Department Website: https://history.uchicago.edu

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, the University of Chicago has taught undergraduates skills and habits of mind that prepare students for a wide field of endeavors—from law, government, and public policy to the arts and business. 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 teaching historical thinking and by defining concrete questions for research. In addition, you learn 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 our world, our very reality, has changed over time.

THE HISTORY MAJOR

Students interested in a history major should consult the Department of History’s Academic Advisor before the end of the second year; it is, however, possible to join the major as a third-year student. Students must declare their track by the end of sixth week of Winter Quarter of their third year. Students wishing to pursue the Thesis Track or Capstone Track must also submit a short description of their proposed thesis or capstone topic. Students who will be out of residence in Spring Quarter of the third year or Autumn or Winter Quarter of the fourth year should choose the Colloquium Track.

Students may choose from three tracks:

• **Thesis Track** — Students produce a piece of original historical scholarship of approximately 40 to 60 pages in length. The 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 due the second Friday of Spring Quarter at 4 p.m. Only students in the Thesis Track are eligible for departmental honors.

• **Capstone Track** — Students produce a capstone project: a piece of original historical scholarship that can take many forms other than a thesis, such as a documentary, a podcast, an art installation, a historical novella, a video game, etc. The capstone process begins in the Winter Quarter of the third year, when students may apply to the Capstone Track by proposing a capstone topic. Capstone projects are due the second Friday of Spring Quarter at 4 p.m.

• **Colloquium Track** — Students are not required to produce a final thesis or project and instead take additional electives. Students complete 12 courses, including Historiography and the Research Colloquium.

New major requirements will begin with the Class of 2025. We list requirements separately for the Classes of 2023 and 2024 and future classes.

**MAJOR REQUIREMENTS FOR THE CLASSES OF 2023 AND 2024**

**Major Field**

Courses 1–6

Regardless of track, each history major chooses a major field, which can be geographic or thematic. Students select their major field in consultation with the Department of History’s Academic Advisor. Students take six courses in the major field.

**Geographic Fields**: Africa, Ancient Mediterranean, Atlantic and Caribbean, East Asia, Europe, Latin America, Middle East, North America, Russia, South Asia

**Thematic Fields**: Economic, Empire, Environment, Gender/Sexuality, Intellectual, Legal, Race, Religion, Science/Technology/Medicine, Urban

**Historiography (HIST 29803)**

Course 7

HIST 29803 Historiography, the historical methods seminar, is required of all history majors and is generally offered every quarter. Students must indicate their intention to enroll in Historiography to the Department of History’s Academic Advisor by the sixth week of the preceding quarter. For all students, but especially those who plan to pursue the Thesis Track or Capstone Track, we recommend taking Historiography in the third year.

**Tracks**

Courses 8–12

• **Thesis Track** students must take HIST 29801 BA Thesis Seminar I, HIST 29802 BA Thesis Seminar II, and three HIST-numbered electives to complete the major. Students must receive a B+ grade in BA Thesis Seminar I (HIST 29801) to continue in the Thesis Track and enroll in BA Thesis Seminar II. Students must
History

also have a B+ grade at the end of HIST 29800 BA Thesis Seminar II (Autumn) to continue in the Thesis Track and complete the thesis. Only students in the Thesis Track are eligible for departmental honors.

- **Capstone Track** students must take HIST 29804 Capstone Seminar (Autumn) and four HIST-numbered electives to complete the major. Class of 2024 Capstone Track students have the option of taking (indeed, are encouraged to take) BA Thesis Seminar I (HIST 29801), Capstone Seminar (HIST 29805), and three HIST-numbered electives to complete the major. Students must receive a B+ grade at the end of HIST 29804 Capstone Seminar (Autumn) to continue in the Capstone Track and complete the capstone project.

- **Colloquium Track** students must take five HIST-numbered electives to complete the major.

Finally, students in all tracks must take a Research Colloquium (HIST 296xx-numbered course), which is a research- and writing-intensive seminar. The Research Colloquium counts as one of the required 12 courses (1200 units) and can be taken in the major field or as an elective. These are offered every quarter on a variety of topics. For all students, but especially those who plan to pursue the Capstone Track or Thesis Track, it is recommended strongly that this course be taken in the third year.

**Summary of Requirements for the Major: Classes of 2023 and 2024**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 29803</td>
<td>Historiography</td>
<td>100</td>
</tr>
<tr>
<td>HIST 296xx</td>
<td>Research Colloquium (as one of the six HIST-numbered courses in the major field or as an elective)</td>
<td>000</td>
</tr>
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* See above for distribution requirements.

**Additional Requirements: Thesis Track**

<table>
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<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>HIST 29801</td>
<td>BA Thesis Seminar I (Spring Quarter of third year)</td>
<td>100</td>
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<tr>
<td>HIST 29800</td>
<td>BA Thesis Seminar II (Autumn) (Autumn Quarter of fourth year)</td>
<td>000</td>
</tr>
<tr>
<td>HIST 29802</td>
<td>BA Thesis Seminar II (Winter Quarter of fourth year)</td>
<td>100</td>
</tr>
<tr>
<td>Three HIST-numbered electives</td>
<td></td>
<td>300</td>
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<tr>
<td>Total Units</td>
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**Additional Requirements: Capstone Track**

<table>
<thead>
<tr>
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<th>Course Name</th>
<th>Units</th>
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<tbody>
<tr>
<td>HIST 29801</td>
<td>BA Thesis Seminar I (optional; Spring Quarter of third year)</td>
<td>100</td>
</tr>
<tr>
<td>HIST 29804</td>
<td>Capstone Seminar (Autumn) (Autumn Quarter of fourth year)</td>
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<tr>
<td>HIST 29805</td>
<td>Capstone Seminar (Winter Quarter of fourth year)</td>
<td>100</td>
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<tr>
<td>Three HIST-numbered electives</td>
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<td>300</td>
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<td>Total Units</td>
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**Additional Requirements: Colloquium Track**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Five HIST-numbered electives</td>
<td></td>
<td>500</td>
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<tr>
<td>Total Units</td>
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<td>500</td>
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</table>

**Major Requirements for the Class of 2025 and Onward**

**Major Field**

1–6

Regardless of track, each history major chooses a major field, which can be geographic or thematic. Approved major fields are listed below. However, students may propose another major field in consultation with the Department of History’s Academic Advisor. Students take six courses in the major field.

- **Geographic Fields:** Africa, Ancient Mediterranean, Atlantic and Caribbean, East Asia, Europe, Latin America, Middle East, North America, Russia, South Asia

- **Thematic Fields:** Economic, Empire, Environment, Gender/Sexuality, Intellectual, Legal, Race, Religion, Science/Technology/Medicine, Urban

**Historiography (HIST 29803)**

**Course 7**

Historiography, the historical methods seminar, is required of all history majors and is generally offered every quarter. Students must indicate their intention to enroll in Historiography to the Department of History’s Academic Advisor by the sixth week of the preceding quarter. For all students, but especially those who plan to pursue the Thesis Track or Capstone Track, we recommend taking Historiography in the third year.
Research Colloquium

Course 8

Students in all three tracks must take a Research Colloquium (HIST 296xx-numbered course), which is a research- and writing-intensive seminar. These are offered every quarter on a variety of topics. For all students, but especially those who plan to pursue the Capstone Track or Thesis Track, it is recommended strongly that this course be taken in the third year.

Tracks

Courses 9–12

- **Thesis Track** students must take BA Thesis Seminar I (HIST 29801), BA Thesis Seminar II (HIST 29802), and two HIST-numbered electives to complete the major. Students must receive a B+ grade in BA Seminar I (HIST 29801) to continue in the Thesis Track and enroll in BA Thesis Seminar II. Students must also have a B+ grade at the end of the Autumn Quarter of BA Thesis Seminar II (HIST 29800) to continue in the Thesis Track and complete the thesis. Only students in the Thesis Track are eligible for departmental honors.

