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

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

In addition to the civilization sequences, students can choose from more than eighty history courses that are offered each year to undergraduates. Some of these are introductory lectures (“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 have the option of pursuing one of three tracks: the Colloquium Track, the Capstone Track, and the BA Thesis Track. 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 Requirements**

**Colloquium Track**

Six courses in a major field 600

Five electives 500

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.

**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 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)**

All history 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. We recommend that students pursuing the Capstone Track or BA Thesis Track take Historiography by the end of their third year.

**Track Options**

Colloquium Track

Students 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.
BA Thesis Track

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 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 register for three quarters, during the Spring Quarter of their third year (HIST 29801 BA Thesis Seminar I) and Autumn and Winter Quarters of their fourth year (HIST 29802 BA Thesis Seminar II). 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 BA Thesis Track and enroll in BA Seminar II.

BA Thesis

The deadline for submission of the BA thesis is the second Friday of Spring Quarter. Students who wish to complete their papers in a quarter other than Spring Quarter must petition the department through the 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 COLLOQUIUM, 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 BA Thesis Track who have done exceptionally well in their course work and have written an outstanding BA thesis are recommended for honors. Candidates must have an overall GPA of 3.0 or higher and a GPA of 3.7 or higher in the twelve courses counting towards the major. Readers submit BA theses for departmental honors that they judge to be of particular distinction. If the department concurs, the student is awarded honors. Students who fail to meet the deadline for submission of the BA thesis are not eligible for honors consideration.

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.
- Double majors pursuing the BA Thesis 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 the student's College adviser by the deadline above on the Consent to Complete a Minor Program (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf) form obtained from the College adviser or online.

Requirements
The history minor requires a total of six courses chosen in consultation with the associate director. All minors 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. Students are allowed to count up to six history courses taken abroad at peer institutions toward the history major, including a maximum of two tutorial-style courses (for students studying at Oxford or Cambridge). Students wishing to study abroad in the Spring Quarter of their third year while pursuing the BA Thesis Track must consult with the associate director before leaving and will be approved on a case-by-case basis. However, 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): K. Hickerson Terms Offered: Autumn
Equivalent Course(s): CRES 20701, ANTH 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): CRES 20802, ANTH 20702

HIST 10103. Introduction to African Civilization III. 100 Units.
Part three uses anthropological perspectives to investigate colonial and postcolonial encounters in sub-Saharan Africa, with a particular focus on Southern Africa. The course is centered on the twentieth and twenty-first centuries. It begins with an examination of colonialism, the institutionalization of racism, and dispossession before examining anti-colonialism and the postcolonial period. The class draws on scholarship on and by African writers: from poets to novelists, ethnographers, playwrights, historians, politicians, political theorists, and social critics. Over the course of the quarter, students will learn about forms of personhood, subjectivity, gender, sexuality, kinship practices, governance, migration, and the politics of difference.
Instructor(s): K. Takabvirwa Terms Offered: Spring
Prerequisite(s): This sequence meets the general education requirement in civilization studies.
Note(s): Taking these courses in sequence is recommended but not required.
Equivalent Course(s): CRES 20303, ANTH 20703

HIST 10600. Power and Resistance in the Black Atlantic. 100 Units.
Beginning with the arrival of European explorers on the West African coast in the fifteenth century and culminating with the stunning success of radical abolitionist movements across the Americas in the nineteenth century, the formation of the Black Atlantic irrevocably reshaped the modern world. This class will examine large-scale historical processes, including the transatlantic slave trade, the development of plantation economies, and the birth of liberal democracy. Next, we will explore the lives of individual Africans and their American descendants, the communities they built, and the cultures they created. We will consider the diversity of the Black Atlantic by examining the lives of a broad array of individuals, including black intellectuals, statesmen, soldiers, religious leaders, healers, and rebels. We will examine African diasporic subjects as creative rather than reactive historical agents and their unique contributions to Atlantic cultures, societies, and ideas. Within this geographically and temporally expansive history students will explore a key set of animating questions: What is the Black Atlantic? How can we understand both the commonalities and diversity of the experiences of Africans in the Diaspora? What kinds of communities, affinities, and identities did Africans create after being uprooted by the slave trade? What methods do scholars use to understand this history? And finally, what is the historical and political legacy of the Black Atlantic?
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): Muzaffar Alam
Terms Offered: Winter
Equivalent Course(s): MDVL 20100, ANTH 24101, SOSC 23000, SALC 30100, SALC 20100

HIST 10900. Introduction to the Civilizations of South Asia II. 100 Units.

The second quarter analyzes the colonial period (i.e., reform movements, the rise of nationalism, communalism, caste, and other identity movements) up to the independence and partition of India.

Instructor(s): Dipesh Chakrabarty
Terms Offered: Spring
Prerequisite(s): SALC 20100, ANTH 24101, HIST 10800, SASC 20000, SOSC 23000
Equivalent Course(s): SALC 20200, ANTH 24102, SOSC 23100

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 authoritative state. Students will read selections from Locke, Defoe, Swift, Franklin, Burke, and many others.

Instructor(s): S. Pincus
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): LLSO 21301

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): MDVL 12203, ITAL 16000, FNDL 22204, KNOW 12203, RLST 22203, CLCV 22216, SIGN 26034

HIST 12600. What Is Socialism? Experiences from Eastern Europe. 100 Units.

A specter is haunting US politics—the specter of socialism. On both sides of the aisle, politicians invoke “socialism” as shorthand for Cold War rivalries and contemporary international conflicts, as well as to condemn or praise domestic agendas. But what is socialism? What defines it ideologically? What do political and economic systems based on socialist ideology look like? Are they (just) totalitarian dictatorships or one-party states? Drawing upon examples from twentieth-century Central and Eastern Europe, this course explores the history of the region's socialist regimes. The course will cover a variety of perspectives: ideological and philosophical writings (Marx, Fourier, Lenin, Lukács, Havel), political and economic forms (from Stalinist dictatorships to “Goulash Communism”), gender arrangements, cultural production, and everyday life. Throughout the course, students will reflect on the differences between socialism and communism, between ideology and politics, and consider questions of individual agency, and individual and collective rights.

Instructor(s): M. Appeltová
Terms Offered: Autumn
Equivalent Course(s): HMRT 12600, GNSE 12600, GLST 22600

HIST 12603. Modern German History, 1740-Present. 100 Units.

This course introduces students to topics in German history from the nineteenth century to the present. Beginning with the collapse of the Holy Roman Empire and ending with the Federal Republic in contemporary Europe, we will follow the transformation of the German lands from a loose federation of small and provincial states into a unified nation and a global power. Wednesday lectures will engage visual, material, and audio sources to explore events and themes including nation-building, the colonial empire, the World Wars, National
Socialism, the Holocaust, the Cold War, and re-unification. Friday discussions will center on close readings of primary source texts and films that document the ruptures and discontinuities that define German history in the modern period: the successes and failures of revolution; the construction and destruction of walls; the formation of mass politics; the trauma of genocide; the construction of plural German identities in and beyond the German nation state. We will approach these subjects from a variety of registers of experience, keeping open two fundamental questions: What is German? What is history? A Languages Across the Curriculum (LxC) section will be available pending interest. Assignments: short creative writing assignments throughout the quarter and a final exam.

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

Prerequisite(s): No background in German or European history is required.

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): GRMN 12603

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,
HIST 13000. History of Western Civilization I. 100 Units.

Available as a three-quarter sequence (Autumn-Winter-Spring) or as a two-quarter sequence (Autumn-Winter or Winter-Spring). This sequence meets the general education requirement in civilization studies. The purpose of this sequence is threefold: (1) to introduce students to the principles of historical thought, (2) to acquaint them with some of the more important epochs in the development of Western civilization since the sixth century B.C., and (3) to assist them in discovering connections between the various epochs. The purpose of the course is not to present a general survey of Western history. Instruction consists of intensive investigation of a selection of original documents bearing on a number of discrete topics, usually two or three a quarter, occasionally supplemented by the work of a modern historian. The treatment of the selected topics varies from section to section. This sequence is currently offered twice a year. The amount of material covered is the same whether the student enrolls in the Autumn-Winter-Spring sequence or the Summer sequence. This sequence fulfills the general education requirement. Spring 22 topic: The Transition from Feudalism to Capitalism.

Instructor(s): Staff Terms Offered: Autumn Winter

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

HIST 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 Winter

Prerequisite(s): HIST 13001

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

HIST 13003. History of European Civilization III. 100 Units.

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

Instructor(s): Staff 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 22 topic: The Transition from Feudalism to Capitalism.

HIST 13100-13200-13300. History of Western Civilization I-II-III.

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

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.

Note(s): The two-quarter sequence may also be supplemented by a third quarter, in which students will have the opportunity to explore in greater depth a particular topic in the history of European civilization.
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 second course of the History of Western Civilization sequence explores major themes in the Middle Ages, the Renaissance, and the Reformation. Key topics explored through discussions of texts include the development of monasticism; the structures of manorialism and feudalism; the consolidation of the papacy and the Holy Roman Empire; and the challenges to these structures seen in the ideas of the humanists and reformers.
Instructor(s): K. Weintraub, Winter, Summer Terms Offered: Summer Winter
Prerequisite(s): These courses must be taken in sequence.

HIST 13300. History of Western Civilization III. 100 Units.
This 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. HIST 13300: The third course undertakes a detailed study of the French Revolution and charts the rise of liberal, anti-liberal, and post-liberal states and societies in nineteenth-and twentieth-century European history. The sequence concludes with an appraisal of the condition of European politics, culture, and society at the end of the twentieth century. The sequence does not present a general survey of European history, but rather undertakes an intensive investigation of original documents bearing on a number of discrete topics in European civilization (e.g., the Roman Republic, or the origins of the First World War). These original documents are contained in the nine-volume series published by The University of Chicago Press, The University of Chicago Readings in Western Civilization. The course also draws on supplementary materials from the work of modern historians. This sequence fulfills the general education requirement in civilization studies. Students should log on to https://canvas.uchicago.edu/ and check the page for this course for the first day’s reading assignment; you will be expected to be prepared.
Instructor(s): K. Weintraub, Spring; D. Koehler, Summer Terms Offered: Spring Summer
Prerequisite(s): These courses must be taken in sequence.

