawyers, think tanks, and other organizations for support. This course will explore the American right’s emergence from the wilderness to success at the ballot box, in public-policy debates, and in the courtroom. It will draw upon primary sources as well as the history and social science literatures to analyze conservatism as an intellectual, sociopolitical, and legal movement. We will examine the different traditions making up the American right, the institutions that brought them together, and the movement’s history. Did conservatism represent a single coherent movement? What did it (aim to) conserve? What were the roles of corporate power, religion, libertarianism, populism, and racial bias in its ascendance? How did Chicago-School economists and the conservative legal movement shape the polity? The class will conclude with a unit exploring the present political moment. What are the origins of Trumpism? Is it a break with conservatism’s past or an evolution of the movement? What do current debates bode for the future of American politics?

Instructor(s): Robert Kaminski
Terms Offered: Autumn
Equivalent Course(s): LLSO 28020

HIST 28812. Struggle and Solidarity: The Politics of Chicago Labor in the 19th and 20th Centuries. 100 Units.
In this course we will question how and why Chicago was important to the way we think about ‘work.’ Employment, equity, wages, and security are certainly of debate throughout the nation today, but Chicago has been at the forefront of this contentious conversation for the last two hundred years. In order to better understand the relationship between advancing capitalism, labor politics, the workers’ body, exploitation, and resistance we will analyze the Haymarket Massacre, the Chicago Stockyards, and the African-American Pullman Porters. To be sure, laborers built this city with broad shoulders, but also with a commitment to struggle and solidarity that changed the social, political, and economic landscape of the United States and the world forever. What about the confluence of labor and capital sparked these events? How does union organization work on a pragmatic level as well in regards to ideological (re)formation? In what other ways can populations resist oppression? How do class, race, capital, and labor intersect in society over time and why do those relationships shift? What are the differences or similarities regarding labor issues between Chicago and other parts of the world?

Instructor(s): K. Bryce Lowry
Terms Offered: Spring. Spring 2021
Equivalent Course(s): ANTH 25422, ENST 25422

HIST 29000. Latin American Religions, New and Old. 100 Units.
This course will consider select pre-twentieth-century issues, such as the transformations of Christianity in colonial society and the Catholic Church as a state institution. It will emphasize twentieth-century developments: religious rebellions; conversion to evangelical Protestant churches; Afro-diasporan religions; reformist and revolutionary Catholicism; and new and New Age religions.

Instructor(s): D. Borges
Terms Offered: Autumn
Equivalent Course(s): LACS 39000, HCHR 39200, HIST 39000, CREB 39000, LACS 29000, MAPS 39200, CREB 39000, RLST 21401

HIST 29007. Capitalism and Revolution in the Atlantic World. 100 Units.
What was the relationship between the ‘Age of Revolutions’ and the rise of capitalism? This course places the social and political upheavals in France, Haiti, and the Americas between 1776 and 1821 in the context of broader developments in the long eighteenth century, including innovations in finance (debt, credit, banks, corporations), the expansion of overseas commerce and colonial slavery, and the emergence of Enlightenment political economy. Above all, we will consider the extent to which the institutional and intellectual structures of the world economy determined both the causes and the outcomes of the revolutions. Readings will cover long-standing debates in the scholarship concerning social class and revolution; the imperial origins of national consciousness; humanitarian reform and the abolition of slavery; colonialism and industry; and the legacy of eighteenth-century revolutions in the twenty-first century.