- **Capstone Track** students must take BA Thesis Seminar I (HIST 29801), Capstone Seminar (HIST 29804 and HIST 29805), and two HIST-numbered electives to complete the major. Students must receive a B+ grade in BA Seminar I (HIST 29801) to continue in the Capstone Track and enroll in the Capstone Seminar. Students must also receive a B+ grade at the end of the Autumn Quarter of the Capstone Seminar (HIST 29804) to continue in the Capstone Track and complete the capstone project.

- **Colloquium Track** students must take four HIST-numbered electives to complete the major.

Summary of Requirements for the Major: Class of 2025 and Onward

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
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<tbody>
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<td>Six HIST-numbered electives distributed by field</td>
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<tr>
<td>HIST 29803 Historiography</td>
<td>100</td>
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<tr>
<td>HIST 296xx Research Colloquium</td>
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<td>Total Units</td>
<td>800</td>
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* See below for distribution requirements

Additional Requirements: Thesis Track

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</thead>
<tbody>
<tr>
<td>HIST 29801 BA Thesis Seminar I</td>
<td>100</td>
</tr>
<tr>
<td>HIST 29800 BA Thesis Seminar II (Autumn)</td>
<td>000</td>
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<tr>
<td>HIST 29802 BA Thesis Seminar II</td>
<td>100</td>
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<tr>
<td>Two HIST-numbered electives</td>
<td>200</td>
</tr>
<tr>
<td>Total Units</td>
<td>400</td>
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</table>

Additional Requirements: Capstone Track

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 29801 BA Thesis Seminar I</td>
<td>100</td>
</tr>
<tr>
<td>HIST 29804 Capstone Seminar (Autumn)</td>
<td>000</td>
</tr>
<tr>
<td>HIST 29805 Capstone Seminar</td>
<td>100</td>
</tr>
<tr>
<td>Two HIST-numbered electives</td>
<td>200</td>
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<tr>
<td>Total Units</td>
<td>400</td>
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Additional Requirements: Colloquium Track

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four HIST-numbered electives</td>
<td>400</td>
</tr>
<tr>
<td>Total Units</td>
<td>400</td>
</tr>
</tbody>
</table>

Distribution Requirements

- Beginning with the Class of 2025, students must meet two distribution requirements:
  - At least one course that treats history before 1800 and at least one course that treats history after 1800.
  - Courses must cover at least two different geographic areas.

Note: A single course cannot satisfy both distribution requirements, and a research colloquium cannot satisfy this requirement.

**OTHER COURSE INFORMATION**

Course Numbering

History courses numbered 10000 to 29999 are intended 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. Courses numbered 50000 or above are open only to graduate students.

**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 HIST 29700 Readings in History course that is taken individually and supervised by a member of the Department of History faculty. Such a course requires the approval of the Department of History’s Academic Advisor 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 toward the history major.

**Grading**

The Research Colloquium (HIST 296xx-numbered courses), BA Seminar I–II, and the Capstone Seminar 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 toward the requirements of the major. Students wishing to do so should consult with the Department of History’s Academic Advisor. 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.

**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 non-departmental 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 the student's proposed course of study.
- Students should submit a petition before the end of Winter Quarter of the fourth year.
- Courses taken abroad may also be used toward 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.

**HONORS**

Only students pursuing the Thesis Track are eligible for departmental honors. The distinction of honors requires a minimum 3.7 GPA in the major and a final A grade on the thesis, given by the faculty advisor.

**DOUBLE MAJOR**

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

- Double-counting: Double majors may double-count courses that are cross-listed between their two major departments toward their history major. History does not limit the number of double-counted courses, though other majors may.
- Double majors pursuing the BA Thesis Track are welcome to use one thesis to fulfill two majors provided the other major also approves; they must fulfill the requirements pertaining to the history BA thesis, including taking BA Thesis Seminar I and BA Thesis Seminar II.
- The Department of History supports students choosing to pursue joint BA/MA degrees. However, students will not be allowed to use one thesis for both the BA and MA degrees. In most cases, students pursuing a joint BA/MA program should choose the Colloquium Track.

**MINOR IN HISTORY**

The history minor requires six total courses: Historiography (HIST 29803) and five HIST-numbered electives. Some students may choose to specialize in a particular geographic or thematic area, while others may choose to take courses in a wide range of fields and geographies. Minor courses may not be double-counted with other majors or minors.
Summary of Requirements for the Minor

HIST 29803 Historiography 100 Units

Five HIST-numbered electives 500 Units

Total Units 600 Units

STUDY ABROAD

The Department of History strongly supports study abroad. Students are allowed to apply up to six history courses taken abroad at peer institutions toward the history major, including a maximum of two tutorial-style courses (for students studying at Oxford or Cambridge). Because both BA Thesis Seminar I and II are required for the Thesis Track and Capstone Track, a student who will be out of residence in the Spring Quarter of the third year or Autumn or Winter Quarter of the fourth year should choose the Colloquium Track.

HISTORY COURSES

HIST 11301. Global British Empire to 1784: War, Commerce, and Revolution. 100 Units.
This course traces the origins, development, and revolutionary transformation of the British Empire. Students will explore the English Civil War, King Philip's War, Bacon's Rebellion, the development of slavery, the Revolution of 1688, the making of British India, the rise of Irish discontent, the Scottish Jacobite Rebellions, the causes of the American Revolution, and the transformation of the British Empire into an authoritarian state. Students will read selections from Locke, Defoe, Swift, Franklin, Burke, and many others.
Instructor(s): S. Pincus Terms Offered: Spring
Note(s): Assignments: one short paper, a classroom presentation, and one longer research-based paper.
Equivalent Course(s): JWSC 12006, RLST 22015, NEHC 12006

HIST 11703. Jewish Spaces and Places, Imagined and Real. 100 Units.
What makes a ghetto, a ghetto? What defines a Jewish neighborhood? What determined the architectural form of synagogues? Taught in Special Collections in Regenstein Library and making extensive use of the textual and visual sources there, this course will analyze how Jews (in all their diversity) and non-Jews defined Jewish spaces and places. Sources will include: Jewish law and customary practice, cookbooks, etiquette guides, prints, films, novels, maps, memoirs, architectural drawings and photographs, and tourist guides. We may also take a field trip to the Oak Woods Cemetery. The focus will be on Europe in the 19th and 20th centuries, but we will also venture back into the early modern period and across the Mediterranean to Palestine/Israel and North Africa and the Atlantic to the Caribbean and the Americas. We will study both actually existing structures and texts and visual culture in which Jewish places and spaces are imagined or vilified. Parallel to our work with primary sources we will read in the recent, very rich, scholarly literature on this topic. This is not a survey course; we will undertake a series of intensive case-studies through which we will address the larger issues. Assignments include: presentations (individual or collaborative), short papers, Canvas postings, and there will also be the option of making a digital map or an on-line exhibition. This is a limited-enrollment, discussion-based course. No previous knowledge of Jewish history is expected.
Instructor(s): Leora Auslander Terms Offered: Spring
Note(s): In order for a Spring course to qualify as a civilization course for the general education requirement, the student must also take Jewish Civilization I and II. A Spring course, however, may also be taken as an independent elective.

