History

Department Website: https://history.uchicago.edu/content/undergraduate-programs

Program of Study

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

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

Program Requirements

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

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

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

Class of 2020 Requirements

Regular Track

Six courses in a major field 600
Six electives 600

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

Total Units 1200

Research Track

Six courses in a major field 600
Four electives 400

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

HIST 29801 BA Thesis Seminar I 100
HIST 29802 BA Thesis Seminar II 100

Total Units 1200

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

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

Classes of 2021+ Requirements

Colloquium Track

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 100
Total Units 1200

BA Thesis Track
Six courses in a major field 600
Three electives 300
One of the nine courses above must be a Research Colloquium (HIST 29600s) §
HIST 29803 Historiography 100
HIST 29801 BA Thesis Seminar I 100
HIST 29802 BA Thesis Seminar II 100
Total Units 1200

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

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

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

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

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

Research Colloquium (HIST 29600s)
Students who major in history must take at least one history colloquium, though they are welcome to take more than one. Depending on the topic, the colloquium may count as one of the six courses comprising the student’s major field or as one of the history electives, depending on the relevance of the colloquium to the student’s major field. Students interested in pursuing the Research/BA Thesis Track should take a colloquium prior to Spring Quarter of their third year, while those pursuing other tracks can take a colloquium at any point prior to graduation. The colloquia are offered on a variety of topics each year and enable advanced College students to pursue research projects.

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

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

**TRACK OPTIONS**

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

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

**Capstone Track**

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

**Capstone Seminar (HIST 29804)**

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

**Research Track (Class of 2020)**

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

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

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

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

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

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

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

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

APPLICATION TO RESEARCH, CAPSTONE, OR BA THESIS TRACK

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

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

OTHER COURSE INFORMATION

Course Numbering

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

Reading and Research Courses

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

Petitioning for Outside Credit

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

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

GRADING

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

HONORS

Students pursuing the Research/BA Thesis Track who have done exceptionally well in their 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.
- BA thesis and seminar: Double majors pursuing the Research Track must fulfill the requirements pertaining to the BA thesis, including taking part in the BA seminar.

MINOR IN HISTORY

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

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

Requirements

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

STUDY ABROAD

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

HISTORY COURSES

HIST 10101-10102-10103, Introduction to African Civilization I-II-III.
Introduction to 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 of the sequence takes a historical approach. We consider how different types of historical evidence—documentary, oral, and material—can be used to investigate processes of change and transformation in Africa from the early Iron Age through the emergence of the Atlantic world in the fifteenth century. We will investigate state formation in comparative perspective and examine case studies from the Swahili coast, the empires of Ghana and Mali, and Great Zimbabwe. The course also examines the diffusion of Islam, European contact, and the trans-Atlantic slave trade.
Instructor(s): E. Osborn Terms Offered: Autumn
Equivalent Course(s): CRES 20701, MDVL 10101, ANTH 20701
HIST 10102. Introduction to African Civilization II. 100 Units.
The second segment of the African Civilization sequence uses anthropological perspectives to investigate colonial and postcolonial encounters in sub-Saharan Africa, with particular focus on Southern Africa. The course is centered on the 20th and 21st Centuries. The course begins with an examination of colonialism, the institutionalization of racism, and dispossession, before examining anti-colonialism and the postcolonial period. Over the course of the quarter, students will learn about forms of personhood, subjectivity, kinship practices, governance, migration and the politics of difference.
Instructor(s): K. Hickerson
Terms Offered: Winter
Prerequisite(s): Taking these courses in sequence is recommended but not required; this sequence meets the general education requirement in civilization studies.
Note(s): CHDV Distribution, C
Equivalent Course(s): CRES 20802, CHDV 21401, ANTH 20702

HIST 10103. Introduction to African Civilization III. 100 Units.
Part Three investigates the long nineteenth century. It considers the Egyptian conquest of Sudan, Omani colonialism on the Swahili coast, and Islamic reform movements across the Sahara. It will also explore connections between the end of the transatlantic slave trade and the formal colonization of the African continent.
Instructor(s): K. Hickerson
Equivalent Course(s): CRES 20303, ANTH 20703

HIST 10800-10900. Introduction to the Civilizations of South Asia I-II.
This sequence introduces core themes in the formation of culture and society in South Asia from the early modern period until the present. This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.

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

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

HIST 10900. Introduction to the Civilizations of South Asia II. 100 Units.
The second quarter analyzes the colonial period (i.e., reform movements, the rise of nationalism, communalism, caste, and other identity movements) up to the independence and partition of India.
Instructor(s): Dipesh Chakrabarty
Terms Offered: Spring
Prerequisite(s): SALC 20100, ANTH 24101, HIST 10800, SALC 20000, SOSC 23000
Equivalent Course(s): SALC 20200, ANTH 24102, SOSC 23100
HIST 11901. Dracula: History and Legend. 100 Units.

Since the publication of Bram Stoker's novel "Dracula" in 1897, his story of a vampire from Transylvania has often been linked to the history of Vlad III Dracula, also known as Vlad the Impaler or Vlad Tepes (died 1476 or 1477). Vlad earned a reputation as a bloodthirsty and cruel warrior (even during his own lifetime) as he fought to rule along the dangerous political and military frontier between the Hungarians and the Ottoman Turks. His savage reputation is the reason why he has been identified as the inspiration for the cold-blooded vampire count, but there is much more to the stories of both the historical and the fictional Dracula. In this course, we will examine the life and career of Vlad III Dracula, setting him in the context of the world of fifteenth-century Christian-Muslim interactions in Eastern Europe, before turning to the later Dracula legend as depicted in Stoker's novel and subsequent films. Throughout the course, we will examine the ways in which Transylvania and neighboring regions have straddled the divide between East and West, Christian Europe and mysterious/violent "other" in both history and popular culture. Open to all undergraduates.

Instructor(s): J. Lyon Terms Offered: Autumn

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): FNDL 22901

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: Spring

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

Equivalent Course(s): MUSI 12200, SOSC 21200

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: Spring

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

Equivalent Course(s): MUSI 12200, SOSC 21200
HIST 13001-13002-13003. History of European Civilization I-II-III.

History of European Civilization I-II is a two-quarter sequence designed to use close readings of primary sources to enrich our understanding of Europeans of the past. As we examine the variety of their experiences, we will often call into question what we mean in the first place by “Europe” and “civilization.” Rather than providing a narrative of high politics, the sequence will emphasize the contested geographic, religious, social, and racial boundaries that have defined and redefined Europe and its people over the centuries. We will read and discuss sources covering the period from the early Middle Ages to the present, from a variety of genres: saga, biography, personal letters, property records, political treatises, memoirs, and government documents, to name only a few. Individual instructors may choose different sources and highlight different aspects of European civilization, but some of the most important readings will be the same in all sections. The two-quarter sequence may also be supplemented by a third quarter, in which students will have the opportunity to explore in greater depth a particular topic in the history of European civilization. This sequence meets the general education requirement in civilization studies.

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

History of European Civilization is a two-quarter sequence designed to use close readings of primary sources to enrich our understanding of Europeans of the past. As we examine the variety of their experiences, we will often call into question what we mean in the first place by “Europe” and “civilization.” Rather than providing a narrative of high politics, the sequence will emphasize the contested geographic, religious, social, and racial boundaries that have defined and redefined Europe and its people over the centuries. We will read and discuss sources covering the period from the early Middle Ages to the present, from a variety of genres: saga, biography, personal letters, property records, political treatises, memoirs, and government documents, to name only a few. Individual instructors may choose different sources and highlight different aspects of European civilization, but some of the most important readings will be the same in all sections. The two-quarter sequence may also be supplemented by a third quarter, in which students will have the opportunity to explore in greater depth a particular topic in the history of European civilization. This sequence meets the general education requirement in civilization studies.

Instructor(s): Staff Terms Offered: Autumn Winter
Prerequisite(s): Students must take a minimum of two quarters of Civ. to fulfill general education requirement; register for same section each quarter.

HIST 13002. History of European Civilization II. 100 Units.

History of European Civilization is a two-quarter sequence designed to use close readings of primary sources to enrich our understanding of Europeans of the past. As we examine the variety of their experiences, we will often call into question what we mean in the first place by “Europe” and “civilization.” Rather than providing a narrative of high politics, the sequence will emphasize the contested geographic, religious, social, and racial boundaries that have defined and redefined Europe and its people over the centuries. We will read and discuss sources covering the period from the early Middle Ages to the present, from a variety of genres: saga, biography, personal letters, property records, political treatises, memoirs, and government documents, to name only a few. Individual instructors may choose different sources and highlight different aspects of European civilization, but some of the most important readings will be the same in all sections. The two-quarter sequence may also be supplemented by a third quarter, in which students will have the opportunity to explore in greater depth a particular topic in the history of European civilization. This sequence meets the general education requirement in civilization studies.

Instructor(s): Staff Terms Offered: Spring Winter
Prerequisite(s): Students must take a minimum of two quarters of Civ. to fulfill general education requirement; register for same section each quarter.

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

The two-quarter History of European Civilization sequence may be supplemented by a third quarter, in which students will have the opportunity to explore in greater depth a particular topic in the history of European civilization. The third quarter explores focused topics on cultural, economic, social, political, or religious aspects of European history. Refer to https://history.uchicago.edu/ for course titles and topic descriptions.

Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): HIST 13001 and HIST 13002
Note(s): Students who plan to complete a three-quarter sequence register for HIST 13003 in Spring Quarter after completing HIST 13001-13002. Students may not combine HIST 13003 with one other quarter of European Civilization to construct a two-quarter sequence. SPR 19 Themes: Sect 2 (Crusades: History and Imagination) and Sect 4 (Crossing the Channel: England and France).
HIST 13002. History of European Civilization II. 100 Units.
History of European Civilization is a two-quarter sequence designed to use close readings of primary sources to enrich our understanding of Europeans of the past. As we examine the variety of their experiences, we will often call into question what we mean in the first place by "Europe" and "civilization." Rather than providing a narrative of high politics, the sequence will emphasize the contested geographic, religious, social, and racial boundaries that have defined and redefined Europe and its people over the centuries. We will read and discuss sources covering the period from the early Middle Ages to the present, from a variety of genres: saga, biography, personal letters, property records, political treatises, memoirs, and government documents, to name only a few. Individual instructors may choose different sources and highlight different aspects of European civilization, but some of the most important readings will be the same in all sections. The two-quarter sequence may also be supplemented by a third quarter, in which students will have the opportunity to explore in greater depth a particular topic in the history of European civilization. This sequence meets the general education requirement in civilization studies.
Instructor(s): Staff Terms Offered: Spring Winter
Prerequisite(s): Students must take a minimum of two quarters of Civ. to fulfill general education requirement; register for same section each quarter.