HIST 13500-13600-13700. America in World Civilization I-II-III.
The America in World Civilization sequence examines America as a contested idea and a contested place by reading and writing about a wide array of primary sources. In the process, students gain a new sense of historical awareness and of the making of America. The course is designed both for history majors and non-majors who want to deepen their understanding of the nation's history, encounter some enlightening and provocative voices from the past, and develop the analytical methods of historical thinking. Together, HIST 13600-13700 (II and III) meet the general education requirement in civilization studies via two civilization courses. Students who take HIST 13500 (I) must also take HIST 13600-13700 to meet the general education requirement via three civilization courses.

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

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

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

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

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

HIST 13900. Introduction to Russian Civilization I. 100 Units.
The first quarter covers the ninth century to the 1870s; the second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual and cultural life; the relationship between center and periphery; systems of social and political legitimation; and symbols and practices of collective identity.

Instructor(s): W. Nickells & Staff Terms Offered: Autumn
Note(s): Taking these courses in sequence is recommended but not required. Equivalent Course(s): SOSC 24000, REES 26011

HIST 14000. Introduction to Russian Civilization II. 100 Units.
The second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual and cultural life; the relationship between center and periphery; systems of social and political legitimation; and symbols and practices of collective identity.

Instructor(s): F. Hillis & A. Moss Terms Offered: Winter
Note(s): Taking these courses in sequence is recommended but not required. Equivalent Course(s): SOSC 24100, REES 26012

HIST 14100. Introduction to Russian Civilization III. 100 Units.
When taken following Introduction to Russian Civilization I and II, Introduction to Russian Civilization III meets the general education requirement in Humanities, Civilization Studies, and the Arts. The course is thematic and will vary from year to year.

Instructor(s): Staff Terms Offered: Spring
Note(s): Students who wish to take this course for Civilization Studies Core credit must also take Russ Civ I and II.
Equivalent Course(s): REES 26015, SOSC 24200

HIST 14601. Twentieth-Century China through Great Trials. 100 Units.
This course surveys China’s turbulent twentieth century through the lens of great trials. From communist show trials to international courts, from struggle sessions to investigative journalism, and from trial by mob to trial by media, students will witness public and private “justice” in action both in and beyond the courtroom and across the long century’s radically different governmental regimes. Our view of China will explore both the sweeping events of revolution and individual experiences. There is no prerequisite for this course.

Instructor(s): J. Ransmeier 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): EALC 14601, LLSO 24600

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

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): EALC 10800, CRES 10800, SOSC 23500
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 two-quarter sequence on the civilizations of China and Japan, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.
Instructor(s): J. Ketelaar Terms Offered: Summer 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): CRES 10900, SOSC 23600, EALC 10900

HIST 15411. East Asian Civilization I, Ancient Period-1600. 100 Units.
This course examines the politics, society, and culture of East Asia from ancient times until c. 1600. Our focus will be on examining key historical moments and intellectual, social, and cultural trends with an emphasis on the region as a whole. Students will read and discuss culturally significant texts and be introduced to various approaches to analyzing them.
Instructor(s): S. Burns & K. Pomeranz Terms Offered: Spring
Equivalent Course(s): EALC 15411

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 course meets the general education requirement in civilization studies.
Equivalent Course(s): NEHC 20011, CLCV 25700

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): MDVL 20012, NEHC 20012, CLCV 25800

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): Staff Terms Offered: Spring
Equivalent Course(s): NEHC 20013, CLCV 25900

HIST 15611-15612-15613. Islamicate Civilization I-II-III.
This sequence surveys the intellectual, cultural, religious, and political development of the Islamic world (Middle East and North Africa), from its origins in pre-Islamic Arabia to the late 20th century. The sequence is required for MA students in CMES and counts toward completion of the NELC major and minor. It is recommended that the course be taken in sequence.
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, NEHC 30201, HIST 35621, MDVL 20201, RLST 20201, ISLM 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, HIST 35622, RLST 20202, MDVL 20202, 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): ISLM 30203, NEHC 30203, RLST 20203, HIST 35623, 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): CRES 16101, SOCS 26100, LACS 34600, HIST 36101, LACS 16100, ANTH 23101

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.
Terms Offered: Winter
Equivalent Course(s): LACS 16200, CRES 16102, SOCS 26200, ANTH 23102, LACS 34700, HIST 36102, PPHA 39770

HIST 16103. Introduction to Latin American Civilization III. 100 Units.
Spring Quarter focuses on the twentieth century, with special emphasis on the challenges of economic, political, and social development in the region.
Instructor(s): D. Borges Terms Offered: Spring
Equivalent Course(s): HIST 36103, PPHA 39780, CRES 16103, LACS 16300, LACS 34800, ANTH 23103, SOCS 26300

HIST 16700-16800-16900. Ancient Mediterranean World I-II-III.
Available as a three-quarter sequence (Autumn-Winter-Spring) or as a two-quarter sequence (Autumn-Winter or Winter-Spring). This sequence meets the general education requirement in civilization studies. It surveys the social, economic, and political history of Greece to the death of Alexander the Great (323 BC), the Roman Republic (509 to 27 BC), and late antiquity (27 BC to the fifth century AD).
HIST 16700. Ancient Mediterranean World I: Greece. 100 Units.
This course surveys the social, economic, and political history of Greece from prehistory to the Hellenistic period. The main topics considered include the development of the institutions of the Greek city-state, the Persian Wars and the rivalry of Athens and Sparta, the social and economic consequences of the Peloponnesian War, and the eclipse and defeat of the city-states by the Macedonians.
Instructor(s): C. Kearns Terms Offered: Autumn
Prerequisite(s): This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): CLCV 20700

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

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

HIST 17110. Democracy: Age of Revolutions. 100 Units.
This course is designed to introduce students to the historical element in evaluating the emergence of and threats to democracies. By focusing on the age of revolutions we will examine why democratizing polities emerged during this period, what alternatives developed at the same time, and the ways in which democratizing impulses were sometimes constrained or reversed. Students will therefore be introduced to the historical fragility and contingency of democracy. Readings will include theoretical works, historical accounts, and a variety of primary documents. Revolutions discussed may include the English Revolution of 1688-89, the French Revolution, the American Revolution, and the Haitian Revolution. Developments in South and East Asia will also be explored. Writing assignments will include essays engaging with theoretical claims, analyses of primary documents, and construction of historical narratives.
Instructor(s): S. Pincus Terms Offered: Winter

HIST 17203. Twentieth-Century Jewish History. 100 Units.
Jewish history, politics, and culture across a century of enormous transformations and transformative enmities in Europe, the United States, and the Middle East. Topics include the impacts on Jewish life of World War I, the Russian Revolution, and the postimperial reordering of Eastern Europe and the Middle East; Zionism and other modes of Jewish contestatory politics; secular-religious Kulturkampf and the interactions and tensions of Jewish cultural renascence, acculturation, and assimilation; the consolidation of American Jewry; Nazism and the Holocaust in Europe; formation and development of the State of Israel; the global reordering of Jewish life amid crosscurrents of the Cold War, conflict in the Middle East, and success in the United States; trajectories of Jewish culture, thought, religion, and relations to modernity in a century of tremendous creativity but also centrifugality, fracture, and bitter cultural conflict. The course will pay substantial attention to recent and contemporary history including the dramatic changes in Israeli (Jewish) society, polity, and culture over the past forty years, the ongoing conflict in Israel and Palestine, and the entangled lives of Jews and Palestinians. Twice-weekly lectures followed by substantial time for text-related and thematic discussion. Prior study of Jewish history not required. Students at all levels and in all fields welcome.
Instructor(s): K. Moss 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): NEHC 17203, JWSC 17203


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
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 2021
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 of modern 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: Winter. Course is offered in Winter 2022
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 is not offered in 2021-2022 Academic Year
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 is not offered in 2021-2022 Academic Year
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 is not offered in 2021-2022 Academic Year
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 Winter. Offered in Autumn 2021 and Winter 2022
Equivalent Course(s): HIPS 18503
HIST 17515. Science, Culture, and Society in Western Civilization III: Histories of the Bomb. 100 Units.
In the long history of the planet, the years since 1945 have a remarkable and unique geological signature: one left by the creation and testing of atomic weapons, medicine, and energy. This class explores the intellectual, social, economic, and political histories of nuclear research, including topics such as transnational scientific migrations; the Manhattan Project; weapons testing and development; the rise of “Big Science”; postcolonial histories of nuclear development; domestic and international anti-nuclear activism; and ecological and environmental impacts of fallout, waste, and nuclear accidents. Drawing on both primary and secondary sources, we will consider how the story we tell about the history of the nuclear age and the rise of science came to be, and how that story has transformed at different points in the twentieth century.
Instructor(s): E. Kern Terms Offered: Spring. Offered in Spring 2022
Equivalent Course(s): HIPS 18505

HIST 17521. Energy and Society I. 100 Units.
This two-quarter course explores the historical roots of climate change and other global environmental problems with a special attention to how energy use shapes human societies over time. Part I covers energy systems across the world from prehistory to the end of the nineteenth century.
Instructor(s): F. Albritton Jonsson Terms Offered: Autumn
Prerequisite(s): Parts I and II should be taken in sequence.
Equivalent Course(s): HIPS 17521, ENST 27521

HIST 17522. Energy and Society II. 100 Units.
This two-quarter course explores the historical roots of climate change and other global environmental problems with a special attention to how energy use shapes human societies over time. Part II covers energy systems across the world from the early twentieth century to the present, examining themes such as the uneven globalization of energy-intensive lifestyles, the changing geopolitics of energy, and possible futures beyond fossil-fuel dependence.
Instructor(s): E. Chatterjee Terms Offered: Winter
Prerequisite(s): Parts I and II should be taken in sequence.
Equivalent Course(s): HIPS 17522, ENST 27522