HIST 12000. Money in Medieval Europe. 100 Units.
This course will investigate the history of minting and money in Europe from Late Antiquity to the end of the Middle Ages (ca. 1500). Topics will include the sourcing of silver and gold for coinage, the different monetary regimes in the different kingdoms of Europe, and the development of European banking systems from the thirteenth century onward. This course is open to all College students, and no prior knowledge of medieval European history is required. Grades will be calculated on the basis of class participation, two short papers and a final exam.
Instructor(s): J. Lyon Terms Offered: Winter
Equivalent Course(s): MDVL 22002

HIST 12002. Feuds, Vengeance, and War: Violence in Medieval Europe, 500-1550. 100 Units.
Violence and conflict are dominant themes of medieval and early modern European history. This course will introduce students to the wide variety of perspectives with which one can approach violence in its western European context from 500 to 1550. Students will not only analyze and evaluate the historiographic and methodological contributions made by the existing scholarship on violence, but also have the opportunity to explore and evaluate various sources for the study of violence. The course itself will be organized around chronological, thematic, and regional lines of investigation ranging from Merovingian France to Early Modern Scotland. Guiding this class will be a broader methodological discussion on the relative merits and demerits of different approaches to studying violence's role in pre-modern societies and politics and how they continue to influence contemporary perceptions of violence, past and present.
Instructor(s): T. Sharp Terms Offered: Autumn
Prerequisite(s): This course is reading/discussion intensive
HIST 12203. Italian Renaissance: Petrarch, Machiavelli, and the Wars of Popes and Kings. 100 Units.
Florence, Rome, and the Italian city-states in the age of plagues and cathedrals, Petrarch and Machiavelli, Medici and Borgia (1250-1600), with a focus on literature, philosophy, primary sources, the revival of antiquity, and the papacy’s entanglement with pan-European politics. We will examine humanism, patronage, politics, corruption, assassination, feuds, art, music, magic, censorship, education, science, heresy, and the roots of the Reformation. Writing assignments focus on higher level writing skills, with a creative writing component linked to our in-class role-played reenactment of a Renaissance papal election (LARP). First-year students and non-History majors welcome.
Instructor(s): A. Palmer Terms Offered: Spring
Prerequisite(s): Graduate students by consent only; register for the course as HIST 90000 Reading and Research: History.
Note(s): Assignments: short papers, alternative projects.
Equivalent Course(s): KNOW 12203, SIGN 26034, MDVL 12203, RLST 22203, ITAL 16000, FNDL 22204, CLCV 22216

HIST 12402. Revolution! Europe and Its Empire, 1789-1917. 100 Units.
In the long nineteenth century, Europe and its global empire were rocked by a series of revolutions. Anti-colonial independence movements; liberal uprisings; feminist mobilizations; and socialist, anarchist, and communist rebellions around the globe refashioned the world order, often through cataclysmic violence. This course will trace the history of nineteenth-century Europe and its empire through the revolutions that shaped it, beginning in the aftermath of the French Revolution of 1789 and culminating in the Russian Revolution of 1917. Along the way, we will explore the ideas that motivated these movements as well as personal experiences of them through manifestos, memoirs, letters, visual images, material artifacts, and other primary sources. Over the course of the term, students will have an opportunity to develop a written account of one of these revolutionary moments through the eyes of a fictional character.
Instructor(s): N. O’Neill Terms Offered: Autumn

HIST 12603. Modern German History, 1740-Present. 100 Units.
This course introduces students to topics in German history from the nineteenth century to the present. Beginning with the fade of the Holy Roman Empire and ending with the Federal Republic in contemporary Europe, we will follow the transformation of the German lands from a loose federation of small and provincial states into a unified nation and a global power. Wednesday lectures will engage visual, material, and audio sources to explore events and themes including nation-building, the colonial empire, the World Wars, National Socialism, the Holocaust, the Cold War, and re-unification. Friday discussions will center on close readings of primary source texts and films that document the ruptures and discontinuities that define German history in the modern period: the successes and failures of revolution; the construction and destruction of walls; the formation of mass politics; the trauma of genocide; the construction of plural German identities in and beyond the German nation state. We will approach these subjects from a variety of registers of experience, keeping open two fundamental questions: What is German? What is history? A Languages Across the Curriculum (LxC) section will be available pending interest. Assignments: short creative writing assignments throughout the quarter and a final exam.
Instructor(s): A. Goff Terms Offered: Spring
Prerequisite(s): No background in German or European history is required.
Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.
Equivalent Course(s): GRMN 12603

HIST 12706. Diaspora(s) 100 Units.
This class will orient students to the practices, frameworks, and geographies of diasporic communities from the early modern period to the present. The term’s initial origins in Jewish experiences of forced dispersal and migration underscores how its meaning is shaped by histories of collective displacement and loss, as well as invention and heritage. The discourse of diaspora remains foundational for several interdisciplinary fields, including Black studies, Asian American studies, Indigenous studies, Latinx studies, and more. Within these intellectual orientations, diasporic identities are notably expansive and unfixed. As observed by the late cultural theorist Stuart Hall, “diaspora identities are those which are constantly producing and reproducing themselves anew, through transformation and difference,” bridging old and new traditions of worldmaking, resistance, and solidarities within and across distinct diasporic sensibilities.” Students in this class will work with scholarly, literary, sonic, and visual materials demonstrating how use of diaspora alternately mobilizes and roots people, in ways that claim pasts and futures at once.
Instructor(s): Adam Green Terms Offered: Spring
Equivalent Course(s): RDIN 12200, CRES 12700, GLST 22700

HIST 15000. Common-Year Seminar: Science and the State. 100 Units.
The end of knowledge is power,” wrote the English philosopher Thomas Hobbes in 1665. This introductory seminar looks at the intertwining historical relationships between states and the making of scientific knowledge and global political power from the eighteenth century to the present day. In this seminar, we will look at how past societies have wrestled with questions like the place of scientific expertise in different systems of government; the dynamics of state vs. private support for scientific research; and the coproduction of state power and scientific knowledge.
Instructor(s): E. Kern Terms Offered: Autumn
Prerequisite(s): Open to 1st- and 2nd-yr students who are interested in history.
Note(s): Common-Year Seminars are small courses that address big themes. Classes introduce newer, readable, and accessible literature and teach writing skills for history classes at the college level. Assignments: two short papers and one final paper.
Equivalent Course(s): HIPS 15000

**HIST 15005. Engineered Environments in East Asia. 100 Units.**
Environments in East Asia have drastically changed in the twentieth century. Seawalls and cities rose in coastal areas that were previously untouched along Japan’s coast; cement-dams replaced dirt dikes that divided the Han river in the Korean Peninsula; and railroads expanded into far-off regions in China, redefining both cities and hinterlands. These are three archetypal examples of technically complex projects that this course will explore. These industrial and technological projects of a national, regional, or global scale connect past to present and pose questions to our future about climate change, public health crises, and energy anxieties. This class asks what engineered environments are and how they shape our everyday life. We will visit three types of archetypal megaprojects—the railway system, the transformation of ocean space, and the building of dams—in China, Japan, and Korea that have shaped and continue to shape the environments of East Asia, an economically vibrant, politically challenging, and ecologically diverse region, with a deep history and vibrant technological innovations even today. We will discuss the politics and science behind the building of each megaproject, the interconnected history among them, and more importantly, how each project generated its environment, shaped the relationship between human societies and nature, and influences our current understanding of the region.
Instructor(s): Y. Dong Terms Offered: Autumn
Equivalent Course(s): HIPS 15005

**HIST 17206. The United States in the 21st Century. 100 Units.**
This course will explore the long history of populism in the United States, a history that raises fundamental questions about the nature of US politics, law, and society. These include ongoing disputes over the ownership and control of wealth; the rights and duties of individuals to each other as well as to the commonweal; the relationship of citizens to their nation; reigning definitions of justice and the good life; and the currency of racism, jingoism, para-noia, antisemitism, and demagoguery in US democratic politics. Such large subjects will be engaged through an historical investigation, beginning with the War of Independence. The course will finish by examining the putative re-emergence of ‘populism’ in recent years, particularly since the financial crisis of 2008, to include global comparisons.
Instructor(s): J. Levy Terms Offered: Winter

**HIST 17800. Formations of Indigeneity. 100 Units.**
Whose land are we on? What does it mean to be Indigenous, for generations past and in the twenty-first century? From debates over claims of Indigenous ancestry by political actors to the struggles of sacred lands protection against natural resource extraction, understanding the stakes of these concerns for Indigenous peoples and nations is more relevant than ever. This seminar-part of the sequence for majors in the Department of Race, Diaspora, and Indigeneity—introduces students to core texts and concepts in the field of Native American and Indigenous Studies (NAIS). Topics will include sovereignty and governance, settler colonialism, citizenship and nationhood, blood quantum and racialization, diasporas and urban indigeneity, and relationships to land and environment. Course activities may include engagement with Indigenous films, dialogues with visiting Indigenous scholars, and field trips to Chicago-area cultural institutions.
Instructor(s): Teresa Montoya and Matthew Krueger Terms Offered: Autumn
Equivalent Course(s): CRES 12800, RDIN 12300