HIST 13003. History of European Civilization III. 100 Units.
The two-quarter History of European Civilization sequence may be supplemented by a third quarter, in which students will have the opportunity to explore in greater depth a particular topic in the history of European civilization. The third quarter explores focused topics on cultural, economic, social, political, or religious aspects of European history. Refer to https://history.uchicago.edu/ for course titles and topic descriptions.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): HIST 13001 and HIST 13002
Note(s): Students who plan to complete a three-quarter sequence register for HIST 13003 in Spring Quarter after completing HIST 13001-13002. Students may not combine HIST 13003 with one other quarter of European Civilization to construct a two-quarter sequence. SPR 19 Themes: Sect 2 (Crusades: History and Imagination) and Sect 4 (Crossing the Channel: England and France).

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

HIST 13100. Western Civilization-I. 100 Units.
Available as a three-quarter sequence (Autumn-Winter-Spring) or as a two-quarter sequence (Autumn-Winter or Winter-Spring). This sequence meets the general education requirement in civilization studies. The purpose of this sequence is threefold: (1) to introduce students to the principles of historical thought, (2) to acquaint them with some of the more important epochs in the development of Western civilization since the sixth century BC, and (3) to assist them in discovering connections between the various epochs. The purpose of the course is not to present a general survey of Western history. Instruction consists of intensive investigation of a selection of original documents bearing on a number of separate topics, usually two or three a quarter, occasionally supplemented by the work of a modern historian. The treatment of the selected topics varies from section to section. This sequence is currently offered twice a year. The amount of material covered is the same whether the student enrolls in the Autumn-Winter-Spring sequence or the Summer sequence. This sequence meets the general education requirement in civilization studies.
Instructor(s): K. Weintraub, Autumn; J. Boyer, Summer Terms Offered: Autumn Summer
Prerequisite(s): These courses must be taken in sequence.
HIST 13200. Western Civilization-2. 100 Units.
Available as a three-quarter sequence (Autumn-Winter-Spring) or as a two-quarter sequence (Autumn-Winter or Winter-Spring). This sequence meets the general education requirement in civilization studies. The purpose of this sequence is threefold: (1) to introduce students to the principles of historical thought, (2) to acquaint them with some of the more important epochs in the development of Western civilization since the sixth century BC, and (3) to assist them in discovering connections between the various epochs. The purpose of the course is not to present a general survey of Western history. Instruction consists of intensive investigation of a selection of original documents bearing on a number of separate topics, usually two or three a quarter, occasionally supplemented by the work of a modern historian. The treatment of the selected topics varies from section to section. This sequence is currently offered twice a year. The amount of material covered is the same whether the student enrolls in the Autumn-Winter-Spring sequence or the Summer sequence. This sequence meets the general education requirement in civilization studies. Instructor(s): Staff Terms Offered: Autumn-Winter
Prerequisite(s): These courses must be taken in sequence.

HIST 13300. History of Western Civilization III. 100 Units.
This third course of the History of Western Civilization undertakes a detailed study of the French Revolution and charts the rise of liberal, anti-liberal, and post-liberal states and societies in nineteenth- and twentieth-century European history. The sequence closes with an appraisal of the condition of European politics, culture, and society at the end of the twentieth century. Instructor(s): K. Weintraub, Spring; D. Koehler, Summer Terms Offered: Spring-Summer
Prerequisite(s): These courses must be taken in sequence.

HIST 13500. America In World Civilization I. 100 Units.
The America in World Civilization sequence is nothing like your high school history class, for here we examine America as a contested idea and a contested place by reading and writing about a wide array of primary sources. In the process, students gain a new sense of historical awareness and of the making of America. The course is designed both for history majors and non-majors who want to deepen their understanding of the nation's history, encounter some enlightening and provocative voices from the past, and develop the qualitative methodology of historical thinking. It is recommended that students take this course in chronological sequence: HIST 13500-13600 (I and II) or HIST 13600-13700 (II and III). This sequence meets the general education requirement in civilization studies. Instructor(s): Staff Terms Offered: Autumn-Winter
Prerequisite(s): It is recommended that students take this course in chronological sequence: HIST 13500-13600 (I and II) or HIST 13600-13700 (II and III).
HIST 13600. America in World Civilization II. 100 Units.
The nineteenth-century segment of America in World Civilizations asks: What happens when democracy confronts inequality? We focus on themes that include indigenous-US relations; religious revivalism and reform; slavery, the Civil War, and emancipation; the intersection between women's rights and antislavery; the development of industrial capitalism; urbanism and social inequality.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): It is recommended that students take this course in chronological sequence: HIST 13500–13600 (I and II) or HIST 13600–13700 (II and III).

HIST 13700. America in World Civilization-III. 100 Units.
What conditions have shaped inclusion and exclusion from the category "American" in the twentieth century? Who has claimed rights, citizenship, and protection, and under what conditions? The third quarter of America in World Civilization focuses on multiple definitions of Americanism in a period characterized by empire, transnational formations, and America's role in the world. We explore the construction of social order in a multicultural society; culture in the shadow of war; the politics of race, ethnicity, and gender; the rise and fall of new social movements on the left and the right; the emergence of the carceral state and militarization of civil space; and the role of climate change and the apocalyptic in shaping imagined futures.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): It is recommended that students take this course in chronological sequence: HIST 13500–13600 (I and II) or HIST 13600–13700 (II and III).

HIST 13900-14000. Introduction to Russian Civilization I-II.
This two-quarter sequence, which meets the general education requirement in civilization studies, provides an interdisciplinary introduction to Russian civilization. The first quarter covers the ninth century to the 1870s; the second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual, and cultural life; the relationship between center and periphery; systems of social and political legitimation; and symbols and practices of collective identity.
Instructor(s): F. Hillis, W. Nickell Terms Offered: Autumn
Note(s): Taking these courses in sequence is recommended but not required.
Equivalent Course(s): REES 26011, SOSC 24000
HIST 14000. Introduction to Russian Civilization II. 100 Units.
The first quarter covers the ninth century to the 1870s; the second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual, and cultural life; the relationship between center and periphery; systems of social and political legitimation; and symbols and practices of collective identity.
Instructor(s): F. Hillis, W. Nickell Terms Offered: Winter
Note(s): Taking these courses in sequence is recommended but not required.
Equivalent Course(s): REES 26012, SOSC 24100

HIST 15100-15200-15300. Introduction to the Civilizations of East Asia I-II-III.
This sequence meets the general education requirement in civilization studies. This is a three-quarter sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present. Taking these courses in sequence is not required.

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

HIST 15200. Introduction to the Civilizations of East Asia II. 100 Units.
This sequence meets the general education requirement in civilization studies. This is a three-quarter sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present
Instructor(s): M. Fisch 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, EALC 10900, SOSC 23600

HIST 15300. Introduction to the Civilizations of East Asia III. 100 Units.
This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): EALC 11000, SOSC 23700, CRES 11000

HIST 15200. Introduction to the Civilizations of East Asia II. 100 Units.
This sequence meets the general education requirement in civilization studies. This is a three-quarter sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present
Instructor(s): M. Fisch 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, EALC 10900, SOSC 23600
HIST 15300. Introduction to the Civilizations of East Asia III. 100 Units.
This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.
Instructor(s): Staff
Terms Offered: Spring
Equivalent Course(s): EALC 11000, SOSC 23700, CRES 11000
Note(s): Taking these courses in sequence is not required.
HIST 15602-15603-15604. Ancient Empires I-II-III.
This sequence introduces three great empires of the ancient world. Each course in the sequence focuses on one empire, with attention to the similarities and differences among the empires being considered. By exploring the rich legacy of documents and monuments that these empires produced, students are introduced to ways of understanding imperialism and its cultural and societal effects—both on the imperial elites and on those they conquered. Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
HIST 15602. Ancient Empires I. 100 Units.
The 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): NEHC 20011, CLCV 25700
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
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): James Osborne
Terms Offered: Winter
Equivalent Course(s): NEHC 20012, CLCV 25800
HIST 15604. Ancient Empires-3. 100 Units.
For most of the duration of the New Kingdom (1550-1069 BC), the ancient Egyptians were able to establish a vast empire and becoming one of the key powers within the Near East. This course will investigate in detail the development of Egyptian foreign policies and military expansion which affected parts of the Near East and Nubia. We will examine and discuss topics such as ideology, imperial identity, political struggle and motivation for conquest and control of wider regions surrounding the Egyptian state as well as the relationship with other powers and their perspective on Egyptian rulers as for example described in the Amarna letters.
Instructor(s): Brian Muhs
Terms Offered: Spring
Equivalent Course(s): CLCV 25900, NEHC 20013
HIST 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): James Osborne
Terms Offered: Winter
Equivalent Course(s): NEHC 20012, CLCV 25800
HIST 15604. Ancient Empires-3. 100 Units.
For most of the duration of the New Kingdom (1550-1069 BC), the ancient Egyptians were able to establish a vast empire and becoming one of the key powers within the Near East. This course will investigate in detail the development of Egyptian foreign policies and military expansion which affected parts of the Near East and Nubia. We will examine and discuss topics such as ideology, imperial identity, political struggle and motivation for conquest and control of wider regions surrounding the Egyptian state as well as the relationship with other powers and their perspective on Egyptian rulers as for example described in the Amarna letters.
Instructor(s): Brian Muhs Terms Offered: Spring
Equivalent Course(s): CLCV 25900, NEHC 20013

HIST 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): LACS 16100, CRES 16101, ANTH 23101, SOSC 26100, HIST 36101, LACS 34600

HIST 16102. Introduction to Latin American Civilization II. 100 Units.
Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.
Instructor(s): D. Borges Terms Offered: Winter
Equivalent Course(s): PPHA 39770, SOSC 26200, LACS 16200, ANTH 23102, CRES 16102, LACS 34700, HIST 36102

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

HIST 16602. Markets Before Capitalism. 100 Units.
Is the market system a new invention linked to the recent development of modern European societies? Is the market the hero or the villain of the story? Is everything marketable? Is the market the driver for economic development? We will address these and other questions in a deliberately comparative way, focusing on the cases of ancient Mesopotamia, ancient Greece and Rome, and medieval and early modern Europe. We will read excerpts from Smith, Ricardo, Marx, Weber, Polanyi, Braudel, Wallerstein, Geertz, Horden, and Purcell. We will examine the controversies in which these scholars were involved and the echoes they still have in our own contemporary debates. Assignments: Two papers, two quizzes.
Instructor(s): A. Bresson Terms Offered: Autumn
Prerequisite(s): This course meets the Perspectives requirement of the Business Economics Specialization.
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): CLCV 14519, SIGN 26054, NEHC 26602
HIST 16603. Rome: The Eternal City. 100 Units.
The city of Rome was central to European culture in terms both of its material reality and the models of political
and sacred authority that it provided. Students in this course will receive an introduction to the archaeology
and history of the city from the Iron Age to the early medieval period (ca. 850 BCE–850 CE) and an overview of
the range of different intellectual and scientific approaches by which scholars have engaged with the city and
its legacy. Students will encounter a broad range of sources, both textual and material, from each period that
show how the city physically developed and transformed within shifting historical and cultural contexts. We will
consider how various social and power dynamics contributed to the formation and use of Rome’s urban space,
including how neighborhoods and residential space developed beyond the city’s more famous monumental
areas. Our main theme will be how Rome in any period was, and still is, a product of both its present and past
and how its human and material legacies were constantly shaping and reshaping the city’s use and space in later
periods.
Instructor(s): Margaret Andrews Terms Offered: Spring
Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not
have done previous course work on the topic of the course; topics cover the globe and span the ages.
Equivalent Course(s): CLCV 24119, ANTH 26115, ENST 16603