HIST 17808. Reforming America: Social & Political Change from the Gilded Age to the New Deal. 100 Units.
At the beginning of the twentieth century, the American state was a creaking, antiquated apparatus struggling to manage the social and economic changes that had occurred in the previous fifty years. From the turn of the century through World War II, the country underwent a profound program of political change earning this period the name “the age of reform.” In this class we examine the relationship between social and economic upheaval (industrialization, urbanization, immigration, depression, war) and political movements and activism (agrarian populism, the Ku Klux Klan, the early civil and women’s rights movements, organized labor) in order to explain how government in America was transformed for new conditions.
Instructor(s): G. Winant Terms Offered: Autumn
Prerequisite(s): Parts I and II should be taken in sequence.
Equivalent Course(s): GNSE 17818, CRES 17808, LLSO 17808

HIST 17906. Haunted Histories: Slavery and Memory. 100 Units.
This course draws on an eclectic range of primary sources, historical monographs, and interdisciplinary texts to examine the creative and deeply contested modes of remembering (and forgetting) chattel slavery in the United States. It begins with a brief introduction to the history of slavery before pivoting to particularly telling episodes of representation, reinterpretation, and erasure. Specific topics to be addressed include public history, dark tourism, cultural performances, early reparations movements, and popular culture. In placing these episodes into their historical contexts, we better appreciate the ways in which debates over depictions of slavery themselves illuminate the contested history of race and resistance.
Instructor(s): R. Johnson Terms Offered: Winter
Equivalent Course(s): CRES 17906

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
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): SOSC 24001, CRES 24001, ANTH 24001

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): SOSC 24002, ANTH 24002, CRES 24002, SALC 24002

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 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: Spring
Equivalent Course(s): CRES 18806, LLSO 28806, AMER 18806

HIST 20111. History of Death. 100 Units.
From the treatment of mortal remains to the built environment of cemeteries, tombs, and memorials, the dead have always played a role in the lives of the living. This course examines how beliefs and practices surrounding death have been a source of meaning making for individuals, institutions, religious communities, and modern nations. It will ask students to consider how examining death makes it possible to better understand the values and concerns of societies across time and space. This course will consider case studies from Africa, the Middle East, the Caribbean, North America, Europe, and Asia, from the Middle Ages to the Vietnam War. It introduces students to the methods and debates that animate the historical study of death-coming from histories of the body, social history, and the study of slavery-and ends by asking the question: "Is it possible to have a global history of death?"
Instructor(s): K. Hickerson Terms Offered: Autumn
Equivalent Course(s): GNSE 20111, RLST 20111, CRES 20111

HIST 20205. Race in African History. 100 Units.
This course examines how the category of race has been identified and discussed in African history from the nineteenth century to the contemporary era. The course combines cultural and social history with recent research from the history of science, gender and sexuality studies, and the history of slavery in Islamic Africa to illuminate the debates, actors, and encounters that animate this dynamic field. Students will analyze case studies from across the continent-from Ghana to Sudan to South Africa-while also keeping an eye to transnational debates about difference, diaspora, imperialism, and nationalism. With readings ranging from classics in Pan-African thought to comparative studies of white settler colonialism, this course will highlight the ways in which race has shaped and continues to shape African states and societies. Students will also consider film, literature, music, fashion, and studies of the built environment.
Terms Offered: Winter
Note(s): Students who have not take African Civilizations I, II, and III are asked to read African History: A Very Short Introduction (Oxford, 2007) in preparation for this course.
Equivalent Course(s): GNSE 22225, CRES 20205, HIPS 20205

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): HIST 30507, CLCV 24319, LLSO 24319, CLAS 34319

HIST 21009. Politics of Cultural Heritage Practices. 100 Units.
In this course, students will explore the complex questions surrounding the politics of the past in the modern-day world. Following the outbreak of the Iraq War and the subsequent increase in the looting and destruction of artifacts, the boom of the antiquities market, and the rise of ISIS, issues surrounding the interpretation, preservation, and repatriation of cultural heritage have become all the more relevant. Through a series of case studies, this discussion-based seminar class will explore how we as humans relate to the past by considering subjects such as the meaning of cultural heritage, the origins of archaeology and its connections to colonialism and nationalism, depictions of the field in popular media, and recent controversies surrounding the trade of antiquities.
Instructor(s): Ami Huang Terms Offered: Spring
Equivalent Course(s): NEHC 20625

HIST 21011. Foucault and the Christians: On Ethics, Desire, and The History of Sexuality. 100 Units.
In this course, we will examine the importance of early Christianity in Foucault’s History of Sexuality project, with attention to the grounds on which he contrasts sexual ethics in Greco-Roman Antiquity and early Christianity. The course will proceed through close readings of passages of Foucault’s late work, in conversation with his interlocutors, and key texts by Plato, Seneca, Marcus Aurelius, Tertullian, Cassian, and Augustine. Over the course of the readings, we will understand the question Foucault poses on sexual ethics in Antiquity, the nature of the shift in early Christianity, and the stakes of these distinctions for the genealogy of the modern subject. In our philosophical and historical investigation, we will address themes of body, sexuality, and desire; history, tradition, and religion; and the relationship between politics, ethics, and truth.
Instructor(s): Maureen Kelly Terms Offered: Autumn
Equivalent Course(s): CLCV 24821, GNSE 24802, RLST 24802

HIST 21404. Britain in the Age of Steam 1783-1914. 100 Units.
In the Victorian era, Britain rose to global dominance by pioneering a new fossil-fuel economy. This course explores the profound impact of coal and steam on every aspect of Victorian society, from politics and religion to industrial capitalism and the pursuit of empire. Such historical investigation also serves a second purpose by helping us see our own fossil-fuel economy with fresh eyes through direct comparison with Victorian energy use. Assignments include short essays based on energy “field work” and explorations in past and present material culture.
Instructor(s): F. Albritton Jonsson Terms Offered: Winter
Equivalent Course(s): HIPS 21404, LLLO 21404, HIST 31404, CHSS 31404, ENST 21404

HIST 22122. Writing Christian Poetry. 100 Units.
Christianity begins with God’s creative Word: “In the beginning was the Word.” This course approaches the study of Christian poetry as an exercise in creativity, encouraging students to explore the history of Christianity as an expression of the poetic imagination. Readings will be taken from across the ancient, medieval, and modern Christian tradition, focusing particularly on works originally written in Old, Middle or modern English as models for writing our own poems, but drawing on a wide range of exegetical, liturgical, and visionary works to support appreciation of the symbolism and narrative embedded in these models. Is there such a thing as a distinctively Christian perspective on history, morality, beauty, and art? What role does irony play? Is Christian poetry fundamentally tragic or comic? What is the relationship between Christianity and culture?
Instructor(s): R. Fulton Brown Terms Offered: Autumn
Note(s): HIST 22122 meets the Historical Studies Committee distribution requirement for Divinity students.
Equivalent Course(s): RLST 27517, MDVL 22122, HCHR 32122, HIST 32122

HIST 22205. The Printed Book in the West: Evidence & Interference from Bibliography and Book History. 100 Units.
This hands-on seminar, conducted in the Hanna Holborn Gray Special Collections Research Center, will teach graduate students and advanced undergraduates how to read the whole book (viz. paper, type, illustrations, bindings, mise-en-page) in order to understand the relationships between materiality and the making of culturally instantiated meanings. Understanding the book as a coalescence of human intentions, we will learn about the processes of making books from incunabula through the early C20, with particular emphasis on the hand-press period (c.1450-1830). Students will learn the elements of bibliography (the formal analysis of printed artifacts) and be equipped to undertake bibliographical and book-historical research projects of their own. We
will consider the central importance of such investigations for literary and historical scholarship, for the critical editing of texts, and for thinking about how we interrogate the past in a digital age.

Instructor(s): Michael Suarez
Terms Offered: Winter
Equivalent Course(s): HIST 32205, ENGL 22250

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. Its focus will be on several major themes that have guided historical inquiry and show how hard drink intersected with and entangled 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
Terms Offered: Spring
Equivalent Course(s): HLTH 22207, HIPS 22207

HIST 22314. Religion, Writing, Revolution. 100 Units.

In this course, we will attend to the role of religion in founding texts of self-government in early modern and Enlightenment philosophy. Starting with Hobbes and Locke, we will examine the relationship between the picture of religion and the grounding of government from philosophical, historical, and literary perspectives, following the logic of their relation, the historical context in which it takes shape, and the formal and rhetorical strategies of each text. In the middle of the course, we will pursue these questions as we read texts by Rousseau and his exchange with Christophe de Beaumont, the Archbishop of Paris. We will consider the mode of exchange that takes shape and its relation to the negotiations of religion and government, with attention to themes of the public, authority, and genre. In the final turn, we will read texts by Hume, Jefferson, and Kant to examine the legacies of these texts for notions of revolution, the new ways we can trace the role of religion in public discourse, and the political stakes of these questions today.

Instructor(s): Maureen Kelly
Terms Offered: Winter
Equivalent Course(s): RLST 24402

HIST 22610. Paris and the French Revolution. 100 Units.

The French Revolution is one of the defining moments of modern world history. This course will explore the mix of social, political, and cultural factors which caused its outbreak in 1789 and go on to consider the overthrow of the Bourbon monarchy in 1792, the drift towards state-driven Terror in 1793-94, and the ensuing failure to achieve political stability down to the advent of Napoleon Bonaparte in 1799. We will view these epochal changes through the prism of France’s capital city. Paris shaped the revolution in many ways, but the revolution also reshaped Paris. The urbane city of European enlightenment acquired new identities as democratic hub from 1789 and as site of popular democracy after 1793-94. In addition, the revolution generated new ways of thinking about urban living and remodelling the city for the modern age. A wide range of primary sources will be used, including visual sources (notably paintings, political cartoons and caricatures, and maps).