**HIST 17808. Reforming America: Social & Political Change from the Gilded Age to the New Deal. 100 Units.**
At the beginning of the twentieth century, the American state was a creaking, antiquated apparatus struggling to manage the social and economic changes that had occurred in the previous fifty years. From the turn of the century through World War II, the country underwent a profound program of political change—earning this period the name “the age of reform.” In this class we examine the relationship between social and economic upheaval (industrialization, urbanization, immigration, depression, war) and political movements and activism (agrarian populism, the Ku Klux Klan, the early civil and women’s rights movements, organized labor) in order to explain how government in America was transformed for new conditions.
Instructor(s): G. Winant
Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.
Equivalent Course(s): GNSE 17818, CRES 17808, LLSO 17808

**HIST 17809. The United States since 1920. 100 Units.**
This is a thematic lecture course on the past one hundred 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.
Instructor(s): J. Dailey
Note(s): Assignments: two short papers and a podcast.
Equivalent Course(s): LLSO 25909, AMER 17809
HIST 17909. King. 100 Units.
This course will explore the life and times of Dr. Martin Luther King, Jr. Through a deep engagement with his published work and public rhetoric, relevant secondary literature, and personal papers, students will locate the civil rights leader within the broader upheavals of mid-century America. As such, the course serves as an introduction to modern US history, the black freedom struggle, and the archive of civil rights. Moving beyond mythology, this course will emphasize his connections to American liberalism, the labor movement, the black prophetic tradition and human rights. As such, this course will excavate the radical King, a man whose life and work often challenged the liberal consensus on questions of class, race, and empire, and thus questions later ahistorical characterizations of the Civil Rights Movement as either ‘moderate’ or ‘conservative.’
Instructor(s): A. Hickmont Terms Offered: Autumn

HIST 18502. Gender, Sexuality and Sport. 100 Units.
This course will examine how the categories of gender and sexuality have shaped the contemporary life of sport. We will begin by unpacking the complexity of gender and sex as concepts in the study of sport while also considering the origins of gender-based segregation in sport. Major topics in this course include: Title IX protections; intersectionality and race; sexuality, homophobia, and sport; hyperandrogenism; trans inclusion; and cultural nationalism and sport. This is an interdisciplinary course that will draw on methods in philosophy, history, bioethics, and the study of gender and sexuality. Our texts will comprise of readings as well as visual media across multiple regions, including India, South Africa, and the United States. Students will broadly learn to critically think about sport in relation to concepts of gender, sexual orientation, and race, along with the ideals of law, social justice, and inclusivity.
Instructor(s): Zoya Sameen

Note(s): This course counts as a Foundations course for GNSE majors
Equivalent Course(s): GNSE 12120, SOCI 20581

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: 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): CRES 18702

HIST 18808. Asian American History through the Novel. 100 Units.
This course examines the interwoven histories of migration, language, and identity formation and re-formation in Asian American experience. How are migrant and diasporic identities represented in fictional (or quasi-fictional) terms? How have factors such as race, religion, class, gender, and sexuality shaped everyday Asian American life? Course readings consist primarily of novels, representing a variety of Asian ethnicities and experiences, by writers of Chinese, Filipina/o, Indian, Japanese, Korean, Taiwanese, and Vietnamese descent. These works are supplemented by selected historical documents and short lectures to shed additional light onto the sociohistorical contexts under study.
Instructor(s): C. Kubler
Equivalent Course(s): CRES 18808, GNSE 18808

HIST 20901. Archaeology for Ancient Historians. 100 Units.
This course is intended to act not as an introduction to Classical archaeology but as a methods course illuminating the potential contribution of material cultural evidence to ancient historians while at the same time alerting them to the possible misapplications. Theoretical reflections on the relationship between history and archaeology will be interspersed with specific case studies from the Graeco-Roman world.
Instructor(s): J. Hall Terms Offered: Winter
Equivalent Course(s): HIST 39800, CLAS 31700, ANCM 31700, CLCV 21700

HIST 21302. Radicals in Early Modern Britain. 100 Units.
Throughout the 1640s and 1650s it seemed to many in England that the world they had grown up in-a world characterized by patriarchy and hierarchy, by inequality and privilege, by an established church and a monarchical state-was being turned upside down. Against a backdrop of conflict between Parliament and Crown, a power vacuum had opened, and in this vacuum both organized radical groups and individual visionaries saw the opportunity to make a revolution. The goals of these radicals were diverse, and often in contradiction. Some wanted the creation of a strict republic, even a democracy; some sought the elimination of private property; others the abolition of marriage; still others the creation of a millenarian Fifth Monarchy led by King Jesus himself. What they shared was a common desire to remake England into a fundamentally different society, and a failure to achieve their goals. Or was it a failure? Today the voices of these radicals have disappeared from most histories of modern political thought. And yet this forgotten corpus of writing reveals a very different early modern world, with strains of communism, proto-feminism, and dissent that
fed the imaginations of radicals for centuries, including many well beyond England. This seminar introduces students directly to the ideas of the seventeenth-century English radicals. They will engage with the history and historiography of the English Revolution, read a variety of primary sources, and complete a research paper.

Instructor(s): A. Johns
Terms Offered: Spring
Equivalent Course(s): HIST 31302, HIPS 21302, CHSS 31302

HIST 21406. Britain 1760-1880: The Origins of Fossil Capitalism. 100 Units.

This course proposes to study the political tools used by Napoleon to control public opinion as he enacted his vision of the French nation after the Revolution. Posing as the incarnation of Enlightenment values and acknowledging public opinion as a source of his political legitimacy, Napoleon reinvented a new form of state propaganda focused on seizing information and reshaping it. We will examine the failure of Napoleon’s system of propaganda on the European level using the German states as a study case. The 1806 campaign was motivated by Napoleon’s revolutionary aspirations to erase the feudal vestiges of the medieval Holy Roman Empire. But Napoleon’s failure to control German public opinion engendered the leitmotiv of German humiliation, which became a recurring basis of conflict in Europe during the 19th and 20th centuries. Subsequently, the Nazis attempted to manipulate public opinion during the occupation of France using the figure of Napoleon and introducing German culture to the French people through music and writers, under the supervision of Otto Abetz, Ambassador to Vichy France. Primary sources include major authors such as Montesquieu, Chateaubriand, Guizot and Heine and important press articles of the time; secondary sources include French and American historians.

Instructor(s): Maximilien Novak
Terms Offered: Autumn
Note(s): All readings, discussions and material will be in English. Possibility of readings and/or final paper in French.
Equivalent Course(s): FREN 24222

HIST 22611. Paris from Victor Hugo 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: Winter
Prerequisite(s): Students taking FREN 22620/32620 must read texts in French.
Equivalent Course(s): FREN 22620, FREN 32620, HIST 32611, ARCH 22611, ENST 22611

HIST 23067. The Lands Between: Ukraine and its Histories. 100 Units.
Since the beginning of recorded history, the territory that now constitutes the nation of Ukraine has been a crossroads of civilizations. Speakers of Yiddish, Polish, Ukrainian, Belarusian, German, and Russian have claimed Ukraine as their homeland; it has hosted large and influential Catholic, Orthodox, and Jewish confessional communities. The Ukrainian lands have produced rich and meaningful cultural exchange, but they have also generated destructive conflicts and witnessed multiple invasions and horrific violence. How do we make sense of the cultures, ideas, and communities that emerged from this region? And how has Ukraine mediated broader understandings of what is 'eastern,' "western," or "European?"