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

HIST 16700. Ancient Mediterranean World I. 100 Units.
This 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): Staff Terms Offered: Autumn
Equivalent Course(s): CLCV 20700

HIST 16800. Ancient Mediterranean World II: Rome. 100 Units.
This quarter surveys the social, economic, and political history of Rome, from its prehistoric beginnings
in the twelfth century BCE to the end of the Severan dynasty in 235 CE. Throughout, the focus is upon the
dynamism and adaptability of Roman society, as it moved from a monarchy to a republic to an empire,
and the implications of these political changes for structures of competition and cooperation within the
community. Instructor(s): C. Ando, Staff Terms Offered: Winter Note(s): This sequence meets the general
education requirement in civilization studies.
Instructor(s): Staff Terms Offered: Winter
Equivalent Course(s): CLCV 20800

HIST 16900. Ancient Mediterranean World III. 100 Units.
This course will survey the social, political, and cultural history of the late antique Mediterranean from
Constantine I to Charlemagne. Through close reading and discussion of primary sources, we will examine
(among other topics) the rise and spread of Christianity and Islam, changing conceptions of Roman identity,
and the inheritance of the classical world, as well as some implications of these topics for subsequent
European history.
Instructor(s): Staff Terms Offered: Spring
Equivalent Course(s): CLCV 20900, MDVL 16900

HIST 16800. Ancient Mediterranean World II: Rome. 100 Units.
This quarter surveys the social, economic, and political history of Rome, from its prehistoric beginnings in the
twelfth century BCE to the end of the Severan dynasty in 235 CE. Throughout, the focus is upon the dynamism
and adaptability of Roman society, as it moved from a monarchy to a republic to an empire, and the implications
of these political changes for structures of competition and cooperation within the community. Instructor(s): C.
Ando, Staff Terms Offered: Winter Note(s): This sequence meets the general education requirement in civilization
studies.
Instructor(s): Staff Terms Offered: Winter
Equivalent Course(s): CLCV 20800

HIST 16900. Ancient Mediterranean World III. 100 Units.
This course will survey the social, political, and cultural history of the late antique Mediterranean from
Constantine I to Charlemagne. Through close reading and discussion of primary sources, we will examine
(among other topics) the rise and spread of Christianity and Islam, changing conceptions of Roman identity,
and the inheritance of the classical world, as well as some implications of these topics for subsequent European
history.
Instructor(s): Staff Terms Offered: Spring
Equivalent Course(s): CLCV 20900, MDVL 16900
HIST 17105. Race and Racisms in the Americas. 100 Units.
This course seeks to explore the variegated ways the idea, and the consequences, of race has affected the history of the Americas from the eighteenth to the early twentieth century. The course emphasis comparisons and different forms of racisms in Canada, the United States, Mexico, Cuba, and Brazil.
Instructor(s): M. Tenorio Terms Offered: Autumn
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): LACS 17105, CRES 17105


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

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

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

HIST 17510. Science, Culture, and Society in Western Civilization III: Modern Period. 100 Units.
The course is organized around a series of broad questions about science. These questions are addressed by means of examples drawn from both the past and the present. The historical cases arise in chronological sequence, ranging from the development of experimental methods in the late seventeenth century to the advent of biotechnology in the modern era. They furnish a selective set of materials for a history of scientific practice. Their other purpose here, however, is to highlight the depth and importance of many problems still confronting the world of science today - problems that are cultural as well as scientific, and that demand of us an understanding of what science is and how it works.
Instructor(s): J. Evans (Winter 2020) and A. Johns (Spring 2020) Terms Offered: Spring Winter. Offered in Winter 2020 by James Evans and in Spring 2020 by Adrian Johns
Equivalent Course(s): HIPS 18500

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. Offered in Winter 2020
Equivalent Course(s): HIPS 18501
HIST 17512. Science, Culture, and Society in Western Civilization III: The Environment. 100 Units.
This course charts the development of modern science and technology with special reference to the environment. Major themes include natural history and empire, political economy in the Enlightenment, the discovery of deep time and evolutionary theory, the dawn of the fossil fuel economy, Malthusian anxieties about overpopulation, the birth of ecology, the Cold War development of climate science, the postwar debates about the limits to growth, and the emergence of modern environmentalism. We will end with the new science of the Anthropocene.
Instructor(s): F. Albritton Jonsson Terms Offered: Spring. Offered in Spring 2020.
Equivalent Course(s): HIPS 18502

HIST 17805. America in the Twentieth Century. 100 Units.
This is a thematic lecture course on the past 115 years of US history. The main focus of the lectures will be politics, broadly defined. The readings consist of novels and nonfiction writing, with a scattering of primary sources. Assignments: Three 1,500-word papers.
Instructor(s): J. Dailey Terms Offered: Spring
Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.
Equivalent Course(s): LLSO 25904, AMER 17805

HIST 18101. Democracy in America? 100 Units.
This course will explore the unlikely career of democracy in US history. Throughout its past, the United States has been defined by endless and unpredictable struggles to establish and extend self-government of one kind or another—even as those struggles have encountered great resistance and relied on the exclusion or subordination of some portion of society to underwrite expanding freedom and equality for those enjoying the fullest benefits of citizenship. American democracy has also relied on a conceptual separation between state and society that has necessarily broken down in practice, as political institutions produced and sustained economic forms like slavery or the corporation, social arrangements like the family, and cultural values such as freedom—even as private interests worked their reciprocal influence over public institutions. Over the course of the quarter we will explore this contested history of democracy in America through a close reading of classic texts, including Tocqueville’s famous study, contextualized by the most current historical scholarship. Small, incremental writing assignments and individual presentations will culminate in a final essay that can emphasize philosophical/theoretical or historical/empirical questions according to students’ interests. Students will also have the option of conducting their own original research to satisfy some portion of the coursework, which may lead to subsequent internship opportunities with relevant faculty.
Instructor(s): J. Sparrow Terms Offered: Winter
Note(s): History in the World courses use history as a valuable tool to help students critically exam our society, culture, and politics. Preference given to 1st- and 2nd-yr students.
Equivalent Course(s): LLSO 28101

HIST 18202. Histories of Racial Capitalism. 100 Units.
What is the relationship between race and capitalism? This course introduces students to the concept of racial capitalism, which rejects treatments of race as external to a purely economic project and counters the idea that racism is an externality, cultural overflow, or aberration from the so-called real workings of capitalism. Spanning the colonization of North America to the era of mass incarceration, topics include the slave trade, indigenous dispossession, antebellum slavery, the Mexican-American War, "new imperialism," the welfare state, and civil rights. This class neither presumes a background in economics, nor previous coursework in history.
Instructor(s): D. Jenkins 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): AMER 18202, CRES 18202, LLSO 28204

HIST 18301-18302-18303. Colonizations I-II-III.
This sequence meets the general education requirement in civilization studies. This three-quarter sequence approaches the concept of civilization from an emphasis on cross-cultural/societal connection and exchange. We explore the dynamics of conquest, slavery, colonialism, and their reciprocal relationships with concepts such as resistance, freedom, and independence, with an eye toward understanding their interlocking role in the making of the modern world.
HIST 18301. Colonizations I. 100 Units.
This sequence meets the general education requirement in civilization studies. This three-quarter sequence approaches the concept of civilization from an emphasis on cross-cultural/societal connection and exchange. We explore the dynamics of conquest, slavery, colonialism, and their reciprocal relationships with concepts such as resistance, freedom, and independence, with an eye toward understanding their interlocking role in the making of the modern world. Themes of slavery, colonization, and the making of the Atlantic world are covered in the first quarter. Note(s): This sequence meets the general education requirement in civilization studies. This course is offered every year. These courses can be taken in any sequence.
Terms Offered: Autumn
Note(s): This sequence meets the general education requirement in civilization studies. This course is offered every year. These courses can be taken in any sequence.
Equivalent Course(s): SOSC 24001, ANTH 24001, CRES 24001

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

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

HIST 18600. United States Labor History. 100 Units.
This course will explore the history of labor and laboring people in the United States. The significance of work will be considered from the vantage points of political economy, culture, and law. Key topics will include working-class life, industrialization and corporate capitalism, slavery and emancipation, the role of the state and trade unions, race and sex difference in the workplace.
Instructor(s): A. Stanley Terms Offered: 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 28000, HMRT 28600, GNSE 28603

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 18703. Early America, 1492-1815. 100 Units.
This course explores the development of American culture, society, and politics from the first contact between Native Americans and Europeans to the emergence of a stable American nation by the end of the War of 1812. It emphasizes the diverse experiences of the many kinds of Americans and the different meanings that they attached to the events in their lives. Topics include the meeting of Indigenous, African, and European peoples, the diversity of colonial projects, piracy and the Atlantic slave trade, the surprising emergence of a strong British identity, the coming of the American Revolution, the range of Americans' struggles for independence, and the role of the trans-Appalachian West in shaping the early republic. This lecture course is open to nonmajors and does not presume any previous history coursework. Assignments: Two papers.
Instructor(s): M. Kruer 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): AMER 18703, CRES 18703, LLSO 28703

HIST 19201. Japan in the Age of the Samurai, 1500-1868. 100 Units.
The sword-wielding samurai is perhaps the best known image of early modern Japan in popular culture, but while they were the political elite, they were the minority within a complex and rapidly evolving society, one in which commoners were the drivers of economic and social change. Through lectures and discussions, this course explores the society and culture of Japan's early modern period with a focus on the political structure, economic change, gender and the family, and popular and elite culture.
Instructor(s): S. Burns Terms Offered: Spring
Prerequisite(s): No previous knowledge of Japanese 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): EALC 19201

HIST 19701. Oral History: Theory and Methods. 100 Units.
This course explores oral history's theoretical issues and engages students directly in the collection of oral histories in an original project of their own design. It involves both technical training (in interviewing techniques, recording technology, and archiving methods) and an encounter with a set of epistemological challenges: How is an archive produced? Who decides what gets in and what is left out? What is the relationship between individual recollection and collective historical memory? Between historic preservation and academic history? What special opportunities and limits do oral histories have as historical evidence? By doing the work of collecting, preserving, and interpreting oral histories, students will develop a sophisticated self-awareness and a disciplined methodology to wrestle with these questions. The course begins with an exploration of conceptual foundations, with classic essays and recent interventions from practitioners and theoreticians of oral history. With principles and best practices of the Oral History Association as a guideline, the course then proceeds to a practicum, with the class grouped into smaller project groups. Informed by student interest, instructor guidance, and local feasibility, each group will research a historical event or community that can sustain a sample of two informants per student. See class notes for practicum details.
Instructor(s): N. Kryczka Terms Offered: Winter
Note(s): Students will conduct background research, draft legal releases, conduct and record oral history interviews, develop an archiving plan, and submit a final presentation that reflects their engagement with the methodological, interpretive, and ethical questions raised by course readings and discussion.