Instructor(s): C. Jones
Terms Offered: Winter
Prerequisite(s): Students taking FREN 22619/32619 must read French texts in French.
Equivalent Course(s): ARCH 22610, FREN 32619, FREN 22619, ENST 22610, HIST 32610

HIST 23402. Twentieth-Century Jewish History. 100 Units.

Jewish history, politics, and culture across a century of enormous transformations and transformative enormities in Europe, the United States, and the Middle East. Topics include the impacts on Jewish life of World War I, the Russian Revolution, and the postimperial reordering of Eastern Europe and the Middle East; Zionism and other modes of Jewish contestatory politics; the consolidation of American Jewry; Nazism and the Holocaust in Europe; formation and development of the State of Israel; the global reordering of Jewish life amid crosscurrents of the Cold War, conflict in the Middle East, and success in the United States. The course will pay substantial attention to recent and contemporary history, including the dramatic changes in Israeli society and politics over the past forty years and the ongoing conflict in Israel and Palestine. Twice-weekly fifty-minute lectures followed by substantial time for text-related and thematic discussion.

Instructor(s): K. Moss
Equivalent Course(s): JWSC 26300

HIST 23406. Gender and Sexuality in Modern Europe. 100 Units.

This course will introduce students to the key developments in the history of gender and sexuality in Europe from the French Revolution to the present. Topics will include, but are not limited to, the struggle for suffrage and other women’s rights; gender and empire; the impact of WWI and WWII on gender and sexuality; the sexual revolution of the sixties; and gender in communist Eastern Europe. By examining a variety of visual and textual material-political pamphlets, medical literature, personal testimonies, posters, and films-students will explore the constructions of masculinity and femininity and sexual desire in a variety of domains, from political ideologies to everyday life. The course will show how categories of gender and sexuality change over time and not always in a linear fashion.

Instructor(s): M. Appeltová
Terms Offered: Winter
Equivalent Course(s): HMRT 29431, GNSE 23491, GLST 23407
HIST 23519. The Arts of Number in the Middle Ages: The Quadrivium. 100 Units.
Alongside the arts of language (grammar, rhetoric, and logic), medieval students would encounter the arts of number: arithmetic, the study of pure number; geometry, number in space; music, number in time; and astronomy, number in space and time (in Stratford Caldecott’s formulation). In this course, we will be following this medieval curriculum insofar as we are able through some of its primary texts, many only recently translated, so as to come to a better appreciation of the way in which the study of these arts affected the development of the medieval European intellectual, scientific, and artistic tradition. This is a companion course to “The Arts of Language in the Middle Ages: The Trivium,” but the two courses may be taken in either order.
Instructor(s): J. Ransmeier Terms Offered: Spring
Equivalent Course(s): HIPS 23519, CHSS 33519, HIST 33519, MDVL 23519, FNDL 25688

HIST 23814. The Lands Between: Europe between the Black and Baltic Seas. 100 Units.
For centuries, the territory between the Baltic and Black Seas served as a crossroads of civilizations. Speakers of Yiddish, Polish, Ukrainian, Belarusian, German, Lithuanian, and Russian have claimed the region as their homeland; it has hosted large and influential Catholic, Orthodox, and Jewish confessional communities. These “lands between” have produced rich and meaningful cultural exchange, but they have also generated destructive conflicts and horrific violence. How do we make sense of the cultures, ideas, and communities that emerged from this region? And how has this space mediated broader understandings of what is “Eastern,” “Western,” or “European?” This course employs a pedagogy of reconciliation, examining the history of the “lands between” from a variety of perspectives and working to reconcile contradictory understandings of the past.
Instructor(s): F. Hillis Terms Offered: Autumn
Equivalent Course(s): JWSC 23814, REES 33814, REES 23814, HIST 33814

HIST 24107. Law and Society, China and Beyond: Using Legal Sources. 100 Units.
This course uses the robust field of Chinese legal history as a starting point for an examination of how historians have used legal records and documents to write different kinds of historical narratives. We will explore the intersection of law and society in modern China through both primary and secondary texts. While historiographic questions from the China field will arise, the class will also consider legal history ideas more generally. We will engage with debates about the role of civil law: How might more contemporary legal practices be a legacy of law or custom? How do societies’ definitions of crime change over time. What role does the law play in shaping social attitudes toward different behavior?
Instructor(s): J. Ransmeier Terms Offered: Winter
Equivalent Course(s): HIST 34107, LLSO 24107, EALC 24107, EALC 34107

HIST 24115. Japan’s Empire. 100 Units.
The Japanese empire has long been considered “anomalous” among other modern empires: it was the first modern imperial project undertaken by a non-Western nation, one that was (purportedly) based not on racial difference but rather on cultural affinity; one that positioned itself as anti-imperialist even as it was involved in colonization. Although the empire was short-lived, it continues to shape the geopolitics of East Asia today. With an aim to reassessing the “uniqueness” of the Japanese imperial era, this seminar focuses on key issues in the historiography of the Japanese empire through the critical reading and discussion of recent Anglophone works. Assignments: Weekly Canvas posts and final research paper.
Instructor(s): S. Burns Terms Offered: Winter
Equivalent Course(s): EALC 24115, EALC 34115, HIST 34115

HIST 24118. Aynu Civilizations. 100 Units.
This class examines the history of the Aynu peoples, the indigenous peoples of Japan. Particular focus will be given to their oral histories. Ability to read Japanese a plus but not required.
Instructor(s): J. Ketelaar Terms Offered: Winter
Equivalent Course(s): EALC 24118, EALC 24118, HIST 34118

HIST 24200. The Making of Modern Asia: Nationalism and Imperialism in China, India, and Japan. 100 Units.
The late-nineteenth and early twentieth centuries saw the intensification of nationalist and anti-colonial movements in Asia. What understandings of imperialism did these different movements develop? How and why did those movements take such divergent paths in their anti-colonial struggles? And despite these divergences, what similar political, social, and economic trends animated them? This class will explore the connections and disparities between emergent nationalisms in India, China, and Japan. Instead of accepting distinctions between East and South Asia or between colonialism and semi-colonialism as proof of incomparability, this class will use the differences between these three countries to develop a comprehensive understanding of the various ways that societies responded to the threat of foreign rule and encroachment. By reading a combination of primary and secondary sources, students will discover the indelible influence that resistance to imperialism had on the development of nationalist thought in these three societies, even as that resistance took on increasingly different forms as time passed. Beginning with efforts in the late-nineteenth century to categorize their position in a global hierarchy vis-à-vis the Western powers, this course then tracks the ways that Japanese, Indian, and Chinese nationalisms took on similar shapes in different contexts before rapidly diverging in the early twentieth century.
Instructor(s): Y. Nasser Terms Offered: Autumn
Equivalent Course(s): EALC 24209, GLST 24200, SALC 24200
HIST 24713. 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 24513, HIST 34513, EALC 34513

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): 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, HIST 34602, EALC 29504, CHST 24602, ARTH 39505, ARTH 29505

HIST 24613. God of Manga: Osamu Tezuka’s "Phoenix," Buddhism, and Post-WWII Manga and Anime. 100 Units.
How can the Buddhist axiom "All Life is Sacred" describe a universe that contains the atrocities of WWII? Osamu Tezuka, creator of Astro Boy and father of modern Japanese animation, wrestled with this problem over decades in his science fiction epic Phoenix (Hi no Tori), celebrated as the philosophical masterpiece of modern manga. Through a close reading of Phoenix and related texts, this course explores the challenges genocide and other atrocities pose to traditional forms of ethics, and how we understand the human species and our role in nature. The course will also examine the flowering of manga after WWII, how manga authors bypassed censorship to help people understand the war and its causes, and the role manga and anime have played in Japan’s global contributions to politics, science, medicine, technology, techno-utopianism, environmentalism, ethics, theories of war and peace, global popular culture, and contemporary Buddhism. Readings will be mainly manga, and the final paper will have a creative option including the possibility of creating graphic work.
Instructor(s): A. Palmer Terms Offered: Autumn
Equivalent Course(s): FNDL 24613

HIST 24706. Edo/Tokyo: Society and the City in Japan. 100 Units.
This course explores the history of one of the world’s largest cities from its origins as the castle town of the Tokugawa shoguns in the early seventeenth century, to its transformation into a national capital and imperial center, and concludes in the postwar era as Tokyo emerged from the ashes of World War II to become a center of global capital and culture. Our focus will be on the complex and evolving interactions between the natural and built environments of the city and politics, culture, and social relations.
Instructor(s): S. Burns Terms Offered: Winter
Equivalent Course(s): HIST 34706, EALC 24706, CRES 34706, ENST 24706, EALC 34706, CRES 34706, ARCH 24706

HIST 24712. Society and the Supernatural in Late Imperial and Modern China. 100 Units.
Chinese introductory studies often ignore religion, treating Confucius’s alleged agnosticism as representative of mainstream culture. But ideas about supernatural entities-souls, ancestral spirits, demons, immortals, the vital energies of nature, etc.-and practices aimed at managing spirits were important before 1949. Spirits testified in court, cured or caused illness, mediated disputes, changed the weather, and made the realm governable or ungovernable. After declining in the 1950s-1970s, various kinds of worship are immensely popular again, though usually in altered forms. This course traces changes in ideas about spirits and daily social practices, focusing on attempts to "standardize the gods," resistance to such efforts, and the consequences for cohesion, or its lack, across classes, territory, gender, ethnicity, and other differences. A central concern will be the intertwining of religion with attempts to define communities and to claim rights within (or over) them. Another central theme is what "religion" means as a category for understanding Chinese history, an issue that will take on very different valences when we look at the 20th century, in which Western models of what "religions" should look like became increasingly influential among would-be secularizers and many religious activists. Most recently, the global dimensions of certain religions (especially Islam and Christianity) have complicated their status in the People’s Republic in new and important ways.
Instructor(s): K. Pomeranz Terms Offered: Winter
HIST 24908. Being Human: Paleoanthropology, Origins, and Deep Time. 100 Units.
What does it mean to be “human,” and how have different sciences been used at different points in time to answer that question? While the scientific discipline of paleoanthropology—the study of human evolution and the deep human past—only emerged at the start of the twentieth century, it grew out of both late-nineteenth-century investigations into mysterious stone tools and the fossils of strange prehistoric creatures and much older traditions about origins, creation, and the nature of human difference drawn from history, religious faith, and the mythological tradition. This seminar will explore the connected histories of paleoanthropology, prehistory, and the geosciences from the late eighteenth to the early twenty-first century, and consider how these sciences have been shaped by ideas about history, human nature, gender and race, and the earth itself.
Instructor(s): E. Richards Terms Offered: Winter
Equivalent Course(s): EALC 24713, RLST 24712