Instructor(s): O. Cussen
Terms Offered: Autumn
Equivalent Course(s): AMER 29007, CREB 29007, LACS 29007
HIST 29008. Slave Abolition and Its Afterlives. 100 Units.
In recent years scholars and activists have (re)turned to the abolitionist movement of the 19th century in order to gain critical traction on the interlocking operations of racism, capitalism, and patriarchy. The return of abolitionism reveals an aspiration to learn from the failures of the past in order to generate new strategies to overcome the structures of domination that pervade our social and political lives. This quarter we will read a series of texts produced before and after the formal end of slavery in the United States with particular attention paid to the revisions, retrospections, and reformulations made to conceptions of freedom. How did abolitionists understand the meaning of freedom before Emancipation? What political transformations did they endorse? Did formal emancipation actualize or reframe the abolitionist imaginary? We will also track two unfulfilled promises in the thought of black scholars and activists: the attempt to secure economic independence for freed slaves and critiques of patriarchal rule within the family. By tracking these political projects, we will raise questions about the re-emergence of abolitionist promises. How does the present trend to appropriate abolition occlude key political disagreements among early and mid-nineteenth century activists? Which strand of abolitionism are we inheriting in the twenty-first century? Why? These questions will anchor our course and help us think about the uses of history for our own political present.
Instructor(s): Larry Svabek Terms Offered: Winter
Equivalent Course(s): CRES 29313, PLSC 21540

HIST 29009. The Transatlantic Slave Trade & the Making of the Black Lusophone Atlantic, 1450-1888. 100 Units.
By the abolition of Brazilian slavery in 1888, an estimated 4.3 million men, women, and children had been imported from Africa to Brazil. Yet, the narratives of slavery and freedom in the North Anglophone and Francophone Atlantic often dominate the popular imagination. This course is aimed at increasing knowledge about how slavery and the transatlantic slave trade shaped the Atlantic World through an examination of the deeply intertwined histories of Brazil and West Africa. This course offers a critical genealogy of the present by investigating the historical roots of racial, gendered, and social inequality that persist in Brazil and Lusophone West Africa today. It will focus on the diverse social, cultural, and political linkages that were forged as a result of the transatlantic trade with particular attention to the Portuguese in West Africa; the development and growth of the slave trade to Brazil; the relationship between slavery and gender; the continuity and adaptation of African social and cultural practices; and resistance, rebellion, and freedom. We will end the course with a look at how different communities, individuals, and nations continue to grapple with the memory and legacy of slavery today.
Instructor(s): Erin McCullugh Terms Offered: Spring
Equivalent Course(s): HMRT 27536, GNSE 27536, CRES 27536, LACS 27536

HIST 29201. Puerto Rico. 100 Units.
An examination of the current situation of Puerto Rico in historical perspective. Assignments: Short papers, quizzes, midterm exam, final paper.
Instructor(s): D. Borges Terms Offered: Winter
Equivalent Course(s): LACS 29201, LACS 39201, HIST 39201

HIST 29313. Childhood and Human Rights in the Twentieth Century. 100 Units.
How and when did we come to embrace the idea that children are innocent and defenseless? What are the implications of framing children’s rights as human rights? In this course, we will explore key historical transformations in the legal, social, and cultural construction of childhood in modern Western societies. We will examine children’s own experiences and how adults rendered them the subjects of study and state regulation. Topics of discussion will include work, leisure, education, sexuality, criminality, consumerism, and censorship. Throughout, we will discuss how ideas about race, gender, class, and age have shaped the way that the public and the state had defined childhood: who was entitled to a protected period of nurture, care, and play; who was allowed to be disobedient, or even lawless, and still avoid legal consequences. We will explore how and why some children have been and continue to be excluded from this idealized vision.
Instructor(s): N. Maor Terms Offered: Spring
Equivalent Course(s): GNSE 29313, LLSO 20301, AMER 29313, HMRT 29313, CRES 29313