HIST 20011. Intertwined Histories: Africa and France. 100 Units.
This class explores the entangled histories of Africa and France, from the deep past through the twentieth century, through three case studies. We will start by studying ancient Egypt and consider Napoleon’s later conquest of Egypt and the enduring legacies of that occupation. We will then investigate the transatlantic slave trade, and France’s role in the forced migration of African peoples to the Americas. Finally, we will trace France’s nineteenth-century formal colonization of West Africa, the twentieth-century independence movements, and the complex conflicts and connections that these processes produced. Readings will consist of primary sources and secondary texts, and students will be expected to employ material culture, art, urban forms, and other cultural artifacts to study the past. The class will make several outings: a city exploration at the beginning of the course; a visit to the Louvre to view Egyptian art and objects; an excursion to Nantes, a major port city in the transatlantic slave trade; and a walking tour of the Château Rouge neighborhood, home to a marketplace that features consumables and products from across the African continent.
Instructor(s): E. Osborn Terms Offered: Winter
Prerequisite(s): Admission to the Paris Social Sciences Program.
HIST 20404. Troy and Its Legacy. 100 Units.
This course will explore the Trojan War through the archaeology, art, and mythology of the Greeks and Romans, as well as through the popular imaginings of it in later cultures. The first half will focus on the actual events of the "Trojan War" at the end of the second millennium BCE. We will study the site of Troy, the cities of the opposing Greeks, and the evidence for contact, cooperation, and conflict between the Greeks and Trojans. Students will be introduced to the history of archaeology and the development of archaeological fieldwork. The second half will trace how the narrative and mythology of Homer’s Iliad and the Trojan War were adapted and used by later civilizations, from classical Greece to twenty-first-century America, to justify their rises to political and cultural hegemony in the Mediterranean and the West, respectively.
Instructor(s): M. Andrews Terms Offered: Spring
Equivalent Course(s): ANTH 26120, CLCV 20404, ANTH 36120, HIST 30404, CLAS 30404

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

HIST 20803. Aristophanes’s Athens. 100 Units.
The comedies of Aristophanes are as uproarious, biting, and ribald today as they were more than 2,400 years ago. But they also offer a unique window onto the societal norms, expectations, and concerns as well as the more mundane experiences of Athenians in the fifth century BCE. This course will examine closely all eleven of Aristophanes’s extant plays (in translation) in order to address topics such as the performatives, ritual, and political contexts of Attic comedy, the constituency of audiences, the relationship of comedy to satire, the use of dramatic stereotypes, freedom of speech, and the limits of dissent. Please note that this course is rated Mature for adult themes and language.
Instructor(s): J. Hall Terms Offered: Winter
Equivalent Course(s): HIST 30803, LLSO 20803, FNDL 23608, CLCV 23608, ANCM 33900, CLAS 33608

HIST 22019. Grey Zones: Ethics and Decision-Making in the Holocaust. 100 Units.
How do ordinary men become ruthless killers? What constitutes ‘collaboration’ or ‘resistance’ in the context of total war and genocide? How can we analyze human behavior in a world where normal rules of ethical conduct do not apply? Nearly 75 years after the liberation of Auschwitz, the Holocaust still stands as a touchstone in debates about ethics, morality, agency, historical memory, democracy, citizenship, and human rights. This course is foregrounded in the notion that human behavior during Holocaust cannot be understood through the extreme binaries of good and evil, or black versus white. Rather, we will explore the complexities and nuances of human behavior in extremis. Through a series of case studies, we will focus on the experience and behavior of six (sometimes overlapping) groups of people: perpetrators, victims, bystanders, collaborators, resisters, and rescuers. In doing so, we will pay close attention to the moral considerations and ethical dilemmas that influenced their decision-making, as well as the ways in which gender, class, age, ethnicity, and political and religious ideology influenced these choices. At the same time, we will examine the effects that strategic considerations, as well as actual, available options, had on human behavior during this momentous state-sponsored genocide. In grappling with the dilemmas of human agency, we will critically evaluate the changing meanings of human rights, choice, trauma, and survival throughout the course of the Holocaust.
Instructor(s): Anna Band, Graduate Lecturer Terms Offered: Autumn
Equivalent Course(s): JWSC 28315, HMRT 28315

HIST 22119. Charlemagne’s Europe. 100 Units.
A single Frankish king plays an outsized role in accounts, scholarly and popular, of the origins of the contested ideal of European unity. Charlemagne is commonly supposed to have given “Europe” its political cohesion and its essential culture in the form of the classical and Christian inheritances canonically entwined under his reign. We will consider whether Charlemagne made Europe through the creation of the Frankish kingdom, its expansion into northern, southern, and central Europe, and its political, cultural, and economic developments. We will give special attention to encounters with groups that Charlemagne’s court regarded as others (“pagans” and Muslims), to be excluded from the novel political community. It will place recent historical work in dialogue with contemporary debates over the nature, origin, and destiny of a European identity and the challenges of grounding such a political-cultural community historically—not only through the writing of histories, but also through the construction of museums and monuments, as the products of industries of memory. Wherever possible, the course will engage students directly with the surviving material cultures of the Carolingians in the museums, libraries, and monuments in and around Paris. The class will interpret these collections and sites not simply as passive preservers of the past, but also as active constructors of memories on which visions of the future depend.
Instructor(s): R. Payne Terms Offered: Winter
Prerequisite(s): Admission to the Social Sciences in Paris program.
HIST 22407. Medieval England. 100 Units.
How merry was “Olde England”? This course is intended as an introduction to the history of England from the withdrawal of the Roman legions in the early fifth century to the defeat of Richard III at the Battle of Bosworth Field in AD 1485. Sources will include chronicles, biographies, laws, charters, spiritual and political treatises, romances and parodies. Themes will include the conversion of the Anglo-Saxons to Christianity, the Viking and Norman invasions, the development of the monarchy and parliament, monastic, peasant, and town life, the role of literacy and education in the development of a peculiarly “English” society, and the place of devotion, art, and architecture in medieval English culture. Assignments: Students will have the opportunity to do a research paper or craft a project of their choice based on the themes of the course.
Instructor(s): R. Fulton Brown Terms Offered: Autumn
Equivalent Course(s): MDVL 22407, HIST 32407

HIST 22611. Paris from "Les Misérables" to the Liberation, c. 1830-1950. 100 Units.
Starting with the grim and dysfunctional city described in Victor Hugo’s “Les Misérables,” the course will examine the history of Paris over the period in which it became viewed as the city par excellence of urban modernity through to the testing times of Nazi occupation and then liberation (c. 1830-1950). As well as focussing on architecture and the built environment, we will examine the political, social, and especially cultural history of the city. A particular feature of the course will be representations of the city-literary (Victor Hugo, Baudelaire, Zola, etc.) and artistic (impressionism and postimpressionism, cubism, surrealism). We will also examine the city’s own view of itself through the prism of successive world fairs (expositions universelles).
Instructor(s): C. Jones Terms Offered: Spring
Prerequisite(s): Students taking FREN 22620/32620 must read texts in French.
Equivalent Course(s): HIST 32611, ENST 22611, FREN 22620, FREN 32620

HIST 22907. Florence: Living with History. 100 Units.
Florence is a living museum of the Renaissance. Over three intense weeks, daily visits to monasteries, tombs, historic residences, and the most celebrated art collections on Earth bring to life the triumphs and tumults of an age of merchants and conquests, scholars and city states, alchemists and innovations, plagues and kings. Students stay and study within the historic center of a city at once so small one can stroll from the west gate to the east in thirty minutes, yet so influential through culture and commerce that its actions shaped the destinies of great empires from England and Spain to the Ottoman world. Visits to libraries and historic palaces unpack how historians work and how the uniquely rich documentation surviving from medieval and Renaissance Florence helps us understand not only Italy’s history but the whole premodern world whose material, economic, and social history is visible in the meticulous records and copious visual images created by this unique merchant republic. In addition to studying historic events, art, and architecture, students also examine contemporary Italian culture from food to friction with the growing demands of tourism and examine how people living the modern city of Florence work to preserve and live in balance with an urban landscape so saturated with history that every house is a world heritage site and frescoes peep from behind every shop window display.
Instructor(s): A. Palmer Terms Offered: Autumn
Prerequisite(s): Admission to the September Florence: Living with History program.

HIST 23006. Looting in Modern European History. 100 Units.
At the end of the eighteenth century Europeans recognized the seizure of enemy property to be a time-honored practice of warfare and subjugation. At the same time, however, new ideas about human rights, cultural heritage, and international law began to reshape the place of looting in the exercise of power. This course will take up the history of looting in European cultural and political life from the late eighteenth through the twentieth centuries as a tool of nationalism, imperialism, totalitarianism, and scholarship. How was looting defined, who defined it, and what kinds of ethical and legal codes governed its use? How was the seizure of personal property, cultural artifacts, and sacred objects legitimized by its practitioners and experienced by its victims? In what ways did looting change the meaning of objects and why? How do we understand looting in relationship to other forms of violence and destruction in the modern period? While the focus of the course will be on Europe, we will necessarily be concerned with a global frame as we follow cases of looting in colonial contexts, through migration, exploration, and during war. Course materials will including primary texts, images, objects, and historical accounts. Students will be required to write a final historiographical essay.
Instructor(s): A. Goff Terms Offered: Spring
Equivalent Course(s): HIST 33006

HIST 23516. Problems in the Study of Gender and Sexuality: Medieval Masculinity. 100 Units.
This course will introduce students to concepts of masculinity in the Middle Ages, especially in the period between approximately 1000 and 1500 CE. Special attention will be paid to medieval notions of honor and to the roles that knighthood, chivalry, and monasticism played in promoting (often contradictory) masculine ideals. The course has two main goals. First, to assess and discuss recent scholarly debates and arguments about medieval masculinity. Second, to read closely a variety of medieval sources—including Arthurian literature, chronicles of the Crusades, biographical texts, and monastic histories—in order to develop new perspectives on masculinity during the Middle Ages.
Instructor(s): J. Lyon Terms Offered: Winter
Equivalent Course(s): GNSE 11002, MDVL 11002
HIST 23708. Soviet History through Literature. 100 Units.
This course considers the main themes of Soviet history through canonical works of fiction, with an occasional addition of excerpts from autobiographies, memories, and police files.
Instructor(s): E. Gilburd Terms Offered: Winter
Equivalent Course(s): REES 23708