Instructor(s): F. Hillis Terms Offered: Winter
Equivalent Course(s): HIST 33067

HIST 23615. Post-Soviet Ukraine. 100 Units.
This course focuses on the cultural life of Ukraine after the Soviet collapse. In a guided process, students will co-facilitate this syllabus, deciding on topics and readings in (translated) Ukrainian literature and film as well as the history of Ukraine. Possible topics include: memory of Soviet wars, the capitalist transition, Chernobyl, artistic movements, subcultures, the Maidan Revolution, Russia's war, language politics, ethnicities, and gender relations. Reading options include Andryukhovich, Zabuzhko, Plokhy, Zhadan. No prior knowledge required.

Instructor(s): A. Ðizman Terms Offered: Spring
Equivalent Course(s): REES 36073, HIST 33615, REES 26070

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): F. O'Donnell Terms Offered: Winter
Equivalent Course(s): REES 24007, CEGU 24007, GNSE 24007, ENST 24007

HIST 24207. Histories of Technology in China. 100 Units.
According to Bruno Latour, "technology is society made durable." In Francesca Bray's words, "technologies are specific to a society, embodiments of its visions of the world and of its struggles over social order. [T]he most important work that embodiments of technologies do is to produce people: the makers are shaped by the making, and the users shaped by the using." This course looks at technologies in China since late imperial times and asks how technology both expressed and shaped visions of what Chinese society should be. We start with technologies of the body (how to sit on a kang, how to have healthy babies, how to become a deity, how to do a forensic investigation of a dead body), then move on to agricultural technologies and nutrition, to manufacturing (in sites ranging from the imperial palace to small paper workshops), and to communication technologies such as printing. Next, we look at Chinese worldview and systems of classification and how they changed, partly due to growing exposure to views from Europe, Japan, and the Islamic world. In the last few weeks, we will look at the vernacular technologies of the Republican era, at Mao-era mass science and mass technology, and some of the contemporary uses of modern communication technology in China. All readings in English.

Instructor(s): J. Eyferth Terms Offered: Winter
Equivalent Course(s): REES 24007, CEGU 24007, GNSE 24007, ENST 24007

HIST 24306. New Histories of Chinese Labor. 100 Units.
Past scholarship has often reduced the history of Chinese labor to the history of the Chinese labor movement or the history of the Communist Party in its function as "the leading core" of the proletariat. The factory proletariat, of course, was never more than a small segment of the Chinese labor force - less than five percent under the Republic, less than ten in the People's Republic. Recent work has been more inclusive, looking at work outside the formal sector, in agriculture, handicrafts, and service industries; at the work of women in formal employment and at home; at sex work and emotional work; at unemployment and precarious work; at the work of internal migrants; at Chinese workers abroad; at coerced work in private industry (the 2007 'kiln slaves' incident'); and at carceral labor in Xinjiang and elsewhere. Most of the readings will deal with work in the Mao and post-Mao years, right up to the present. We will combine readings on Chinese labor history with more general texts on the relationship between productive and reproductive work, wage work and non-wage work, male and female work,
autonomous and heteronomous work. The guiding question throughout the course is if a new Chinese labor movement is necessary, possible, or probable, and if it is not, under which conditions it might become so.

Instructor(s): J. Eyferth
Terms Offered: Spring
Equivalent Course(s): EALC 24255, HIST 34306, EALC 34455

HIST 24511. Social and Economic Institutions of Chinese Socialism, 1949 to 1980. 100 Units.
The socialist period (for our purposes here, c. 1949-1990) fundamentally transformed the institutions of Chinese social and economic life. Marriage and family were redefined; rural communities were reorganized on a collective basis; private property in land and other means of production was abolished. Industrialization created a new urban working class, whose access to welfare, consumer goods, and political rights depended on a large extent on their membership in work units (danwei). Migration between city and countryside came to a halt, and rural and urban society developed in different directions. This course will focus on the concrete details of how this society functioned. How did state planning work? What was it like to work in a socialist factory? What role did money and consumption play in a planned economy? Our readings are in English, but speakers of Chinese are encouraged to use Chinese materials (first-hand sources, if they can be found) for their final papers.

Instructor(s): J. Eyferth
Terms Offered: Winter
Equivalent Course(s): EALC 22451, EALC 32451, HIST 34511

HIST 24512. Everyday Maoism: Revolution, Daily Life, and Material Culture in Socialist China. 100 Units.
The history of Maoist China is usually told as a sequence of political campaigns, from land reform to the Cultural Revolution. Yet for the majority of the Chinese population, the promise of socialism was as much about material transformations as it was about political change: a socialist revolution would bring better living conditions, new work regimes and new consumption patterns. If we want to understand what socialism meant for different groups of people, we have to look at the “new objects” of socialist modernity, at changes in dress codes and apartment layouts, at electrification and city planning - or at the persistence of an older material life under a new socialist veneer. In this course, we will analyze workplaces in order to understand how socialism changed the way people worked, and look at rationing and consumption in the households to see how socialism affected them at home. We will look at how specific objects came to stand in for the Maoist revolution, for socialist modernity, or for feudal backwardness. The course has a strong comparative dimension: we will read some of the literature on socialism in the Soviet Union and Eastern Europe, to see how Chinese socialism differed from its cousins. Another aim is methodological. How can we understand the lives of people who wrote little and were rarely written about? To which extent can we read people’s life experiences out of the material record of their lives?

Instructor(s): J. Eyferth
Terms Offered: Spring
Prerequisite(s): MA students can take with instructor’s permission.
Note(s): Not offered in 2023-24. This course is almost identical to EALC 24255/34255, except that it is designed for undergraduates only.
Equivalent Course(s): EALC 24256

HIST 24518. Women and Work in Modern East Asia. 100 Units.
Worldwide, women do about 75 percent of the world’s unpaid care and domestic work. They spend up to three hours more per day cooking and cleaning than men do, and anywhere from two to ten hours more per day looking after children and the elderly. Women’s underpaid work at home and in industry subsidized the early stages of industrialization in nineteenth-century Britain, early twentieth-century Japan, and contemporary China, and women’s unpaid contributions to their households enable employers worldwide to keep wages low. We know, at least in outline, how women came to carry double burdens in Europe and North America, but little research has been done so far about this process in East Asia. In this course, we will discuss when and how China, Japan, and Korea developed a division of labor in which most wage work was gendered male and reproductive work was marked female. Are current divisions of labor between men and women rooted in local cultures, or are they the result of industrial capitalist development? How do divisions of labor differ between the three East Asian countries, and how did developments in one East Asian country affect others?

Instructor(s): Jacob Eyferth
Terms Offered: Winter
Note(s): Not offered in 2023-24.
Equivalent Course(s): GNSE 30121, EALC 34501, GNSE 20121, EALC 24501, HIST 34518

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

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

HIST 24709. A Myriad of Mirrors: Traditions of History Writing in Premodern East Asia. 100 Units.
How does our understanding of the past change when our understanding of what history is changes? This seminar examines how people in premodern China, Japan, and Korea interpreted and recorded their past prior to the twentieth century. From official histories, canonical texts and authors to iconoclastic genres and hermit scholars, we will examine the different forms that history took in different times and places while exploring the connections and similarities of different traditions of history writing. Topics to be touched upon include objectivity, morality, the role of politics, genre, narrative, and times.
Instructor(s): G. Reynolds Terms Offered: Winter
Equivalent Course(s): HIST 34709