HIST 29318. Modern Disability Histories: Gender, Race, and Disability. 100 Units.
This course introduces students to the conceptual apparatus of disability studies and major developments in disability history since the late nineteenth century. The course will consider disability beyond physical impairment, centering the ways in which notions of gender, race, class, sexuality, and ability interact and shape subjects, and how these subject positions shift across political watersheds. Students will engage a variety of sources, such as autobiographies, pamphlets, visual material, laws, and medical texts, as well as historiographical sources. Topics will include late nineteenth-century female ‘hysteria,’ evolutionary approaches to sign language and orality, and the effects of industrialization on new impairments; early twentieth-century eugenics and the Nazi T4 program; postwar developments in prosthetics and discursive intersections between psychosis and civil rights movement. Students are encouraged to work on creative collective projects (e.g., an exhibit or a short video) in addition to written assignments.
Instructor(s): M. Appeltová Terms Offered: Winter
Equivalent Course(s): CHDV 29318, HMRT 29318, GNSE 29318, HIPS 29318, CRES 29318, HLTH 29318
HIST 29429. Writing History. 100 Units.
The course is designed to be an invitation to history reading and writing. It aims at introducing students to different history-writing traditions, with special, alas not exclusive, focus on the Iberian world. Do we need history? Why? How have different people written history? How and when did history become a profession and how did this take place in different countries? Why do nations and histories seem to be synonymous? These are the kinds of questions that will be addressed by the course.
Instructor(s): M. Lowenstein Terms Offered: Autumn
Equivalent Course(s): GLST 29430, EALC 29430

HIST 29506. Home and Empire: From Little House on the Prairie to Refugee Camps. 100 Units.
What can living rooms tell us about Empires? What did it mean to be a housewife in an imperial society? This course answers these and other questions by exploring the relationship between domesticity and imperialism over the past three hundred years. We will explore how Catholic Native Potawatomi women decorated their homes in the early 18th century, how black South African maids interacted with white employers during apartheid, and how young male refugees in contemporary France try to make homes in the land of their former colonial ruler. Through this work students will unpack the racial, gendered, spatial, and political logics of imperial rule. This course is organized around three thematic phases: conquest and expansion, rule and resistance, and decolonization. After introducing theoretical approaches to the study of domesticity and imperialism, we will use case studies from across the globe to work through these thematic groups. We will discuss cases from North America, the Caribbean, Asia, Africa, Oceania, and Europe. By combining secondary literature with films, memoirs, domestic objects, and visual sources we will evaluate the intersections of imperialism and home-life. Students will ultimately conduct a final research project on a topic of their choosing to explore this courses’ themes in depth. Students will work to challenge notions of home as an idyllic or a historical space and see the power and struggles that took place within walls.
Instructor(s): Greg Valdespino Terms Offered: Winter
Note(s): This course counts as a Concepts Course for GNSE majors
Equivalent Course(s): GNSE 23128, ARCH 29506

HIST 29522. Europe’s Intellectual Transformations, Renaissance through Enlightenment. 100 Units.
This course will consider the foundational transformations of Western thought from the end of the Middle Ages to the threshold of modernity. It will provide an overview of the three self-conscious and interlinked intellectual revolutions which reshaped early modern Europe: the Renaissance revival of antiquity, the ‘new philosophy’ of the seventeenth century, and the light and dark faces of the Enlightenment. It will treat scholasticism, humanism, the scientific revolution, Bacon, Descartes, Hobbes, Locke, Voltaire, Diderot, and Sade. This course is organized around three thematic phases: conquest and expansion, rule and resistance, and decolonization. After introducing theoretical approaches to the study of domesticity and imperialism, we will use case studies from across the globe to work through these thematic groups. We will discuss cases from North America, the Caribbean, Asia, Africa, Oceania, and Europe. By combining secondary literature with films, memoirs, domestic objects, and visual sources we will evaluate the intersections of imperialism and home-life. Students will ultimately conduct a final research project on a topic of their choosing to explore this courses’ themes in depth. Students will work to challenge notions of home as an idyllic or a historical space and see the power and struggles that took place within walls.
Instructor(s): A. Palmer Terms Offered: Autumn
Prerequisite(s): Students taking FREN 29522/39522 must read French texts in French.
Note(s): First-year students and non-History majors welcome.
Equivalent Course(s): HCHR 39522, SIGN 26036, HIST 39522, KNOW 29522, KNOW 39522, RLST 22605, FREN 39322, FREN 29522