HIST 23812. Russia and the West, 18th-21st Centuries. 100 Units.
There are few problems as enduring and central to Russian history as the question of the West-Russia's most passionate romance and most bitter letdown. In this course we will read and think about Russia from the eighteenth to the twenty-first centuries through the lens of this obsession. We will study the products of Russian interactions with the West: constitutional projects, paintings, scientific and economic thought, the Westernizer-Slavophile controversy, and revolutions. We will consider the presence of European communities in Russia: German and British migrants who filled important niches in state service, trade, and scholarship; Italian sculptors and architects who designed some of Russia's most famous monuments; French expatriates in the wake of the French Revolution; Communist workers and intellectuals, refugees from Nazi Germany; and Western journalists who, in the late Soviet decades, trafficked illicit ideas, texts, and artworks. In the end, we will follow émigré Russians to Europe and the United States and return to present-day Russia to examine the anti-Western turn in its political and cultural discourse.
Instructor(s): E. Gilburd Terms Offered: Autumn
Equivalent Course(s): REES 23812, REES 33812, HIST 33812

HIST 24007. Chernobyl: Bodies and Nature After Disaster. 100 Units.
When reactor number 4 at the Chernobyl Nuclear Power Station exploded, it quickly made headlines around the world. Swedes found radiation in their air, Germans in their milk, Greeks in their grain, and Britons in their sheep. Ukrainians and Belarusians found it in their rain, wind, water sources, homes, and in their children's thyroids. Americans worried about finding it in their bodies, especially in pregnant or fetal bodies. A lot of roads led to the Chernobyl disaster: the Soviet state system, to be sure, but also the Cold War arms race, a faith in scientific progress shared in East and West, and a global disregard for the natural world and the human body. This course will follow those roads to the climax of the explosion and then examine the many paths out of Chernobyl: the disaster's aftereffects on geopolitics, environmentalism, feminism, and body politics. We will draw on a recent outpouring of scholarly and popular works on Chernobyl, including books, podcasts, and television series. We will also read texts on feminism, environmentalism, and other nuclear disasters, Cold War histories, and fiction to provide context and sites for further inquiry.
Instructor(s): P. O'Donnell Terms Offered: Winter
Equivalent Course(s): ENST 24007, REES 24007, GNSE 24007

HIST 24311. Hong Kong and Human Rights in Asia. 100 Units.
The dynamic city of Hong Kong-a multicultural, special economic zone and a contested democracy with a vibrant popular press and a long history of support for regional grassroots politics-provides the setting for three weeks of investigation of human rights locally and across Asia. Students will become familiar with the human rights challenges facing Hong Kong and the region today. Topics as diverse as labor rights, gender and sexuality, democracy, access to health care and education, and freedom of expression will command our attention. We will also explore the relationship between art, exhibition practices, the media, and human rights. The University of Chicago's new Hong Kong campus will serve as our home base, but much of our time will be spent undertaking short field excursions to speak with human rights actors, journalists, curators, and artists in Hong Kong along with a tentative short trip to southern China. As the capstone of this intensive course, students will create digital, multimedia documentary projects to showcase their engagement with a particular regional or local human rights problem. These projects may combine interviews, photographs and videos, and the production of an original text or artwork.
Instructor(s): M. Bradley & J. Ransmeier Terms Offered: Autumn
Prerequisite(s): Admission to the September Hong Kong: Human Rights in Asia program
Note(s): Course schedule: Sept. 2–20, 2019.
Equivalent Course(s): EALC 24311, HMRT 25203
HIST 24513. Documentary Chinese. 100 Units.
This course guides students through critical readings of primary historical documents from approximately 1800 through 1950. These documents are translated sentence by sentence, and then historiographically analyzed. Most of these documents are from the nineteenth century. Genres include public imperial edicts, secret imperial edicts, secret memorials to the throne from officials, official reports to superiors and from superiors, funereal essays, depositions (“confessions”), local gazetteers (fangzhi), newspapers, and periodicals. To provide an introduction to these genres, the first six weeks of the course will use the Fairbank and Kuhn textbook “The Rebellion of Chung Jen-chieh” (Harvard-Yanjing Institute). The textbook provides ten different genres of document with vocabulary glosses and grammatical explanations; all documents relate to an 1841-42 rebellion in Hubei province.
Assignments: Each week prior to class students electronically submit a written translation of the document or documents to be read; a day after the class they electronically submit a corrected translation of the document or documents read. A fifteen-page term paper based on original sources in documentary Chinese is also required.
Instructor(s): G. Alitto Terms Offered: Autumn
Prerequisite(s): A reading knowledge of modern (baihua) Chinese and some familiarity with classical Chinese (wenyan) or Japanese Kanbun. Other students may take the course with permission from the instructor.
Equivalent Course(s): HIST 34513, EALC 34513, EALC 24513

HIST 24514. Colonial Power in East Asia. 100 Units.
This course takes a transnational and comparative approach to the study of colonialism in East Asia from the Opium Wars through the end of World War I. Using foundational theories of postcolonial scholarship as a starting template, we will explore the interrelationship of colonial power and ideologies of race and gender across China, Japan, and Korea during the nineteenth century. Critically evaluating both primary and secondary sources will help us contextualize the development of the Japanese empire within a larger narrative of the expansion of Euro-American colonial power into East Asia. In doing so, we will discover that sites of empire in East Asia often destabilize the most common binaries of postcolonial study: Occident/Orient, colonizer/colonized, white/other, and premodern/modern.
Instructor(s): J. Dahl Terms Offered: Winter
Equivalent Course(s): EALC 24514, CRES 24514, GNSE 24514, GLST 24514

HIST 24515. Social Outcasts: Exclusion and Discontent in Late Imperial and Modern China. 100 Units.
This course considers the often neglected presence of “social outcasts” in Chinese history as a gateway to understanding ideas and practices of discrimination from the late Qing to modern-day China. It traces changes in the intersection of law, custom, and daily social practices, focusing on attempts aimed at legitimizing discrimination across class, territory, ethnicity, religion, gender and disability. Thus a theoretical objective of the course is to analyze legal and social dimensions of exclusion along the axis of empire and state building. Chronologically, this course begins with the collapse of status order in the late Qing and explores how the Republic and the PRC managed transgressive elements of society, from beggars, prostitutes, and the insane to ethnic and religious minorities. We will use legal documents, police records, and visual materials to explore how sociocultural processes shape the experience of discrimination and its resistance. Another focus of this course will be asking how disenfranchised groups might enhance our understanding of mainstream values. Through discussions, in-class presentations, and written assignments, students will develop skills to analyze historical evidence and critically reflect on its implication for cross-cultural issues.
Instructor(s): C. Wang Terms Offered: Spring
Equivalent Course(s): GNSE 24515, CRES 24515, EALC 24515

HIST 25014. Introduction to Environmental History. 100 Units.
How have humans interacted with the environment over time? This course introduces students to the methods and topics of environmental history by way of classic and recent works in the field: Crosby, Cronon, Worster, Russell, and McNeill, etc. Major topics of investigation include preservationism, ecological imperialism, evolutionary history, forest conservation, organic and industrial agriculture, labor history, the commons and land reform, energy consumption, and climate change. Our scope covers the whole period from 1492 with case studies from European, American, and British imperial history.
Instructor(s): F. Albritton Jonsson Terms Offered: Winter
Equivalent Course(s): CHSS 35014, HIST 35014, ENST 25014, HIPS 25014
HIST 25017. Tutorial: Antiquity, Archaeology, and Anthropology: Humanism and the Rise of Science in Germany. 100 Units.
What do Homeric poetry and human skulls have in common? What about the Old Testament and Mycenaean pottery shards? Or Roman ruins and entomology? They were all used to illuminate the course of human history and they all transformed pre-existing conceptions about the past. This course traces the development of the human sciences from a general and preparatory program of humanistic study into specialized research disciplines focused on the production of new knowledge. Through a focus on the study of antiquity, archaeology, and anthropology in Germany, students will examine how information about the humanity and its past was produced, what the function or purpose of such knowledge was, and how this changed over time. They will also investigate the ways in which broader political, social, and cultural concerns shaped scientific research and were, in turn, shaped (or not) by it. In so doing this class explores how, why, and in what ways the development of German science was fundamentally and intrinsically shaped by humanistic inquiries about history and humanity. It also challenges linear notions of disinterested, secular, scientific progress as well as the modern division between natural sciences, human sciences, and the humanities.
Instructor(s): K. Palmieri Terms Offered: Autumn. Autumn 2019
Equivalent Course(s): KNOW 28000, HIPS 29633

HIST 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 authors discussed are Edward Gibbon, Immanuel Kant, R. G. Collingwood, Leopold von Ranke, Lord Acton, Fernand Braudel, Carl Gustav Hempel, Arthur Danto, and Hayden White. (III)
Instructor(s): R. Richards Terms Offered: Winter
Equivalent Course(s): PHIL 20506, KNOW 31401, HIPS 25110, CHSS 35110, PHIL 30506, HIST 35110

HIST 25114. Natural History and Empire, circa 1500-1800. 100 Units.
This course will examine natural history-broadly defined as a systematic, observational body of knowledge devoted to describing and understanding the physical world of plants, animals, natural environments, and (sometimes) people-in the context of European imperial expansion during the early modern era. Natural history was upended by the first European encounters with the New World. The encounter with these new lands exposed Europeans for the first time to unknown flora and fauna, which required acute empirical observation, collection, cataloguing, and circulation between periphery and metropole in order to understand their properties and determine their usefulness. As the Spanish, Portuguese, British, French, and Dutch competed with one another to establish overseas trade and military networks in the sixteenth, seventeenth, and eighteenth centuries, they also competed over and shared information on natural resources. The course will combine lecture and discussion and mix primary source readings on natural history in the early modern world with modern historical writings. Though the readings skew a bit toward Britain and the British Atlantic world, every effort has been made to include texts and topics from multiple European and colonial locales. Topics and themes will include early modern sources of natural history from antiquity and their (re)interpretation in imperial context; early modern collecting cultures and cabinets of curiosities; Linnaeus and the origins of
Instructor(s): J. Niermeier-Dohoney Terms Offered: Autumn
Equivalent Course(s): ENST 25114, HIPS 25114