HIST 24922. Archival Practice for Environmental Studies: Policy, Science, and Economics. 100 Units.
This course will introduce students to the use of historical records for environmental research. Through virtual and site visits to archives, we will explore best practices for locating and surveying digitized and physical historical materials. Our practicums will engage critically with peer-review publications to examine the diverse uses of historical sources for qualitative and quantitative research. We will use archival theories to question collection-management strategies that select some works over others for preservation and explore the role of historical sources in reproducing environmental narratives. Final assignment: A project in digital humanities, data mining with R or ArcGIS for spatial analysis using primary sources (manuscripts, rare books, data, and surveys).
Instructor(s): A. Coombs Terms Offered: Spring
Equivalent Course(s): ENST 24922, HIPS 24922

HIST 24923. Religion, Medicine, and the Experience of Illness. 100 Units.
This course introduces students to both the dynamic relationship between religion and medicine and the role of religion as it relates to the experience of illness. Through a survey of a broad selection of religious traditions, textual genres, and case studies, students will evaluate how religion offers a pliable explanatory system (through myths, symbols, rituals, etc.) to address questions of causation, coping, and curing vis-à-vis illness. The historical relationship between religions and medical systems has been fascinatingly complex. We will encounter examples where religion and medicine work in tandem as complementary explanatory systems, e.g., with devotion to holy figures such as Saint Jude. We will also discuss what happens when religion usurps the explanatory role of medicine, e.g., when the activity of spirits becomes the diagnostic explanation for a medical condition such as epilepsy. Drawing upon literature from art history, medical anthropology, sociology, history, and theology, this course surveys the impressive variety of responses to illness both across religious traditions and within those traditions. Prior knowledge of religious studies and/or medical history is not required for the course.
Instructor(s): Mark Lambert Terms Offered: Winter
Equivalent Course(s): RLST 26302, CCTS 21012, KNOW 26302, HLTH 26302, HIPS 26312, SOCI 20542

HIST 25026. Tutorial: Toxic America: Pollutants, Poisons, Politics. 100 Units.
Exposure to toxic agents has become a necessary condition of life in the United States. If toxins represent “adverse effects” to living systems, how and why did they become so abundant in the air, water, and food we ingest? The premise of this course is that the twentieth-century witnessed soaring levels of toxic pollution. As novel toxics proliferated in the form of synthetic chemicals, antibiotic residues, radiation, and heavy metals, American scientists, activists, and artists identified and politicized them. Students will first learn about the history of toxicology, pathology, lethal doses, thresholds, and environmental health in the US. We will then work with these concepts to examine major toxic events and everyday exposures as forms of fallout. We will interrogate the distribution of toxins along racialized, gendered, and classed lines with the goal of forming an environmental history that centers violence and justice. The course is primarily focused on the United States, but considers cases from Mexico and Canada as well. One of our primary concerns is to consider how invisible, microscopic, and nonhuman living things inform our historical methods and questions.
Instructor(s): A. Seber Terms Offered: Spring. Offered in Spring 2022
Equivalent Course(s): HIPS 29643

HIST 25014. History and Philosophy of Biology. 100 Units.
This lecture-discussion course will consider the main figures in the history of biology, from the Hippocratics and Aristotle to Darwin and Mendel. The philosophic issues will be the kinds of explanations appropriate to biology versus the other physical sciences, the status of teleological considerations, and the moral consequences for human beings.
Instructor(s): R. Richards Terms Offered: Autumn
Note(s): For students taking PHIL 23405, the course is (B) (II).
Equivalent Course(s): HIPS 25104, HIST 35104, CHSS 37402, PHIL 23405, PHIL 33405

HIST 25110. Philosophy of History: Narrative & Explanation. 100 Units.
This lecture-discussion course will focus on the nature of historical explanation and the role of narrative in providing an understanding of historical events. Among the figures considered are Gibbon, Kant, Humboldt, Ranke, Collingwood, Acton, Fraudel, Furet, Hempel, Danto. (B) (III)
Instructor(s): R. Richards Terms Offered: Winter
HIST 25219. It's the End of the World as We Know It: Apocalyptic Literature and Millenarian Movements. 100 Units.
This course takes a cross-cultural approach to the study of texts and movements traditionally deemed "apocalyptic" or "Millenarian." We will focus in particular on the historical and cultural circumstances in which these texts and movements were produced. We will cover a wide range of cultural and political contexts, including Roman-occupied Judea during the first century CE, the Xhosaland of southern Africa in the mid 19th century, and the rise of QAnon in the 21st century United States. Our goals will be to think through various theories on why and how these texts and movements arose, to examine their internal logic and organization (especially focusing on their theology), and analyze the aftermath of failed expectations.
Instructor(s): Marshall Cunningham Terms Offered: Winter
Equivalent Course(s): CMLT 28447, GLST 28447, JWSC 28447, RLST 28447

HIST 25300. American Revolution, 1763 to 1789. 100 Units.
This lecture and discussion course explores the background of the American Revolution and the problem of organizing a new nation. The first half of the course uses the theory of revolutionary stages to organize a framework for the events of the 1760s and 1770s, and the second half of the course examines the period of constitution making (1776-1789) for evidence on the ways in which the Revolution was truly revolutionary.
Instructor(s): E. Cook Terms Offered: Winter
Equivalent Course(s): HIST 35300, LLSO 20601

HIST 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 enticings opportunities to achieve a secure global water future.
Instructor(s): A. Johns Terms Offered: Autumn
Equivalent Course(s): KNOW 35415, HIPS 25415, KNOW 25415, CHSS 35415, LLSO 23501, HIST 35415

HIST 25402. Disastrous Histories: Scientific and Social Understandings of Modern Disasters. 100 Units.
How could this happen? This question reverberates following a disaster. You yourself may have asked it about COVID-19, the 2020 California wildfires, or the 2021 Texas power grid failure, to name a few. While scientific disciplines can help us understand the hazards and risks that lead to disaster, they cannot equip us with all the tools to prevent or mitigate disaster. This course argues that disasters arise when environmental hazards interact with societal structures (infrastructure, racial disparities, religious belief, historical inequalities, etc.) to produce human loss and suffering. This means that there are no "man-made" or "natural" disasters, each being a combination of human and environmental factors. In order to understand and communicate about disaster events, one must understand the history of these societal structures. This class aims to provide students with the tools to understand and talk about disaster. Following the long arch of global disaster history in the modern age, the class starts with the emergence of the categories of man-made and natural disaster in the early modern era and ends with a consideration of how climate change has once again collapsed these categorizations. In order to recognize the relevance of disaster histories to the present day, the class culminates in a final project on conveying information about a historical disaster to a public audience.
Instructor(s): A. Jania Terms Offered: Spring
Equivalent Course(s): KNOW 35415, HIPS 25415, KNOW 25415, CHSS 35415, LLSO 23501, HIST 35415

HIST 25415. History of Information. 100 Units.
Everybody knows that ours in an information age. No previous generation ever enjoyed access to the mass of material made available by Google, iTunes, Amazon, and the like. At the same time, however, no previous generation ever had its reading, listening, and traveling so thoroughly tracked, recorded, data-mined, and commercialized. Information thus shapes our culture for both good and ill, and it is up to us to understand how. This course provides students with the materials to do that. It ranges across centuries to trace how information has been created, circulated, and controlled. In short, it tells us how our information age came into being, and why it has generated the issues with which it now confronts us.
Instructor(s): A. Johns Terms Offered: Autumn
Equivalent Course(s): HIPS 25402, GLST 25402

HIST 25200. American Revolution, 1763 to 1789. 100 Units.
This lecture and discussion course explores the background of the American Revolution and the problem of organizing a new nation. The first half of the course uses the theory of revolutionary stages to organize a framework for the events of the 1760s and 1770s, and the second half of the course examines the period of constitution making (1776-1789) for evidence on the ways in which the Revolution was truly revolutionary.
Instructor(s): E. Cook Terms Offered: Winter
Equivalent Course(s): HIST 35300, LLSO 20601

HIST 25402. Disastrous Histories: Scientific and Social Understandings of Modern Disasters. 100 Units.
How could this happen? This question reverberates following a disaster. You yourself may have asked it about COVID-19, the 2020 California wildfires, or the 2021 Texas power grid failure, to name a few. While scientific disciplines can help us understand the hazards and risks that lead to disaster, they cannot equip us with all the tools to prevent or mitigate disaster. This course argues that disasters arise when environmental hazards interact with societal structures (infrastructure, racial disparities, religious belief, historical inequalities, etc.) to produce human loss and suffering. This means that there are no "man-made" or "natural" disasters, each being a combination of human and environmental factors. In order to understand and communicate about disaster events, one must understand the history of these societal structures. This class aims to provide students with the tools to understand and talk about disaster. Following the long arch of global disaster history in the modern age, the class starts with the emergence of the categories of man-made and natural disaster in the early modern era and ends with a consideration of how climate change has once again collapsed these categorizations. In order to recognize the relevance of disaster histories to the present day, the class culminates in a final project on conveying information about a historical disaster to a public audience.
Instructor(s): A. Jania Terms Offered: Autumn
Equivalent Course(s): HIPS 25402, GLST 25402