HIST 25029. Oil, Energy, and Power in the 20th C. 100 Units.
This seminar will examine the many histories of the thick, black liquid that, for better or worse, continues to fuel the world we inhabit. Over the past hundred years, oil has been at the center of historical developments that have reshaped diverse regions of the globe in countless ways, some obvious, others less so. Since at least the end of WWI, the struggle to control flows of oil and the enormous wealth they generate has spawned intense and often violent geopolitical rivalries. The complex relationships between newly-formed nation states and their subsoil resources have had a decisive and ongoing influence upon the character of government regimes and political and social movements both within and beyond the major oil-producing countries. The energy derived from oil has shaped the routines of our everyday lives in ways so numerous and profound that they often escape our notice. The material processes involved in extracting, refining, and moving oil have transformed both rural and desert landscapes and urban built environments. And the contest over oil revenues has helped to animate ongoing conflicts around religious, ethnic, and national identity. Readings for this course will provide a basic history of oil, with a particular focus on the modern Middle East, as well as an introduction to key works that represent a range of approaches to the history and politics of this highly-prized substance
Instructor(s): A. Jakes Terms Offered: Autumn

HIST 25030. Pacific Worlds: Race, Gender, Health, and the Environment. 100 Units.
This discussion-based course will introduce students to both classical and recent scholarship in Pacific World historiography. By adopting micro-historical, comparative, and transnational methods, students will examine the formation of three overlapping “worlds”: The Antipodes, Polynesia, and the northeastern Pacific. Analyzing the myriad intersections of race, gender, health, and the environment, we will explore a range of large-scale historical processes that shaped and reshaped the Pacific between the mid-eighteenth and the mid-twentieth centuries. These processes include European exploration, settler colonialism, and indigenous sovereignty; sex, depopulation, and race science; labor, migration, and urbanization; industrialization and environmental exploitation; and imperial expansion and citizenship. The course is intended for students with an interest in the Pacific Islands, Australasia, and the North American West, as well as those interested in race, gender, health, or the environment within indigenous, immigrant, or settler colonial contexts. Required readings - which will consist of book chapters and academic articles - will be used to contextualize and critically analyze a variety of primary sources during each class session.
Instructor(s): Christopher Kindell Terms Offered: Spring
Note(s): This course counts towards the ENST 4th year Capstone requirement. Restricted to 3rd and 4th year students.
Equivalent Course(s): HIPS 20151, GLST 25151, ENST 20151, CRES 20151, HLTH 20151, GNSE 22151

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

HIST 25110. Philosophy of History: Narrative & Explanation. 100 Units.
This lecture-discussion course will focus on the nature of historical explanation and the role of narrative in providing an understanding of historical events. Among the figures considered are Gibbon, Kant, Humboldt, Ranke, Collingwood, Acton, Furet, Hempel, Danto. (B) (III)
Instructor(s): R. Richards Terms Offered: Autumn
HIST 25205. The Scientific Image. 100 Units.
This course explores the broad field of scientific image-making, focusing in particular on problems of formalism, abstraction, and realism. What makes a “good” scientific image? What kind of work do scientific images do? What philosophical, ideological, and political constraints undermine attempts to render the complexity of events and entities in the world in stylized visual vocabularies? And how might we approach the work of aesthetics and style in image-making? We will examine these questions through a survey of several contemporary scholarly frameworks used for thinking about problems of representation in scientific practice, and will attend to such image-making practices as graphing, diagramming, modeling, doodling, illustrating, sculpting, and photographing, among other methods.
Instructor(s): E. Kern Terms Offered: Autumn
Equivalent Course(s): HIST 35205, HIPS 25505

HIST 25206. Global Science. 100 Units.
Is all science global, and if so, how did it get that way? Are some sciences more global than others? What has been at stake historically in describing scientific activity as variously local, transnational, international, or global, and how have these constructions influenced the historiography of the field? In this graduate colloquium, we will explore different approaches to writing and examining scientific knowledge production as a global phenomenon, as well as considering different historiographic attempts at grappling with science’s simultaneously local and global qualities, poly-vocal nature, and historical coproduction with global political and economic power.
Instructor(s): M. Rossi Terms Offered: Autumn
Equivalent Course(s): HIST 35205, HIPS 25505

HIST 25705. Everyday Life in the Early Islamic Period. 100 Units.
How did people live in the early Islamic period? How did they work and study? What do we know about their relations with family members, loved ones, and neighbors? How did they relate to the administration and to people who ruled them? Did they get together to celebrate religious festivals? Did they have parties? What sources do we have to learn about their habits, routines, and feelings? What can we learn about every-day struggles, and how much do these differ from our own? This course aims to introduce undergraduate and early graduate students to the study of social history through a combination of literary and documentary sources from the early centuries of Islam. We will learn about both opportunities and limits of studying history from the “bottom-up.”
Instructor(s): CECILIA PALOMBO Terms Offered: Autumn
Equivalent Course(s): NEHC 20024, ISLM 30024, HIST 35705, NEHC 30024, RLST 20324

HIST 25707. History of the Qur’ān and its Interpretation. 100 Units.
This course explores the content and literary features of the Qur’ān and charts the historical development of Muslim communal engagement with its holy scripture. Beginning with its revelation in the early-seventh century CE, the Qur’ān has been an object of interpretation and debate, culminating in the solidification of the exegetical tradition, or tafsīr, in the tenth through fourteenth centuries CE. The course begins with an in-depth investigation into the history and text of the Qur’ān and is followed by a survey of tafsīr literature until modern times. By the end of the semester, students will understand: 1) The Qur’ān’s core themes, arguments, and literary features 2) The historical context in which the Qur’ān was first promulgated and codified 3) The relationship between the Qur’ān and the preceding literary traditions of the ancient world, in particular the Bible, post-biblical Jewish and Christian writings, and Arabic poetry 4) Muslim utilization of the Qur’ān towards intellectual, social, religious, legal, and political ends 5) The pre-modern and modern scholarly traditions of interpreting the Qur’ān 6) The skills of close reading, argumentation, and academic writing
Instructor(s): Flowers, Adam Terms Offered: Spring
Equivalent Course(s): NEHC 30640, NEHC 20640, RLST 20640

HIST 25801. History of Ottoman Armenians through Autobiographical Writings. 100 Units.
History of Ottoman Armenians through Autobiographical Writings is an interdisciplinary seminar and examines the links between memory, autobiographical writings, and history of Armenians in the late Ottoman Empire and Turkey. It aims to introduce students to the scholarship on autobiographical writings and memory, and second, it proposes to have close and critical readings of a selection of the self-narratives produced by Armenians in the late Ottoman Empire and Republican Turkey. The seminar will cover topics including the position of Armenians in the cosmopolitan past of the empire, Armenian women autobiographers in the late Ottoman Empire, self-narratives of violence and trauma of the Great War and the Genocide, and autobiographical novels by Armenians in the recent decades.
Instructor(s): Yasar Tolga Cora Terms Offered: Spring
Equivalent Course(s): NEHC 30111, NEHC 20111

HIST 26106. Tropical Commodities in Latin America. 100 Units.
This colloquium explores selected aspects of the social, economic, environmental, and cultural history of tropical export commodities from Latin America-- e.g., coffee, bananas, sugar, tobacco, henequen, rubber, vanilla, and cocaine. Topics include land, labor, capital, markets, transport, geopolitics, power, taste, and consumption.
Instructor(s): E. Kouri Terms Offered: Winter
HIST 26204. The Latin American City: History of a Place and an Idea. 100 Units.

The general aim of the seminar is to re-evaluate, in cultural terms, the importance that the city - conceived both as a reality and as a problem-has had in defining some keys with which Latin America was thought during the 20th century. It will focus on a particularly rich period time, from the 1940s to the 1980s --a cycle of intense transformations, both material and ideological, in which ideas about the city played an important and still not very well-known role. The course will examine three different trajectories of urban thought entangled with urban transformations: the anthropological debates on migration and urbanization and their implications for housing; the city imagined by the new agenda of social sciences, which based on urban development its hopes for an accelerated modernization of the continent; and the city anathematized by the radical positions of political and cultural critique, which underlined the longue-durée domination role of the city in the life of Latin American. The three trajectories will be understood within the more general framework of the relationships between Latin American countries and the United States, in a period of the greatest expansion of the North American model of social science and planning (its theories, methods, and institutions) as a part of the expansion of the new political and economic global power of the United States.