HIST 25216. The History of Alchemy. 100 Units.
This course will examine the history of alchemy in the Greco-Egyptian Mediterranean, the Arab Middle East, the Latin Middle Ages, and the early modern era. Topics will include alchemy’s development as a chemical science for understanding physical change in nature, its major goals (e.g., gold making and the discovery of the Philosopher’s Stone), the application of its theories in medicine and pharmacology, religious admonitions and defenses of its practices, its relationship with other contemporary esoteric fields such as natural magic and secrecy, its potential effects on political economy, its intellectual place in the history of the scientific revolution, reasons for its “decline” in the early eighteenth century, and its revival in the spiritualism of Victorian Britain and twentieth-century Jungian psychology. Readings will include major primary source writings in translation by Zosimus, Abū Mūsā Jābir ibn Ḥayyān, George Ripley, Paracelsus, George Starkey, Robert Boyle, and Isaac Newton, as well as modern histories on the topic. This course may include the examination of manuscripts at Regenstein Special Collections and in-class chemical demonstrations of some simple alchemical experiments.
Instructor(s): J. Niermeier-Dohoney Terms Offered: Winter
Equivalent Course(s): HIPS 25216
HIST 25217. Decolonizing Science. 100 Units.
What does science look like from the perspective of colonized, indigenous, or otherwise marginalized people? How has science been used to justify domination during the age of imperialism? Can science and technology ever be morally neutral? How universal is science? What ways of knowing have existed in the past that provided systematic explanations for natural phenomena? This course will ask these and other questions about the global practice of the sciences from prehistory to the present and, when possible, view the sciences from the perspective of non-Western people. We will examine both the contributions of non-Western cultures to modern science as well as the use of the sciences by Western powers as tools of colonization. We will also examine the methodological, epistemological, and ontological assumptions made by modern science and attempt to tease out some of their more problematic aspects. Topics may include the development of Islamic, Chinese, and Indian sciences; pre-Columbian mathematics and botany; indigenous cosmologies and astronomy; practical knowledge (e.g., Papuan taxonomic systems, Polynesian navigational astronomy, and West African botanical medicine); the use of science as a tool of subjugation or resistance; the racialization of medicine; phrenology, eugenics, and social Darwinism; indigenous resistance to nuclear weapons, fossil fuel companies, agribusiness, and climate change.
Instructor(s): J. Niermeier-Dohoney Terms Offered: Spring
Equivalent Course(s): HIPS 25217

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): LLSO 20601, HIST 35300

HIST 25318. Wonder, Wonders, and Knowing. 100 Units.
In wonder is the beginning of philosophy,” wrote Aristotle; Descartes also thought that those deficient in wonder were also deficient in knowledge. But the relationship between wonder and inquiry has always been an ambivalent one: too much wonder stupefies rather than stimulates investigation, according to Descartes; Aristotle explicitly excluded wonders as objects of inquiry from natural philosophy. Since the sixteenth century, scientists and scholars have both cultivated and repudiated the passion of wonder; ON the one hand, marvels (or even just anomalies) threaten to subvert the human and natural orders; on the other, the wonder they ignite fuels inquiry into their causes. Wonder is also a passion tinged with the numinous, and miracles have long stood for the inexplicable in religious contexts. This seminar will explore the long, vexed relationship between wonder, knowledge, and belief in the history of philosophy, science, and religion.
Instructor(s): Lorraine Daston Terms Offered: Spring. Course to be taught Spring 2020
Prerequisite(s): Reading knowledge of at least one language besides English, some background in intellectual history. Consent is required for both grads and undergrads. This course will be taught the first five weeks of the quarter.
Equivalent Course(s): HIST 35318, SCTH 30926, KNOW 30926, CHSS 30936, PHIL 30926

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

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): NEHC 30600, NEHC 20600, HIST 35613
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): Fred Donner Terms Offered: Autumn
Equivalent Course(s): ISLM 30500, HIST 35704, MDVL 20501, NEHC 20501, CMES 30501, NEHC 30501, RLST 20501

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

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 liberalim; efforts at reform in the Islamic states; the emergence of the "modern" Middle East after World War I; the struggle for liberation from Western colonial and imperial control; the Middle Eastern states in the cold war era; and local and regional conflicts.
Instructor(s): Holly Shissler Terms Offered: Spring
Prerequisite(s): Not open to first-year students
Note(s): This course does not apply to the medieval studies major or minor.
Equivalent Course(s): NEHC 20503, NEHC 30503, HIST 35904

HIST 25709. Race and Ethnicity in the Modern Middle East. 100 Units.
This seminar examines the ways that race and ethnicity are identified and discussed in Middle Eastern societies from the late-eighteenth century to the contemporary period. This class will analyze debates surrounding Middle Eastern racial and ethnic constructions in order to consider the extent to which these are the products of European colonialism—as some claim—or other legacies including Ottoman slave trade networks. This course addresses the ways these categories have shaped nationalist discourses, anticolonial struggles, US involvement in the Middle East, and contemporary questions of citizenship. Students will examine the role of diaspora encounters in Europe and the Americas in crafting these categories and ask whether new flows of migrants from sub-Saharan Africa, South Asia, and the Philippines to the Middle East are reconfiguring old constructions or creating new ones. Sources will include literature, music, and film and methodologies are cultural, social, and political history. The class comprises case studies from Morocco, the Nile Valley, Turkey, Israel, and the Gulf States.
Instructor(s): K. Hickerson Terms Offered: Winter
Note(s): A background in Middle Eastern history and/or studies is suggested but not required.
Equivalent Course(s): NEHC 20852, CRES 25709

HIST 26304. Literature and Society in Brazil. 100 Units.
This course surveys the relations between literature and society in Brazil, with an emphasis on the institution of the novel in the nineteenth and early twentieth centuries. The nineteenth-century 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 has been used and misused as a historical document of slavery and the rise of capitalism, of race relations, of patronage and autonomy, and of marriage, sex, and love. We will read works in translation by Manuel Antonio de Almeida, José de Alencar, Machado de Assis, Aluísio de Azevedo, and others.
Instructor(s): D. Borges Terms Offered: Autumn
Equivalent Course(s): LACS 26304, LACS 36304, PORT 36304, PORT 26304, HIST 36304
HIST 26409. Revolution, Dictatorship, & Violence in Modern Latin America. 100 Units.
This course will examine the role played by Marxist revolutions, revolutionary movements, and the right-wing dictatorships that have opposed them in shaping Latin American societies and political cultures since the end of World War II. Themes examined will include the relationship among Marxism, revolution, and nation building; the importance of charismatic leaders and icons; the popular authenticity and social content of Latin American revolutions; the role of foreign influences and interventions; the links between revolution and dictatorship; and the lasting legacies of political violence and military rule. Countries examined will include Guatemala, Cuba, Chile, Argentina, El Salvador, Nicaragua, Peru, Venezuela, Bolivia, and Mexico.
Instructor(s): B. Fischer Terms Offered: Winter
Note(s): Some familiarity with Latin American history or the history of the global Cold War is helpful.
Equivalent Course(s): LACS 26409, LLSO 26409, HIST 36409, LACS 36409

HIST 26411. Literature and History in the Ibero and Ibero-American World. 100 Units.
The course will explores the relations between literature writing (novels, short stories, poetry, essays) and history writing in the Ibero and Ibero-American world, from the 1800s to the 1970s. The focus will be on Spain, Portugal, Brazil, Mexico, Rio de la Plata, and Cuba. The course will deal with historical prose in its own language broth and with literature both as form of and evidence for history. Command of Iberian languages (Spanish, Portuguese, Catalan) is desirable but not mandatory.
Instructor(s): M. Tenorio Terms Offered: Winter
Equivalent Course(s): LACS 26411, HIST 36411, LACS 36411

HIST 26416. History of Iberian and Ibero-American Ideas. 100 Units.
The course explores the intellectual history, the big ideas, that have concerned the Spanish- and Portuguese-speaking worlds from the early nineteenth century to the mid-twentieth century. Each week we study an idea (such as nación, pueblo, saudade, mestizaje, chingada) as an axis of analysis of variegated tendencies.
Instructor(s): M. Tenorio Terms Offered: Spring
Equivalent Course(s): HIST 36416, LACS 36316, LACS 26316

HIST 26418. The Mexican Political Essay. 100 Units.
Alfonso Reyes famously described the essay as a centaur. A hybrid form of expression: part literature and part science. This course introduces students to the rich tradition of the Mexican political essay. Students will discover the value of these open approximations to history, institutions, culture, identity. As a literary form, it may elude the methodological rigours of political science, but it represents a peculiar perspective to understand change and continuity in Mexican history, to question authority and tradition, to offer guidelines to action. We will discuss the value of the essay form as opposed to the academic production of political science. Identity and democracy, the meaning of history and the urgency of action; the role of intellectuals and the nature of Mexico's contradictions will be considered in the course through the imaginative observations of Emilio Rabasa, Luis Cabrera, Jorge Cuesta, Alfonso Reyes, Octavio Paz, Rosario Castellanos, Gabriel Zaid and other Mexican essayists.
Instructor(s): Jesús Silva-Herzog Márquez Terms Offered: Autumn
Equivalent Course(s): HIST 36418, LACS 35123, LACS 25123

HIST 26500. History of Mexico, 1876 to Present. 100 Units.
From the Porfirio and the Revolution to the present, this course is a survey of Mexican society and politics, with emphasis on the connections between economic developments, social justice, and political organization. Topics include fin de siècle modernization and the agrarian problem; causes and consequences of the Revolution of 1910; the making of the modern Mexican state; relations with the United States; industrialism and land reform; urbanization and migration; ethnicity, culture, and nationalism; economic crises, neoliberalism, and social inequality; political reforms and electoral democracy; violence and narco-trafficking; the end of PRI rule; and AMLO's new government. Assignments: Class presentations, take-home midterm, and final essays.
Instructor(s): E. Kourí Terms Offered: Autumn
Equivalent Course(s): LACS 36500, LACS 26500, CRES 26500, LLSO 26500, HIST 36500, CRES 36500

HIST 26509. Law and Citizenship in Latin America. 100 Units.
This course will examine law and citizenship in Latin America from the nineteenth to the twenty-first centuries. 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, discuss the relationship between legal and other inequalities, and analyze how legal documents and practices have been studied by scholars in order to gain insight into questions of culture, nationalism, violence, inequality, gender, and race.
Instructor(s): B. Fischer Terms Offered: Spring
Prerequisite(s): Some background in either Latin American studies or legal history.
Equivalent Course(s): LACS 36509, LLSO 26509, LACS 26509, HIST 36509
HIST 26511. Cities from Scratch: The History of Urban Latin America. 100 Units.
Latin America is one of the world's most urbanized regions, and its urban heritage long predates European conquest. And yet the region's cities are most often understood through the lens of North Atlantic visions of urbanity, many of which fit poorly with Latin America's historical trajectory, and most of which have significantly distorted both Latin American urbanism and our understandings of it. This course takes this paradox as the starting point for an interdisciplinary exploration of the history of Latin American cities in the nineteenth and twentieth centuries, focusing especially on issues of social inequality, informality, urban governance, race, violence, rights to the city, and urban cultural expression. Readings will be interdisciplinary, including anthropology, sociology, history, fiction, film, photography, and primary historical texts. 
Instructor(s): B. Fischer Terms Offered: Winter 
Prerequisite(s): Some knowledge of Latin America or urban studies helpful. 
Equivalent Course(s): HIST 37300, LACS 36510, LACS 26510, ENST 26511 

HIST 27200. African American History to 1883. 100 Units. 
A lecture course discussing selected topics in the African American experience (economic, political, social) from African origins through the Supreme Court decision invalidating Reconstruction Era protections of African American civil rights. Course evaluations via online quizzes and take-home essays. 
Instructor(s): T. Holt Terms Offered: Winter 
Equivalent Course(s): CRES 27200, CRES 37200, HIST 37200, LLSO 26901 