HIST 25415. History of Information. 100 Units.
Everybody knows that ours in an information age. No previous generation ever enjoyed access to the mass of material made available by Google, iTunes, Amazon, and the like. At the same time, however, no previous generation ever had its reading, listening, and traveling so thoroughly tracked, recorded, data-mined, and commercialized. Information thus shapes our culture for both good and ill, and it is up to us to understand how. This course provides students with the materials to do that. It ranges across centuries to trace how information has been created, circulated, and controlled. In short, it tells us how our information age came into being, and why it has generated the issues with which it now confronts us.
Instructor(s): A. Johns Terms Offered: Spring
Equivalent Course(s): KNOW 35415, HIPS 25415, KNOW 25415, CHSS 35415, LLSO 23501, HIST 35415

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): HIPS 20301, ANTH 22131, MENG 20300, ENST 20300, GLST 26807

HIST 25513. Research in Archives: Human Bodies in History. 100 Units.
How have we come to know and experience our bodies? This undergraduate seminar develops humanities research skills necessary to study the body in history. Spanning early modern cultural practices to modern medicine, science, and technology, this course explores how ideas and practices concerning the body have changed over time and how the body itself is shaped by culture and society. A major focus will be learning how to conduct different forms of historical research to produce cutting-edge humanities scholarship about the human body. Readings will introduce key themes and recent scholarship including work on disability,
History

reproduction, race, gender, ethics, extreme environments, and identity. This dynamic research group will grapple with issues at the heart of our corporeal existence by combining perspectives from the history of science, medicine, and technology, cultural history, anthropology, and science and technology studies (STS).

Instructor(s): J. Bimm and I. Clever Terms Offered: Autumn
Note(s): This course partially fulfills the research seminar requirement for the IRHUM major.
Equivalent Course(s): KNOW 26076, IRHU 27006

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): A. Holly Shissler Terms Offered: Spring
Equivalent Course(s): RLST 20403, NEHC 20603, SOSC 22200, RLST 20401

HIST 25613. Saints and Sinners in Late Antiquity. 100 Units.
Between the third and seventh centuries, Christian communities came to flourish throughout the Middle East and neighboring regions in the Roman and Iranian empires as well as the kingdoms of the Caucasus, Central Asia, and Ethiopia. This course will examine the development of Christian institutions and ideologies in relation to the distinctive social structures, political cultures, economies, and environments of the Middle East, with a focus on the Fertile Crescent. The makers of Middle Eastern Christianities were both saints and sinners. Holy men and women, monks, and sometimes bishops withdrew from what they often called “the world” with the intention of reshaping society through prayer, asceticism, and writing; some also intervened directly in social, political, and economic relations. The work of these saints depended on the cooperation of aristocrats, merchants, and rulers who established enduring worldly institutions. To explore the dialectical relationship between saints and sinners, we will read lives of saints in various Middle Eastern languages in translation.

Instructor(s): R. Payne Terms Offered: Spring
Equivalent Course(s): HIST 35613, NEHC 20600, NEHC 30600

HIST 25616. Islamic Thought and Literature III. 100 Units.
This course covers the period from ca. 1700 to the present, focusing on Western military, economic, and political, and social developments of transnational jihadism and the Arab Spring. This course sequence meets the general education requirement in civilization studies.

Instructor(s): A. Holly Shissler Terms Offered: Spring
Equivalent Course(s): RLST 20403, NEHC 20603, 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): RLST 20501, MDVL 20501, NEHC 20501, NEHC 30501, HIST 35704, ISLM 30500, CMES 30501

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): HIST 35804, MDVL 20502, CMES 30502, NEHC 20502, NEHC 30502, ISLM 30600

HIST 25904. Islamic History and Society III: The Modern Middle East. 100 Units.
This course covers the period from ca. 1750 to the present, focusing on Western military, economic, and ideological encroachment; the impact of such ideas as nationalism and liberalism; efforts at reform in the Islamic states; the emergence of the “modern” Middle East after World War I; the struggle for liberation from Western colonial and imperial control; the Middle Eastern states in the cold war era; and local and regional conflicts.
This class interrogates and expands those North Atlantic visions by emphasizing the history of vital urban practices. We will explore the development of Latin American legal systems in both theory and practice, examine the ways in which the operation of these systems has shaped the nature of citizenship in the region, and analyze some of the ways in which legal documents and perspectives both within and across imperial and national boundaries. Students will engage with primary and secondary texts that offer interpretations of the concept of “Latin” America, Inter-Americanism and Pan-Americanism, transnational social movements 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): GLST 26380, LACS 26380, ANTH 23077, HIPS 26380

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): GLST 26380, LACS 26380, ANTH 23077, HIPS 26380

HIST 26304. Literature and Society in Brazil. 100 Units.

This course explores the relations between literature and society in Brazil, with an emphasis on the late nineteenth and early twentieth centuries and the Modernist movement of 1922. We will read poetry but pay special attention to the novel. The Brazilian novel, like the Russian novel, was an arena in which intellectuals debated, publicized, and perhaps even discovered social questions. We will examine ways in which fiction may be used and misused as a historical document. All works available in English translation.

Instructor(s): D. Borges Terms Offered: Spring Prerequisite(s): Students taking the course as PORT 26304/36304 must read works in Portuguese.

Equivalent Course(s): PORT 26304, PORT 26304, HIST 36304, LACS 26304, LACS 36304

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 fifteen 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): B. Fischer Terms Offered: Autumn

Equivalent Course(s): LLSO 26509, LACS 26509, HIST 35904

Note(s): This course does not apply to the medieval studies major or minor.

Prerequisite(s): Not open to first-year students

Instructor(s): Holly Shissler Terms Offered: Spring
Instructor(s): B. Fischer Terms Offered: Winter
Prerequisite(s): Some coursework in Latin American studies, urban studies, and/or history
Equivalent Course(s): LACS 36510, ARCH 26511, LACS 26510, ENST 26511, HIST 36511

HIST 26805. The History of Capitalism in India. 100 Units.
This course explores the trajectory of capitalism in India from the colonial period to the present, with a particular focus on the twentieth century. How should we understand colonial India’s place in the global history of capitalism? What was the relationship between postcolonial economic planning and changing class politics in the decades after independence in 1947? Finally, has India begun to converge upon a global paradigm of neoliberalism since the 1980s? As part of this course, we will read classic texts of Indian political economy, analyzing how both the theory and practice of capitalism in the region challenge Western-centered histories.
Instructor(s): E. Chatterjee Terms Offered: Autumn
Note(s): No prior knowledge of South Asian languages is required, though some familiarity with Indian history would be an asset.
Equivalent Course(s): SALC 26805, HIST 36805, SALC 36805

HIST 26813. Haj to Utopia: Race, Religion, and Revolution in South Asian America. 100 Units.
With the election of Kamala Harris to the office of Vice President in the 2020 election, it would appear that Americans of South Asian descent find themselves nearer than ever to the center of U.S. political power. But what if one narrated the history of South Asian Americans not according to their inevitable embrace of imperialist politics, economic and cultural capital, but as fraught subjects of a settler colonial regime? What are the alternative futures of life, love, and liberation, imagined by transnational revolutionaries? How does the politics of immigrant identity operate at the nexus of race and caste? How does religion index race in the eyes of the surveillance state? How do South Asian histories of migration prefigure the mass displacements, border enforcements, and unequal labor conditions that have defined the politics of globalization in the 21st century?
Instructor(s): Anand Venkatkrishnan Terms Offered: Spring
Equivalent Course(s): CRES 27305, AMER 27305, GLST 27305, RLST 27305, SALC 27305

HIST 26906. Coming of Age: Youth Cultures in Postcolonial India. 100 Units.
In this course, we will gain a deeper understanding of how certain key moments in postcolonial India—from student protests to an economic transition to globalization, from rise of Bollywood to the omnipresence of social media—have shaped the youth of the country and how young people in turn have been at the forefront of some of the major events and have created history on their own terms. We will ask—if youth is a construct like gender and caste then how was it constructed over the last seventy years? We will keep two guiding questions in mind—why all are considered to be the youth in postcolonial India? And—what are the lived experiences of young people during this time? The ever changing, seemingly arbitrary, and conflicting definitions of youth in government reports, commercial advertisements, or popular culture demands a thorough analysis of this category inside out. We will take an inter-disciplinary approach and examine how the identity of being young intersects with other identities such as class, ethnicity, linguistic abilities and so on. By identifying the constitutive elements of being part of the young generation in a young nation such as India, we will challenge any homogeneous perception of “the youth” and read young people’s experiences in their own contexts. Focusing on youth culture in South Asia will help us think critically about youth culture studies where the Global South remains underrepresented.
Instructor(s): Titas De Sarkar Terms Offered: Winter
Note(s): No prior knowledge of any South Asian language is required.
Equivalent Course(s): SALC 21352, KNOW 21352, GLST 21352, CRES 21352, SOCI 20533, GNSE 21352

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 question of authorial authenticity; and the tension between historical scholarship and writing history in fictional form. We will keep two guiding questions in mind: How can we understand the American South from the perspective of a globalizing nation? How does the history of the South intersect with the global history of neoliberalism since the 1980s? As part of this course, we will read classic texts of Southern political economy, analyzing how both the theory and practice of capitalism in the region challenge Western-centered histories.
Instructor(s): J. Dailey Terms Offered: Autumn
Note(s): Open to upper-level undergraduates.
Equivalent Course(s): AMER 37006, AMER 27006, LLSO 25411, HIST 37006