Instructor(s): Gorelik, Adrian Terms Offered: Spring
Equivalent Course(s): HIST 36106, LACS 26106, CEGU 26106, LACS 36106

HIST 26302. A History of Youth in Latin America. 100 Units.

This course will examine the history of youth-as a social category, and as an experience-in Latin America. We will consider histories of childhood, student activism, and youth culture across the region to consider how young people experience everyday life, and how they effect change. Course materials will combine primary sources including film, music, and other visual and performance artworks with scholarship on childhood and youth.

Instructor(s): Diana Schwartz-Francisco Terms Offered: Spring
Equivalent Course(s): GLST 21816, LACS 21816

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 some of the ways in which legal documents and practices have been studied by scholars in order to gain insight into questions of culture, nationalism, family, violence, gender, and race.

Instructor(s): B. Fischer Terms Offered: Winter
Prerequisite(s): background in Latin American Studies, Latin American History, and/or legal history useful
Equivalent Course(s): LACS 36509, LLSO 26509, HIST 36509, KNOW 36509, LACS 26509

HIST 26606. Postcolonial and Decolonial History and Theory. 100 Units.

This course introduces students to some key texts in post and decolonial theory. Our goals in this class are three-fold. First, to familiarize students with foundational thinkers who have inspired both decolonial and postcolonial work. We draw attention to the different ways in which their ideas have been deployed in subsequent post and decolonial scholarship. Second, we ask questions oriented towards comparison of postcolonial and decolonial approaches: What, if any, are the points of overlap between decolonial and postcolonial thought? How do both bodies of work critique and contest the legacies of empire? Third, we investigate the present and possible futures of decolonial and postcolonial thought.

Instructor(s): Rochona Majumdar & Lisa Wedeen Terms Offered: Spring
Note(s): Enrollment limit: 15
Equivalent Course(s): CCCT 20704, SALC 20704, PLSC 20704, CDIN 20704

HIST 27006. Not Just the Facts: Telling About the American South. 100 Units.

The great jurist Oliver Wendell Holmes Jr. once observed: “The main part of intellectual education is not the acquisition of facts but learning how to make facts live.” This course concerns itself with the various ways people have striven to understand the American South, past and present. We will read fiction, autobiography, and history (including meditations on how to write history). Main themes of the course include the difference between historical scholarship and writing history in fictional form; the role of the author in each and consideration of the interstitial space of autobiography; the question of authorial authenticity; and the tension between contemporary demands for truthfulness and the rejection of “truth.”

Instructor(s): J. Dailey Terms Offered: Winter
Prerequisite(s): Open to upper-level undergraduates; graduate students by consent of instructor.
Note(s): Assignments: three short papers.
Equivalent Course(s): AMER 37006, AMER 27006, HIST 37006, LLSS 25411

HIST 27408. Transatlantic Crossings: Everyday Race and Racism in the 20th Century. 100 Units.

In this course we will explore the “work” race does on both sides of the Atlantic, focusing mainly on the period from the turn of the 20th century to the present. Topics covered will include: national variations in how “race” and racial identity have been defined and invoked, including policies on the naming, gathering and use of racial statistics; the fundamental rupture in ideas about race and transatlantic relations during and following the Great War and its impact on popular culture during the interwar period; the transatlantic resurgence and challenges to “scientific racism,” focusing especially on how it was manifested in the politics and practices of biological
reproduction and adoption; the social reproduction of racial ideas and identities manifested in children's books, toys, films, and sports; and how sports and the media shape and are shaped by racial ideologies. We will explore these topics as relatively autonomous developments within the nation-states composing the Atlantic world, while noting the transatlantic transfers, connections, and influences that both strengthened and challenged them. Our readings and discussions will focus heavily on the U.S. and France, but where pertinent comparative references will be made to Great Britain, Germany, and Brazil.

Instructor(s): Leora Auslander
Terms Offered: Autumn
Equivalent Course(s): RDIN 31100, HIST 37408, RDIN 21100

HIST 27409. Blackness and the Problem of the Archive. 100 Units.
This course will explore the question what "what is an archive?" from the perspective of Black theorists, historians, artists and historical actors. We will come to understand how the "archival turn," or the scholarly reimagining of the essential nature of the archive presents a range of problems for researching black life. As theorists redefined the archive from a physical repository of textual materials collected by the state to a quasi-metaphorical, hegemonic site of violence and illegibility, traditional forms of historical inquiry and narration came under intense scrutiny. These critiques generated a number of questions which we will ponder together.

Can the everyday realities of black subjects be they enslaved, working-class, female or queer be recovered through archival texts? How is agency expressed (or not expressed) in the archive? And why? Can archives exist as anything other than repositories for the reproduction of elite consciousness? Or as sites of distortion and dehumanization? With these discussions as our back drop we will additionally explore imagination and possibility in the archives, asking what Black people's archival practices tell us about human expression and memory. Alongside conceptual texts we will also engage in archival practice as a group. The course will culminate in each student producing a research project which critically engages with a local Black archive in Chicago, or a digital repository of their choosing.

Instructor(s): M. Hicks
Terms Offered: Autumn

HIST 27415. Creating a Different Image: Black Women's Filmmaking of the 1970s-90s. 100 Units.
This course will explore the rich intersections between African American women's filmmaking, literary production, and feminist thought from the 1970s to the early 1990s, with an emphasis on the formation of a Black women's film culture beginning in the 1970s. We will examine the range of Black feminisms presented through film and the ways that these films have challenged, countered, and reimagined dominant narratives about race, class, gender, and sexuality in America. We will explore the power and limitations of filmmaking as a mode of Black feminist activism; the range of Black feminisms presented through film; and the specific filmic engagements of well-known Black feminist critics such as bell hooks, Toni Cade Bambara, and Michele Wallace. As many Black feminist writers were engaged with filmmaking and film culture, we will look at these films alongside Black women's creative and critical writing from the period. Approaching filmmaking in the context of Black feminist thought will allow us to examine the possibilities of interdisciplinary approaches to film studies broadly, as well as to think specifically about the research methods and theories that are demanded by Black women's filmmaking in particular.

Instructor(s): Allyson Field
Terms Offered: Winter
Prerequisite(s): This course is open to graduate and undergraduate students from across the disciplines; our conversations and presentations of the films will both depend on and be energized by different disciplinary perspectives.

Note(s): Not offered in 2023-24. Please email Professor Field at anfield@uchicago.edu before enrolling. Course Description Continued: We will discuss the form, aesthetics, and politics of individual films and we will examine larger efforts by artists and activists to build a Black women's film culture, asking such questions as: What does a film history of Black feminism look like, and what scholarly and creative methods does such a history demand?
To begin to answer these questions, we will revisit the 1976 Sojourner Truth Festival of the Arts—believed to be the first ever Black women's film festival—organized by Michele Wallace, Faith Ringgold, Patricia Jones, Margo Jefferson, and Monica Freeman. The class will collectively participate in a homage series inspired by the 1976 festival, featuring work by filmmakers from the original festival such as Monica Freeman, Madelene Anderson, Michelle Parkerson, Ayoka Chenzira, Carol Munday Lawrence, Edie Lynch, and Camille Billops; as well as others including Julie Dash, Zeinabu irene Davis, Maya Angelou, and Yvonne Welbon. The weekly course screenings will be open to the public and students will gain experience in the public presentation of films by actively engaging in public-facing aspects of film exhibition (writing program notes, delivering introductions, participating in discussions, etc.). The class will culminate with a two-day symposium that will bring together around 35 Black feminist filmmakers and artists, including a number from the 1976 festival, to revisit the threads and legacies of the original event and discuss the present and future of Black women's film practices.
Equivalent Course(s): GNSE 20128, HMRT 21025, CMST 31025, KNOW 31025, CMST 31025, CRES 21025, HMRT 31025, GNSE 30128, HIST 37415

HIST 27718. Beyond the Culture Wars: Social Movements and the Politics of Education in the U.S. 100 Units.
Passionate conflicts over school curriculum and educational policy are a recurring phenomenon in the history of US schooling. Why are schools such frequent sites of struggle and what is at stake in these conflicts? In this discussion-based seminar, we will consider schools as battlegrounds in the US “culture wars”: contests over competing visions of national identity, morality, social order, the fundamental purposes of public education, and the role of the state vis-à-vis the family. Drawing on case studies from history, anthropology, sociology and critical race and gender studies, we will examine both past and contemporary debates over school curriculum
and school policy. Topics may include clashes over: the teaching of evolution, sex and sexuality education, busing/desegregation, prayer in schools, multiculturalism, the content of the literary canon, the teaching of reading, mathematics and history, and the closure of underperforming urban schools. Our inquiry will examine how social and political movements have used schools to advance or resist particular agendas and social projects.