HIST 27300. African American History since 1883. 100 Units. 
A lecture course discussing selected topics in the African American experience (economic, political, social) from Reconstruction Era protections of African American civil rights through social and political movements in the twentieth and twenty-first centuries seeking their restoration. Course evaluations via online quizzes and take-home essays. 
Instructor(s): T. Holt Terms Offered: Spring 
Equivalent Course(s): HIST 37300, LLSO 28800, CRES 37300, CRES 27300 

HIST 27307. Schools and Space: A Chicago History. 100 Units. 
This course fuses urban and educational history into a two-century case study of Chicago. When the Chicago Public Schools closed fifty schoolhouses in 2013, many stressed the links between public education, uneven neighborhood investment, and racial segregation. But this episode was part of a longer regional history of how metropolitan development, labor markets, and anxieties over migration affected educational policy. The course stresses the relationship between educational policy and the politics of urban development, gender, and race. Schools were sites of gendered work, for the women who operated them and for the children who navigated the moral and vocational paths laid for their futures; meanwhile, the rise of racial ghettos had an enduring impacts on educational inequity and the shape of African American political life. Over the time span covered by the course, the United States became an indisputably "schooled" society, and Chicago was a leading indicator of national trends. Key historic episodes in American education—the rise of the modern high school, the birth of progressive education, the origins of teachers' unions, the Catholic encounter with race, the fragmentation of suburban school districts, the civil-rights critique of de facto school segregation, the pronounced "failure" of urban education, and the triumph of choice-and-accountability reforms, and the teacher-led resistance that followed—are especially well-illustrated by this course's focus on Chicago. 
Instructor(s): N. Kryczka Terms Offered: Spring 
Note(s): This course combines lecture with discussions of primary sources and secondary literature each week, beginning with the one-room, log-stable schoolhouses of the antebellum Illinois prairie and ending with the nation's first charter-school teacher strikes in 2018. In addition to composing a research paper on a chosen school or school policy, students will take a field trip to local schoolhouses, reading the city's urban history through its educational architecture. 

HIST 27308. The Aspirational City: Chicago's Multicultural Communities. 100 Units. 
No city has meant more to the hopes and dreams of more divergent groups of Americans than Chicago. The Aspirational City: Chicago's Multicultural Communities will explore the histories of Chicago's various racial, ethnic and marginalized communities and the ways in which they have sought to fashion the destinies of themselves, their communities, and the city of Chicago. 
Terms Offered: Spring 

HIST 27414. (Re)Producing Race and Gender through American Material Culture. 100 Units. 
This course introduces students to the role of the material world in the production and reproduction of ideologies of race, gender, and their intersections. Objects around us are imbued with meaning through their design, construction, use, and disuse. Architecture, art, photography, clothing, quilts, toys, food, and even the body have all been used to define groups of people. Combining secondary literature, theory, documentary evidence, and material culture, this course guides students as they ask questions about how ideologies of race and gender are produced, how they are both historically specific and constantly in flux, and how human interaction with the material world creates, challenges, and changes their construction. The primary course objectives are to (1) provide students with an introduction to material culture as a theory and methodology and (2) teach them how to apply it to research on ideologies of gender and race in history. 
Terms Offered: Winter 
Equivalent Course(s): ANTH 25214, GNSE 27530, CRES 27530, ARTH 27530
HIST 27509. A New Order for the Ages? An Intellectual History of the Early American Republic. 100 Units.
This course examines the conflicting political ideas that Americans built into the new republic and how the heirs to the revolution transformed the resulting ambiguities and contradictions into a new national creed, at once fragile and extraordinarily powerful. Americans in the early republic were almost pathologically deferential to the founders, and especially to the constitution. Yet, the rigid constitutionalism that held the nation together disguised an explosion of political innovation at the local level. A cultural federalism, more potent than its institutional counterpart, fragmented the legacy of the revolution without diminishing the reverence it inspired. We will explore the different concepts Americans used to define their political system: as the outgrowth of one or another colonial history, as the singular achievement of heroic ancestors, and as an ongoing experiment with universal significance for the cause of human freedom. We will see how these concepts evolved as Americans argued over them. We will conclude by examining how these intellectual currents culminated in the Civil War.
Instructor(s): A. Rowe
Terms Offered: Winter

HIST 27705. Introduction to Black Chicago, 1893 to 2010. 100 Units.
This course surveys the history of African Americans in Chicago, from before the twentieth century to the 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: Winter
Equivalent Course(s): CRES 27705, HIST 37705, LLSO 22209, AMER 27705, AMER 37705, CRES 37705

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—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: Spring
Prerequisite(s): Graduate students by consent of instructor.
Equivalent Course(s): HIST 37709, MUSI 27709, GNSE 27709, GNSE 37709, CRES 37709, MUSI 37709, CRES 27709

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

HIST 28103. The American Novel in History and the Historical Novel. 100 Units.
We will read several American novels—some canonical, others largely forgotten—to explore the relationship between literature and history from the early Republic to the present. A novel like Nathaniel Hawthorne’s “The House of the Seven Gables” is both a historical artifact, a rich and suggestive reflection of the world in which it was written and a profound meditation on history itself, on the narratives by which a culture acknowledges and denies its inheritance from the past. Indeed, many novelists have explored dimensions of our collective past that historians, tethered to the surface of recorded fact, cannot reach and should not ignore. From the creation of the American republic to the unraveling of the American working class, from the experience of slavery to the experience of industrialized warfare, we will examine some of the most significant issues in American history through the art of some of the nation’s most gifted novelists.
Instructor(s): A. Rowe
Terms Offered: Spring
Equivalent Course(s): ENGL 28113
HIST 28204. The Civil War and the Transformation of American Democracy. 100 Units.
The Civil War announced the dramatic failure of American constitutional democracy to resolve or avoid a fundamental conflict over slavery. The costly achievements of the war, however, only replaced one inescapable problem with another: namely, how to incorporate the results of an abrupt, catastrophically violent assertion of military force into an enduring political regime that remained true to the ideal of free government. A national commitment to equal rights established, but did not resolve, the problem of how to transform a society of slaves and conquered belligerents into equal citizens in a constitutional democracy. It is misleading to separate the abstract and practical dimensions of this essential problem. The moral principles at stake in the conflict ultimately depended on salvaging a bitterly divided nation from the abyss into which it had plunged. In this course, we will examine the history of the Civil War era through the dynamic controversies of high politics, as an entirely new conception of the American Republic emerged from the failure of the old.
Instructor(s): A. Auslander Terms Offered: Spring

HIST 28607. War, Diplomacy, and Empire in US History. 100 Units.
World politics have profoundly shaped the United States from its colonial origins to the war on terror. Yet only recently have US historians made a sustained effort to relate the foreign relations of the country to its domestic history. For a century and a half prior to independence, empire, trade, great-power politics, and violent conflict with Native Americans formed the large structures of power and meaning within which colonists pursued their everyday lives. In violently repudiating the claims of the British Empire, the revolutionaries commenced a political tradition that sought to avoid the perils of great-power statecraft for roughly the next century and a half. Yet even as it lent a distinctive cast to US politics and society, this pursuit of exceptionalism had to reckon with the requirements of state power and geopolitics from the Civil War onward. With its sudden embrace of great-power politics and the “rise to globalism” from WWII onward the United States became increasingly like the European societies it had repudiated at the founding, even as its exceptional military and economic power set it apart as a “unipolar power” by the turn of the millennium. To understand these developments in depth students will write two modest-length “deep-dive” analytical essays and three brief reports on targeted expeditions into primary materials, while reading broadly across the historiography of the new diplomatic and international history.
Instructor(s): J. Sparrow Terms Offered: Spring
Note(s): Undergraduates register for one Friday discussion section (1–3); grad students register for section 4.
Equivalent Course(s): HIST 38607, LLSO 28607

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

HIST 29421. Politics of Commemoration. 100 Units.
Most of the time we pass in front of the statues, commemorative museums, monuments, and flags that inhabit our cities without noticing them. In recent years, however, they (along with pre-college history curricula) have become controversial across the globe. This course addresses those controversies primarily in Europe and the United States, but also in Latin America, West Africa, and South Africa. Through a series of case studies we will analyze the conditions of the creation of statues, monuments, and museums. Who conceptualized them and lobbied for their creation? Who paid for them? For whom were they originally intended? What message did they convey? What happened over time? How did their message change? Did they provoke controversy at the moment of their planning or inauguration or later and, if so, from whom? Equal attention will be paid to scholars’ efforts to address the question of what these commemorative works actually do. If they really become unnoticeable, then why does the threat of their removal so often spark such intense controversy? Assignments: Active participation in class, one secondary text analysis, one analysis of a controversy, and one proposal for a monument, museum, or school curriculum.
Instructor(s): L. Auslander Terms Offered: Spring
Equivalent Course(s): CRES 39421, HIST 39421, CRES 29421, GLST 29526, JWSC 29421, LLSO 29421
HIST 29422. Ancient Stones in Modern Hands. 100 Units.
Objects from classical antiquity that have survived into the modern era have enticed, inspired, and haunted those who encountered or possessed them. Collectors, in turn, have charged ancient objects with emotional, spiritual, and temporal power, enrolling them in all aspects of their lives, from questions of politics and religion to those of race and sexuality. This course explores intimate histories of private ownership of antiquities as they appear within literature, visual art, theater, aesthetics, and collecting practices. Focusing on the sensorial, material, and affective dimensions of collecting, we will survey histories of modern classicism that span from the eighteenth century to the present, from the Mediterranean to the Pacific. Historical sources will include the writings of Johann Gottfried Herder, Johann Joachim Winckelmann, Emma Hamilton, Vernon Lee, and Sigmund Freud, among others; secondary source scholarship will draw from the fields of gender studies, the history of race, art history, and the history of emotions. We will supplement our readings with occasional museum visits and film screenings. Assignments: Active participation in class, one secondary text analysis, one analysis of a controversy, and one proposal for a monument, museum, or school curriculum.
Instructor(s): S. Estrin & A. Goff Terms Offered: Winter
Prerequisite(s): Instructor consent required. Email both instructors describing your interest in the course, how it fits into your broader studies, and any relevant background (agoff@uchicago.edu & sestrin@uchicago.edu). This is a traveling seminar that includes a 4-day trip to visit California museum collections.
Note(s): Making History courses forgo traditional paper assignments for innovative projects that develop new skills with professional applications in the working world. A team-taught and interdisciplinary course; we welcome students from all backgrounds, with no previous experience in ancient art or modern history required.
Equivalent Course(s): HIST 39422, ARTH 30304, CLCV 21019, CLAS 31019, ARTH 30304