HIST 27012. Histories of Violence in the United States. 100 Units.
How does violence change life stories and national narratives? How can a nation remember and retell obscured histories of violence, reconcile past violence, and resist future violence? What does it mean that lynching emerged at the same moment as the Bill of Rights and that certain kinds of violence have been central to American identity? The story of the United States is built on the inclusion or omission of violence: from the genocide of Native Americans to slavery to imperial conquest, from the “private” pain of soldiers to the nationalized pain of soldiers. This course brings violence to the center of US history. Moving from early America to the present, we will discuss these overlapping stories in terms of their visibility and invisibility, addressing questions of representation and the haunting function of traumatic experience. Following an emerging subfield of scholarship in histories of violence, this course examines narrative, archival, and political issues around studying, teaching, and writing such stories. The final project emphasizes public history.
Instructor(s): B. Fischer Terms Offered: Winter
Prerequisite(s): Some coursework in Latin American studies, urban studies, and/or history
Equivalent Course(s): LACS 36510, ARCH 26511, LACS 26510, ENST 26511, HIST 36511
Terms Offered: Spring

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): A. Stanley Terms Offered: Autumn

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): J. Dailey Terms Offered: Winter

HIST 27119. Radical America. 100 Units.
This course explores various sorts of radicalisms in America (religious, political, sexual, environmental) from the eighteenth century to the present.
Instructor(s): J. Dailey Terms Offered: Winter

HIST 27120. Illicit Religion: Contesting Religious Freedom under the Law in Modern America. 100 Units.
The "freedom of religion" is one of the United States' most enduring and celebrated national ideals. And yet, rights of religious belief and practice have been contested consistently throughout the history of the nation, transforming both cultural practice and legal definition of religion. Consequently, scholars of religion and law have described recently "the impossibility of religious freedom" in American culture and under constitutional law. Can American religion be radically free *and* fundamentally subject to the legal definitions and executive constraints of the state? In this course, we will examine historical events, legal principles and academic debates over the meaning and execution of religion's "free exercise" in the United States. Three case studies will ground our investigations: the Pueblo Indian dance controversy of the 1920s, the organization of the Church of Scientology in the 1950s and, finally, conflict over property and political rights at Oregon's Rajneeshpuram in the 1980s. Historical and cultural study will be augmented with theory and legal analysis by scholars of American religion and law. The term will end with student presentations of controversial developments in the exercise of religion since 1993's Religious Freedom Restoration Act (RFRA), including its enforcement of religious boundaries around drug use, gay marriage and women's reproductive health.
Instructor(s): Greg Chatterley Terms Offered: Spring

HIST 27605. United States Legal History. 100 Units.
This course focuses on the connections between law and society in modern America. It explores how legal doctrines and constitutional rules have defined individual rights and social relations in both the public and private spheres. It also examines political struggles that have transformed American law. Topics to be addressed include the meaning of rights; the regulation of property, work, race, and sexual relations; civil disobedience; and legal theory as cultural history. Readings include legal cases, judicial rulings, short stories, and legal and historical scholarship.
Instructor(s): A. Stanley Terms Offered: Autumn
Prerequisite(s): Consent of instructor
Equivalent Course(s): AMER 27605, HMRT 27061, CRES 27605, LLSO 28010
HIST 27709. Soul and the Black Seventies. 100 Units.
This course considers in what ways soul as cultural genre and style shaped, and was shaped by, the political, social, structural, cultural, and ethical shifts and conditions associated with the 1970s. It will focus on popular music as both symbolic field and system of production, while also taking up other forms of expression-literary, intellectual, institutional, activist-in order to propose an alternate, and compelling, archive for this era. The course intends to deepen understanding of the feel and meaning of soul by relating it to consequential legacies of the 1970s: urban identity and crisis, emerging limitations of racial reformism, the deepening class stratification of Black life, and the radical disruption of social norms through feminism, in particular Black feminism.
Instructor(s): A. Green Terms Offered: Winter
Prerequisite(s): Graduate students by consent of instructor.
Equivalent Course(s): CRES 27709, MUSI 37709, GNSE 27709, HIST 37709, GNSE 37709, CRES 37709, MUSI 27709

HIST 27715. The American Culture Wars. 100 Units.
Should we rename institutions named for people who advocated—or accepted—white supremacy? Should the religious views of judges be subject to public scrutiny? Should religious institutions be exempt from certain public health regulations? These questions are only the latest battlefields in the “culture wars,” the long-running conversation-or, more often, shouting match-about what the United States ought to stand for and how Americans ought to live. This course will explore how Americans have wrestled with questions of morality and national identity since the country’s founding. It will put contemporary struggles in context by examining past cultural conflicts. Potential topics include: the establishment and disestablishment of religion in the early United States; debates over how many and what kind of immigrants to allow into the country; and campaigns to control or prohibit dangerous substances, especially alcohol.
Instructor(s): Will Schultz Terms Offered: Autumn
Equivalent Course(s): GNSE 29000, RLST 29000, AMER 29000, CRES 27700

HIST 27716. Religion and American Capitalism. 100 Units.
This course will introduce students to the intersection of religion and capitalism in the United States. Through a variety of primary and secondary readings, we will explore how religious people and institutions have interacted with, affirmed, and challenged American capitalism. We will pay particularly close attention to the alternative moral economics envisioned by religious communities in the United States. The first part of the course will provide a historical introduction to the interplay of religion and American capitalism; the latter part will deal with the role of religion in contemporary debates over work, sustenance, and inequality.
Instructor(s): Will Schultz Terms Offered: Winter
Note(s): This course meets the HS Committee distribution requirement for Divinity students.
Equivalent Course(s): HIST 37716, RLST 21430, RAME 40200, AMER 21430, AMER 40200, HCHR 40200

HIST 27717. American Religion Since 1865. 100 Units.
Why is religion more vital in the United States than in almost any other industrialized nation? This course will address that question by tracing the religious history of America from Reconstruction to the present. We will examine how religion has influenced every aspect of American society, from everyday life to presidential politics. We will look at religion’s role in major events like World War I, the Great Depression, and the Civil Rights Movement. And we will explore how in recent decades the United States has become a nation of incredible religious diversity. This course is grounded in secondary literature; its goal is to introduce students to both the history and historiography of religion in the modern United States.
Instructor(s): Will Schultz Terms Offered: Autumn
Note(s): This course meets the HS Committee distribution requirement for Divinity students.
Equivalent Course(s): RLST 21410, HIST 37717, RAME 31410, HCHR 31410, AMER 31410, AMER 21410

HIST 27900. Asian Wars of the Twentieth Century. 100 Units.
This course examines the political, economic, social, cultural, racial, and military aspects of the major Asian wars of the twentieth century: the Pacific War, the Korean War, and the Vietnam War. At the beginning of the course we pay particular attention to just war doctrines and then use two to three books for each war (along with several films) to examine alternative approaches to understanding the origins of these wars, their conduct, and their consequences.
Instructor(s): B. Cumings Terms Offered: Spring
Equivalent Course(s): CRES 37900, CRES 27900, EALC 37907, EALC 27907, HIST 37900

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 masculinity and femininity over time, focusing largely but not exclusively on US history.
Instructor(s): G. Winant Terms Offered: Autumn
Equivalent Course(s): GNSE 30106, GNSE 20106, LLSO 27906, HIST 37906

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): AMER 28004, HMRT 28004, CRES 28004, LLSO 21701

HIST 28005. Religion, Race, and Gender in the (Un)Making of American Mass Incarceration. 100 Units.
The United States has the largest population of incarcerated people in the world; it imprisons a greater percentage of its citizens than any other country. Scholars have offered a number of explanations for the phenomenon of mass incarceration, from theories about the war on drugs, the prison industrial complex, and "the new Jim Crow." In this course we will interrogate these prevailing theories with an eye to three crucial themes: race, gender, and religion. We will trace the ways these factors are intertwined with the billion-dollar correctional industry in the United States, beginning with the racist, Christian origins of the American legal system and the underlying assumptions about our central categories in criminology and policing protocols. We will then proceed through sentencing, the experience of incarceration, and post-release rehabilitation and parole. Along the way we will consider, inter alia, the criminalization of blackness; the school to prison pipeline; discourses on mercy and penitence in judge and jury decisions; how prison policies on acceptable religious officiants and types of "scripture" produce local definitions of religion; the gendered divisions of prison labor; the gendering and sexualizing of inmates' bodies; the role of faith-based prisons and prison ministries in rehabilitation programs and narratives; and the religious nature of radical Black feminist abolition activism.
Instructor(s): Emily Crews
Terms Offered: Spring
Equivalent Course(s): RLST 29050, SSAD 29050, ANTH 25219, CRES 29050, SOCI 20543, HMRT 29051, GNSE 29050, AMER 29050

HIST 28703. Baseball and American Culture, 1840-1970. 100 Units.
This course will examine the rise and fall of baseball as America's national pastime. We will trace the relationship between baseball and American society from the development of the game in the mid-nineteenth century to its enormous popularity in the first half of the twentieth century to its more recent problems and declining status in our culture. The focus will be on baseball as a professional sport, with more attention devoted to the early history of the game rather than to the recent era. Emphasis will be on using baseball as a historical lens through which we will analyze the development of American society and culture rather than on the celebration of individuals or teams. Crucial elements of racialization, ethnicity, class, gender, nationalism, and masculinity will be in play as we consider the Negro Leagues, women's leagues, the Latinization and globalization of the game, and more.
Instructor(s): M. Briones
Terms Offered: Winter
Equivalent Course(s): CRES 38703, CRES 28703, HIST 38703

HIST 28708. The 1990s. 100 Units.
This course provides a hands-on research practicum engaging the history of the recent past. We will examine the emergent historiography of the 1990s, consider the periodization of the decade, and create original public-history projects based on our conversations. This course will have opportunities for group work and non-written assignments.
Instructor(s): K. Belew
Terms Offered: Autumn
Prerequisite(s): Consent of instructor
Note(s): Instructor will notify registered students with the classroom location. Making History courses forgo traditional paper assignments for innovative projects that develop new skills with professional applications in the working world. Open to students at all levels, but especially recommended for 3rd- and 4th-yr students.