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 academia since the inception of the Office of Strategic Services during World War II. Particular attention will be paid to how intelligence is gathered and interpreted, intelligence failures and why they happened, the close association between top Ivy League universities and origins of US intelligence, the penetration of the early Central Intelligence Agency by British individuals spying for the Soviets, the wide influence of the CIA in the 1950s and 1960s on major aspects of American life, the crisis of US intelligence in the late 1960s and through the 1970s, the revival of intelligence vigor in the 1980s, and the uses and misuses of intelligence in the recent wars in Iraq and Afghanistan. Assignments: Six or seven books during the course of the colloquium, a few films outside of class time, a paper of roughly fifteen pages in the seventh week of the term, and a final exam (a mix of essay questions with questions on the reading). Outstanding participation in colloquium will merit an increment in the final grade, which otherwise will be determined equally by the outside paper and final exam.
Instructor(s): B. Cumings Terms Offered: Spring
History majors are required to take HIST 29801-29802. BA Thesis Seminar I in Spring Quarter. Those who are out of residence take the seminar in Autumn Quarter of their fourth year.

HIST 29801. BA Thesis Seminar I. 100 Units.

History majors are required to take HIST 29801-29802. BA Thesis Seminar I provides a systematic introduction to historical methodology and approaches (e.g., political, intellectual, social, cultural, economic, gender, environmental history), as well as research techniques. It culminates in students' submission of a
robust BA thesis proposal that will be critiqued in class. Guidance will also be provided for applications for research funding.

Instructor(s): C. Kindell & C. Rydell
Terms Offered: Spring
Prerequisite(s): All third-year history students in the research track and in residence in Chicago take HIST 29801 in spring quarter. Those who are out of residence take it in autumn quarter of their fourth year. You must receive a B grade in BA Seminar I to continue in the research track and enroll in BA Seminar II.

HIST 29802. BA Thesis Seminar II. 100 Units.
BA Seminar II is a forum to successfully complete the BA thesis, the topic of which was developed in BA Seminar I, in a structured forum that allows for ongoing discussion and peer review. Autumn Quarter is devoted to completing the research and beginning the writing of the thesis. By the end of the quarter students will have drafted 10-15 pages. Over the course of the Winter Quarter students will complete a draft of the thesis, which will be workshopped in the biweekly sessions. The final deadline for submission of the thesis is the second week of the Spring Quarter.

Instructor(s): C. Kindell & C. Rydell
Terms Offered: Winter
Prerequisite(s): HIST 29801; students register for the seminar in both autumn and winter quarters; the seminar meets every other week in autumn and winter for 10-weeks total.

Note(s): Sections 1 & 3 meets on odd weeks of term and sections 2 & 4 meets on even weeks.

HIST 29803. Historiography. 100 Units.
The course provides a systematic introduction to historical methodology and approaches (e.g., political, intellectual, social, cultural, economic, gender, environmental history), as well as research techniques. Students will gain analytical, research, and writing tools that will assist them in their capstone projects, research colloquia, or BA theses. Assignments: Weekly response papers, short presentation and paper, take-home final exam.

Instructor(s): P. O’Donnell
Terms Offered: Autumn Spring Winter
Prerequisite(s): Historiography is required for all majors, but open to all students.
Note(s): We recommend that Capstone and Research/BA Thesis students take Historiography in the 3rd year.

HIST 29804. Capstone Seminar (Autumn) 000 Units.
Capstone Seminar is a forum to create, discuss, and critique History capstone projects. Early weeks of the seminar will be devoted to exploring various forms historical work can take, from museum installations to podcasts and documentaries. In-process work will be shared and critiqued in workshops. The final deadline for submission of the Capstone Project is the second week of spring quarter.

Instructor(s): P. O’Donnell
Terms Offered: Autumn
Prerequisite(s): Students register for the seminar in both autumn and winter quarters; the seminar meets every other week in autumn and winter for 10-weeks total.