HIST 29423. Just War Theory and Realism. 100 Units.
This course will explore the just war versus realist debate during the twentieth century by investigating three key moments, represented by three key texts: “Politics Among Nations” by Hans Morgenthau, “Just and Unjust Wars” by Michael Walzer, and “On the Moral Equality of Combatants” by Jeff McMahan. We will begin with the “Walzer Moment” and discuss the radical (or not) nature of the text, its critical reception and Vietnam War context, as well as the important concepts of jus in bello, jus ad bellum, and other basic just-war concepts. We will then look backwards to Morgenthau and discuss, among other concepts, the circumstantial application of morality. Finally, we will fast forward to McMahan and discuss the debate on the separation, or lack thereof, between jus in bello and jus ad bellum. Throughout the course our readings will be supplemented by historical texts such as “The Global Cold War” by Odd Arne Westad and “Vietnam at War” by Mark Bradley.
Instructor(s): E. Tschinkel Terms Offered: Winter

HIST 29425. Ships, Trains, and Planes: A Global History of Vessels and Voyagers, 18th Century to the Present. 100 Units.
From “La Amistad” to the airplanes of September 11, vessels make history. And yet, we often take for granted the fact that they also contain history. Investigating the sociocultural pasts of vessels and the politics of mobility, this course poses two overarching questions. How have ships, trains, and airplanes shaped the behavior and outlooks of modern humans, and how has the experience of being in transit evolved over the past three centuries? Beginning with sailing ships of the eighteenth century and winding its way to the airplane via steamships and railways, the course explores how vehicles and transit have inspired and coerced humans into unique forms of subjectivity. Through case studies and primary sources from across world history, vessels in transit will be analyzed as engines of modernity and sites of emancipation, but also as tools of terror and laboratories of power.
Instructor(s): C. Fawell Terms Offered: Spring
Equivalent Course(s): ANTH 22161, GLST 24425

HIST 29527. The Spatial History of Nineteenth-Century Cities: Tokyo, London, New York. 100 Units.
The late-nineteenth century saw the transformation of cities around the world as a result of urbanization, industrialization, migration, and the rise of public health. This course will take a spatial history approach; that is, we will explore the transformation of London, Tokyo, and New York over the course of the nineteenth century by focusing on the material “space” of the city. For example, where did new immigrants settle and why? Why were there higher rates of infectious disease in some areas than in others? How did new forms of public transportation shape the ability to move around the city, rendering some areas more central than others? To explore questions such as these, students will be introduced to ArcGIS in four lab sessions and asked to develop an original research project that integrates maps produced in Arc. No prior ArcGIS experience is necessary, although students will be expected to have familiarity with Microsoft Excel and a willingness to experiment with digital methods. Assignments: Discussion posts, homework (mapping), and a final research project.
Instructor(s): S. Burns Terms Offered: Autumn
Note(s): 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.
Equivalent Course(s): EALC 39527, ENST 29527, HIST 39527, GLST 29527, EALC 29527
HIST 29528. Property and the Public Interest. 100 Units.
In this colloquium, drawing from law, history, philosophy, and social science, we examine the conflicted relationship between property and the public interest. Topics include the basis and evolution of private property rights, reasons for the state, and the relationship between property rights and the public interest. Assignments: Two short essays and a final paper.
Instructor(s): J. Levy Terms Offered: Winter
Prerequisite(s): Consent of instructor. Course is required of LLSO juniors.
Equivalent Course(s): LLSO 29528

HIST 29530. Introduction to Digital History I. 100 Units.
What is digital history and how do we do it? This lab-based experimental class will devote two sessions each week to questions of theory and methodology, considering what digital approaches can offer to the field of history; we will also examine and critique recent work by historians engaging with digital methods. In the third meeting of the week, a mandatory Friday lab session, students will learn the basics of digital mapping, network analysis, text mining, and visualization. (No prior technical knowledge is needed or expected.) By the end of the quarter, students will be asked to reflect on the advantages and limits of digital approaches in the historical field and to develop a proposal for a digital project of their own. Students who wish to see this work to fruition are invited to enroll in "Introduction to Digital History II," which will offer students more advanced technical training and will coach them toward completion of their projects.
Instructor(s): F. Hillis Terms Offered: Autumn
Note(s): 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.
Equivalent Course(s): DIGS 30011, DIGS 20011, HIST 39530

HIST 29531. Introduction to Digital History II. 100 Units.
This course focuses on advanced research design and methods in digital history for students who have completed "Introduction to Digital History I." The course will culminate in a public exhibition of student projects.
Instructor(s): F. Hillis Terms Offered: Winter
Prerequisite(s): HIST 29530, HIST 39530, DIGS 20011, or DIGS 30011.
Note(s): 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.
Equivalent Course(s): DIGS 30012, HIST 39521, DIGS 20012

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

HIST 29652. History Colloquium: Migration and Citizenship. 100 Units.
Looking through a broad interdisciplinary lens, this colloquium examines the history of migration and citizenship. The focus is largely on the United States, but, given its topic, the course will necessitate transnational and comparative histories. How did nineteenth- and early twentieth-century “sojourners” become “citizens”? What constituted the public’s perception of some immigrants as unassimilable aliens and others as an ostensibly “model minority”? We will interrogate not only what it means to have been and to be an immigrant in America but also what it means to be a citizen in a multiracial democracy. The class is not a survey course. We will be taking on specific episodes and themes in immigration history. Assignments: An original research paper (15-20 pages) using primary and secondary sources.
Instructor(s): M. Briones Terms Offered: Winter
Prerequisite(s): Priority registration is given to History majors.
HIST 29656. History Colloquium: Urban Histories-Experiencing, Using, and Representing the City. 100 Units.  
This course will provide an analysis of the changing forms, meanings, and representations of urban life in Europe from the medieval period to the present. To that end, each session will pair secondary readings with a wide range of primary sources, including maps, municipal and legal records, newspapers, novels, prints, songs, paintings, films, planning treatises, tourist guides, memoirs, architectural drawings, photographs, and advertisements. We will address the histories of building, zoning, transportation, planning, ghettoization, segregation, and gentrification. We will consider cities as destinations for migrants, refugees, pilgrims, and tourists, as well as sites of political, social, and cultural experimentation, unrest and upheaval. At the end of the term, you will have learned how cities have been shaped by their role as centers of economic, political, and cultural life, as well as how those who inhabit them have sometimes been able to use urban space to their own ends. This will be a small discussion-based course in which each student will write a fifteen-page research paper. Our work with primary sources will provide the tools you need to pursue your research project, while our close readings of both classic and experimental historiography will assure that your final paper contributes to an ongoing scholarly conversation. The material will be drawn from (imperial) Europe, but students interested in urbanism in all parts of the world are very welcome.  
Instructor(s): L. Auslander Terms Offered: Spring  
Prerequisite(s): Priority registration is given to History majors.

HIST 29678. History Colloquium: Medicine and Society. 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. Assignment: 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: Autumn  
Prerequisite(s): Priority registration is given to History majors.  
Equivalent Course(s): HIPS 29678

HIST 29679. History Colloquium: Writing Family History-Migration Stories. 100 Units.  
Almost every family has a migration story, whether it involves a move across international borders or within a single nation (south to north, east to west). Sometimes these movements entailed deportation or flight from war or persecution, other times a search for better opportunities or to join (or escape) family members. These stories often become a part of family lore and identity, even if we don’t know much about how or why they took place, or even if they are true. This course will combine genealogical and historical research. Students will research the history of a family member’s migration, using primary sources and genealogical tools, and will contextualize that individual story in the broader history of migration (and migration in our own times).  
Instructor(s): T. Zahra 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 29801-29802. BA Thesis Seminar I-II.  
History students in the research track are required to take HIST 29801-29802. Third-year students in the research track and in residence in Chicago take BA Thesis Seminar I in Spring Quarter. Those who are out of residence take the seminar in Autumn Quarter of their fourth year.  
HIST 29801. BA Thesis Seminar I. 100 Units.  
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): P. O’Donnell (autumn) & S. Burns (spring) Terms Offered: Autumn Spring  
Prerequisite(s): All third-year history students in the research track and in residence in Chicago take HIST 29801 in spring quarter. Those who are out of residence take it in autumn quarter of their fourth year. You must receive a B grade in BA Seminar I to continue in the research track and enroll in BA Seminar II.
HIST 29802. BA Thesis Seminar II. 100 Units.
BA Thesis Seminar II is a forum to discuss and critique BA theses. Ideally, students will have completed most of their research for the thesis and will use this quarter to produce a complete draft. Early weeks of the seminar will be devoted to writing strategies and discussion of the introduction. Sections of the theses will be critiqued in the middle weeks of term, while in the final weeks of the quarter full rough drafts will be read. The final deadline for submission of the BA thesis is second week of Spring Quarter.
Instructor(s): S. Burns Terms Offered: Winter
Prerequisite(s): HIST 29801

HIST 29802. BA Thesis Seminar II. 100 Units.
BA Thesis Seminar II is a forum to discuss and critique BA theses. Ideally, students will have completed most of their research for the thesis and will use this quarter to produce a complete draft. Early weeks of the seminar will be devoted to writing strategies and discussion of the introduction. Sections of the theses will be critiqued in the middle weeks of term, while in the final weeks of the quarter full rough drafts will be read. The final deadline for submission of the BA thesis is second week of Spring Quarter.
Instructor(s): S. Burns Terms Offered: Winter
Prerequisite(s): HIST 29801

HIST 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 research colloquia and their BA theses.
Instructor(s): P. O’Donnell Terms Offered: Autumn Spring Winter
Prerequisite(s): Historiography is required for all majors beginning with the class of 2021, but open to all students.

HIST 29804. Capstone Seminar. 100 Units.
This seminar culminates the Capstone Track of the History major. Students conduct their own historical research on a topic of their choice, engage with primary sources and with the work of historians on that topic, think in broad terms about the forms history can take, and ultimately create a project that analyses, presents, showcases, or interprets their topic in an original way. We encourage students to think in the broadest possible terms about what form this project might take. That could include public history installations; short documentary films; oral histories; podcasts; art; works of historical fiction, nonfiction, or graphic novels; engagement with a community; engagement with architectural or historic sites; online or digital projects; data analysis and infographics; genealogical projects, etc. Capstone projects make use of the skills we aim to cultivate in our majors, while also allowing students to consider new modes of analysis, communication, and presentation with an eye to engaging different kinds of audiences.
Terms Offered: TBD. The seminar will first be offered in 2020–21.

HIST 29902. Tolkien: Medieval and Modern. 100 Units.
J. R. R. Tolkien’s “The Lord of the Rings” is one of the most popular works of imaginative literature of the twentieth century. This course seeks to understand its appeal by situating Tolkien’s creation within the context of Tolkien’s own work as both artist and scholar alongside its medieval sources and modern parallels. Themes to be addressed include the problem of genre and the uses of tradition; the nature of history and its relationship to place; the activity of creation and its relationship to language; beauty, evil, and power; the role of monsters in imagination and criticism; the twinned challenges of death and immortality, fate and free will; and the interaction between the world of “faerie” and religious belief.
Instructor(s): R. Fulton Brown Terms Offered: Spring
Prerequisite(s): Must have read “The Lord of the Rings” prior to first day.
Equivalent Course(s): RLST 22400, FNDL 24901, MDVL 29902