HIST 28709. God-Given Whites: Christianity and White Supremacy in the United States from Colonization to Trump. 100 Units.
In this course, we will examine the enduring legacy of Christianity and white supremacy in regions that became the United States nearly three hundred years after Christopher Columbus first imported church-state rule, racial hierarchy and capitalist economic exploitation to the Americas. Over ten weeks, we will survey successive episodes of white supremacist racial formation under American Christianity and its predecessors, from European Catholic and Protestant colonization through more recent cultural and political projects of conservative white evangelicalism. Through this aggressively abridged overview of social and cultural transformation, we will identify historical and religious nuances of disparate racial regimes while, at the same time, aiming to cultivate more general analytical frameworks for the study of religion, racism and white supremacy in American culture over time.
Instructor(s): Greg Chatterley
Terms Offered: Spring
Equivalent Course(s): CRES 28009, SSAD 28009, AMER 28009, RLST 28009

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): CHST 25422, ANTH 25422, ENST 25422

HIST 29105. Gendering Slavery. 100 Units.
This reading seminar will introduce students to the key questions, methods, and theories of the burgeoning field of gendered histories of slavery. Global in scope, but with a focus on the early modern Atlantic world, we will explore a range of primary and secondary texts from various slave societies. Assigned monographs will cover a multitude of topics including women and law, sexualities, kinship, and reproduction, and the intersection of race, labor, and market economies. In addition to examining historical narratives, students will discuss the ethical and methodological implications of reading and writing histories of violence, erasure, and domination. Learning to work within and against the limits imposed by hegemonic forms of representation, the fragmentary nature of the archive, and the afterlives of slavery, this course will examine how masculinity and femininity were remade by bondage.

Instructor(s): M. Hicks Terms Offered: Spring
Equivalent Course(s): HIST 39105, LACS 29105, GNSE 29105, LACS 39106, CRES 29105

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, CRES 29313, HMR 29313, LL SO 20301, AMER 29313

HIST 29428. History of American Feminism(s) 100 Units.
This course is an introduction to both the lived experience of feminist history and to feminist historiography, the ways in which that lived experience has been written and remembered. Although this course specifically focuses on US feminism in the late twentieth century, it aims to place this history in a broader transnational context, while paying close attention to the intersections of race, class, gender, and sexuality. We will think critically about how the waves of feminism swelled and crested across the twentieth century’s latter decades, and all the more so, about how narratives about those waves were-and are-constructed. We will examine a wide range of material, including archival documents, historical analyses, theoretical texts, and fiction.

Instructor(s): P. O’Donnell
Equivalent Course(s): GNSE 29428

HIST 29431. How (Not) to Save the World: The History of International Development. 100 Units.
The drive to deliver humanitarian aid and improved living standards to the world far beyond one’s own borders is a distinctively modern phenomenon. This course introduces students to the theories, actors, and practices
that have shaped international development. We will explore the colonial origins of development as an idea, its
 evolution during the Cold War, and the implications of today’s more multipolar world. We will see how different
 strategies have risen and fallen from favor, from big dams to trade to private philanthropy. Alongside scholarly
 histories, we will read reflections by development practitioners and critics and examine concrete case studies of
development projects in action around the world.
Instructor(s): L. Chatterjee Terms Offered: Autumn
Equivalent Course(s): GLST 29431, HMRT 29432

HIST 29535. Witches, Shrews, and Whores: Transgressive Women in the Early Modern Period. 100 Units.
What did it mean to be a “bad” woman in the early modern world? In this course, we will explore the lives of
transgressive women from around the world whose behavior did not conform to traditional expectations of
femininity. From late imperial China to Victorian England, we will study the representation and lived experience
of non-conforming women in history throughout the early modern period. We will read scholarly texts and
primary sources, learning how to view history from a feminist lens as we analyze the concept of woman as
“witch,” “shrew,” and “whore” in patriarchal societies. We will use gender theory to investigate and analyze the
different ways women challenged and subverted gender norms. Some of the women we encounter will include
murderers, prostitutes, pirates, cross dressers, rebellious slaves, feminists, and their stories speak to themes of
love, sex, violence, family, and law. Exploring the interactions between gendered relationships of power and
other social categories, like religion, class, race, and sexuality, we will learn how women navigated traditional
gender systems in defiance of the social norms in which they lived.
Instructor(s): Painter, Stephanie Terms Offered: Autumn
Note(s): This course counts as a Concepts course for GNSE majors.
Equivalent Course(s): GNSE 23131

HIST 29537. Miscegenation, Family, and the State: A Global History of Racial Hybridity. 100 Units.
For as long as race has been a concept for categorizing peoples around the world, states have grappled with
the problem of racial hybridity. This course examines the history of this “problem” in a global context. Why
have interracial relations and identities been such sensitive issues across so many historical time periods and
places? Why have states been so invested in policing interracial boundaries? And how have individual people,
couples, and families navigated the legal and societal challenges to interracial existence? We will examine these
questions with a focus on four thematic topics: sex and intimacy, marriage, children, and citizenship and national
belonging. Drawing on historical case studies from the colonial Caribbean, Latin America, India, China, Europe,
Southeast Asia, and the United States, students will come to situate the history of racial hybridity in a new critical
perspective as they reflect on both parallel and intersecting social constructions of race and ethnicity around the
world.
Instructor(s): Carl Kubler Terms Offered: Autumn
Equivalent Course(s): History 29622. History Colloquium: The CIA and American Democracy. 100 Units.
This colloquium will examine all aspects of American intelligence and its influence on history, politics, society,
and academe since the inception of the Office of Strategic Services during World War II. Particular attention
will be paid to how intelligence is gathered and interpreted, intelligence failures and why they happened, the
close association between top Ivy League universities and origins of US intelligence, the penetration of the early
Central Intelligence Agency by British individuals spying for the Soviets, the wide influence of the CIA in the
1950s and 1960s on major aspects of American life, the crisis of US intelligence in the late 1960s and through the
1970s, the revival of intelligence vigor in the 1980s, and the uses and misuses of intelligence in the recent wars in
Iraq and Afghanistan. Assignments: Six or seven books during the course of the colloquium, a few films outside
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): Cummings Terms Offered: Spring
Prerequisite(s): Priority registration is given to History majors.

HIST 29624. History Colloquium: Development. 100 Units.
How does medical knowledge change? How do medical practices transform over time? What factors influence
the ways in which doctors and patients-and scientists, artists, politicians, legislators, activists, and educators,
among others-understand matters of health and disease, of proper and improper interventions, of the rights of
individuals and the needs of communities? This course treats these questions as a starting point for exploring the
interactions of medicine and society from 1800 to the present. Through a combination of primary and
secondary sources we will examine changing causes of morbidity and mortality, the development of new medical
technologies and infrastructures, shifting patterns of disease and shifting ideas about bodies, and debates about
health care policy, among other topics. Students will be expected to conduct original research and produce an
original research paper of fifteen to twenty pages.
Instructor(s): M. Rossi Terms Offered: Spring
Prerequisite(s): Priority registration is given to History majors.
Equivalent Course(s): HIPS 29678
HIST 29683. History Colloquium: Race, Slavery, and Nation. 100 Units.
This undergraduate research colloquium examines the relationship between slavery and republicanism in the early United States. With an interdisciplinary approach and transnational perspective, it considers the contested role of chattel slavery in the creation of US political systems, market relations, social hierarchies, and cultural productions. We will use primary sources and secondary literature to consider the possibilities and limits of archival research; contingent histories of race-making; the relationship between slavery and capitalism; the workings of domination, agency, and resistance; and black “freedom dreams” in the antebellum United States. Assignment: an original research paper (15-20 pages) using primary and secondary sources.
Prerequisite(s): Priority registration is given to History majors.

HIST 29685. History Colloquium: Asian/Pacific Islander American History, 1850-2021. 100 Units.
Looking through a broad interdisciplinary lens, this course will examine the trajectory of Asians and Pacific Islanders in America. How did nineteenth- and early twentieth-century “sojourners” become “citizens”? What constituted the public’s shift in perception of Asians from unassimilable alien to ostensible “model minority”? We will interrogate not only what it means to have been and to be an Asian in America but also what role APIAs have played in striving for a multiracial democracy. The history of anti-Asian violence will be traced from the mid-nineteenth century to the most recent hate crimes in the age of COVID. Conscious of the tendency to homogenize all Asians in the historical imagination, the course will be explicitly comparative, incorporating the diverse and disparate experiences of East, Southeast, and South Asians, as well as Pacific Islanders in America over time. We will, also, at times, investigate the histories of other ethnic/racial groups and compare their experiences to the Asian American experience.
Instructor(s): M. Briones Terms Offered: Winter
Prerequisite(s): Priority registration is given to History majors.

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

HIST 29800. BA Thesis Seminar II (Autumn) 000 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): A. Hofmann, E. McCullugh, and C. Rydell Terms Offered: Autumn
Prerequisite(s): HIST 29801; Students writing BA theses register for both autumn (HIST 29800) and winter (HIST 29802) quarters; the seminar meets every other week (weeks 1, 3, 5, 7, and 9) for 10-weeks total.

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): A. Hofmann and C. Rydell Terms Offered: Spring
Prerequisite(s): All 3rd-yr history students writing BA theses and in residence in Chicago take HIST 29801 in Spr Qtr. Those who are out of residence take it in Aut Qtr of their 4th yr. You must receive a B grade in BA Seminar I to continue in the BA Thesis 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): A. Hofmann, E. McCullugh, and C. Rydell Terms Offered: Winter
Prerequisite(s): Students writing BA theses register for both autumn (HIST 29800) and winter (HIST 29802) quarters; the seminar meets every other week (weeks 1, 3, 5, 7, and 9) for 10-weeks total.

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 BA Thesis students take Historiography in the 3rd year.

**HIST 29804. Capstone Seminar (Autumn) 100.00 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): Capstone students register for both autumn (HIST 29804) and winter (HIST 29805) quarters; the seminar meets every other week (weeks 1, 3, 5, 7, and 9) for 10-weeks total.