Instructor(s): Lisa Rosen Terms Offered: Spring 2022-23
Equivalent Course(s): EDSO 23011, CHDV 33011, HIST 37718, CHDV 23011, EDSO 33011, PBPL 23011, SOCI 20588, SOCI 30588

HIST 28302. The New World Revolution: The Making of Modernity and the Origins of the American Republic. 100 Units.

The architects of the American republic believed they were laying the foundations not only of a new political regime but also of a new world. As Thomas Paine’s revolutionary pamphlet Common Sense asserted in 1776, American independence would “begin the world over again.” This lecture-discussion course examines the revolutionary origins of the United States in the context of three centuries of global history. We will consider how what commenced with Columbus’ arrival in the Americas in 1492 was not only a process of European discovery, conquest, and colonization, but also the formation of an interconnected world that gave rise to a radically new form of social life—a new way of humans living together in the world that we have come to call “civil society.”
We will examine the relationship between this social modernity, the development of colonial British North America, and the founding of the American republic amid the imperial wars and political revolts that roiled the Atlantic world from the Seven Years’ War to the Haitian Revolution. Course readings range from major works of Enlightenment social and political thought to pamphlets, newspapers, and speeches from the British imperial crisis, the American Revolution, and the ratification of the Constitution of the United States.
Instructor(s): M. Hicks Terms Offered: Autumn

HIST 28307. Populism in the United States: Past and Present. 100 Units.

This course will explore the long history of populism in the United States, a history that raises fundamental questions about the nature of US politics, law, and society. These include ongoing disputes over the ownership and control of wealth; the rights and duties of individuals to each other as well as to the commonweal; the relationship of citizens to their nation; reigning definitions of justice and the good life; and the currency of racism, jingoism, paranoia, antisemitism, and demagoguery in US democratic politics. Such large subjects will be engaged through an historical investigation, beginning with the War of Independence. The course will finish by examining the putative re-emergence of ‘populism’ in recent years, particularly since the financial crisis of 2008, to include global comparisons.
Instructor(s): J. Levy and M. Zakim Terms Offered: Autumn
Equivalent Course(s): HIST 38307, CCCT 28307, LLSO 28307

HIST 28308. Science, Governance, and the Crisis of Liberalism. 100 Units.

In the era of ‘post-truth’ it has become common to link a crisis of scientific authority with a crisis of liberalism. Democracies around the world are under threat, in part because of an attack on scientific truth. But what does liberalism - as political culture and as a form of governance - need (or want) from science? Depending where you look, the answer might appear to be facts, truth, a model 'public sphere,' an ethic of objectivity, tactics for managing risk and uncertainty, or technologies of population management (to name a few).
In addition to exploring the complex historical relationship between science and liberalism in the modern era, this course will critically assess how the history of science and the history of political thought have theorized truth and governance. We will examine what models of “coproduction” and “social construction” - nearly ubiquitous in the historiography of modern science - fail to capture about the histories of science and state power. We will also think about how political and intellectual historians’ theories of truth and mendacity in politics might be enriched by more attention to scientific knowledge in both its technical and epistemological forms. This course focuses on 19th- and 20th-century Europe and the United States in global perspective, and readings will draw from political theory, history, economic thought, the natural and human sciences, and critical theory.
Instructor(s): Isabel Gabel Terms Offered: Winter
Equivalent Course(s): HIPS 22204, KNOW 32204, HIST 38308, CHSS 32504

HIST 29105. Gendering Slavery. 100 Units.

This reading seminar will introduce students to the key questions, methods, and theories of the burgeoning field of gendered histories of slavery. Global in scope, but with a focus on the early modern Atlantic world, we will explore a range of primary and secondary texts from various slave societies. Assigned monographs will cover a multitude of topics including women and law, sexualities, kinship, and reproduction, and the intersection of race, labor, and market economies. In addition to examining historical narratives, students will discuss the ethical and methodological implications of reading and writing histories of violence, erasure, and domination. Learning to work within and against the limits imposed by hegemonic forms of representation, the fragmentary nature of the archive, and the afterlives of slavery, this course will examine how masculinity and femininity remade and were remade by bondage.
Instructor(s): M. Hicks Terms Offered: Autumn
Equivalent Course(s): CRES 29105, GNSE 29105, HIST 39105, LACS 39106, LACS 29106

HIST 29201. Puerto Rico. 100 Units.

An examination of the current situation of Puerto Rico in historical perspective. Assignments: Short papers, quizzes, midterm exam, final paper.
HIST 29683. History Colloquium: Race, Slavery, and Nation. 100 Units.
This undergraduate research colloquium examines the relationship between slavery and republicanism in the early United States. With an interdisciplinary approach and transnational perspective, it considers the contested role of chattel slavery in the creation of US political systems, market relations, social hierarchies, and cultural productions. We will use primary sources and secondary literature to consider the possibilities and limits of archival research; contingent histories of race-making; the relationship between slavery and capitalism; the workings of domination, agency, and resistance; and black "freedom dreams" in the antebellum United States. 
Assignment: an original research paper (15-20 pages) using primary and secondary sources.
Instructor(s): R. Johnson Terms Offered: Winter
Prerequisite(s): History majors receive priority for this course

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

Equivalent Course(s): CRES 27685

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

HIST 29800. BA Thesis Seminar II (Autumn) 000 Units.
BA Seminar II is a forum to successfully complete the BA thesis, the topic of which was developed in BA Seminar I, in a structured forum that allows for ongoing discussion and peer review. Autumn Quarter is devoted to completing the research and beginning the writing of the thesis. By the end of the quarter students will have drafted 10-15 pages. Over the course of the Winter Quarter students will complete a draft of the thesis, which will be workshopped in the biweekly sessions. The final deadline for submission of the thesis is the second week of the Spring Quarter.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): HIST 29801; Students writing BA theses register for both autumn (HIST 29800) and winter (HIST 29802) quarters. You must receive a B grade in HIST 29800 to continue in the BA Thesis Track and enroll in HIST 29802.
Note(s): The seminar meets every other wk (wks 1, 3, 5, 7, and 9) in Aut and Win for 10-wks total.

HIST 29801. BA Thesis Seminar I. 100 Units.
History majors are required to take HIST 29801-29802. BA Thesis Seminar I provides a systematic introduction to historical methodology and approaches (e.g., political, intellectual, social, cultural, economic, gender, environmental history), as well as research techniques. It culminates in students' submission of a robust BA thesis proposal that will be critiqued in class. Guidance will also be provided for applications for research funding.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): All 3rd-yr history students writing BA theses take HIST 29801 in Spr Qtr. You must receive a B grade in BA Seminar I to continue in the BA Thesis Track and enroll in BA Seminar II.
Note(s): Students who will be out of residence in the spring term of the third year should choose the Colloquium or Capstone Track.

HIST 29802. BA Thesis Seminar II. 100 Units.
BA Seminar II is a forum to successfully complete the BA thesis, the topic of which was developed in BA Seminar I, in a structured forum that allows for ongoing discussion and peer review. Autumn Quarter is devoted to completing the research and beginning the writing of the thesis. By the end of the quarter students will have drafted 10-15 pages. Over the course of the Winter Quarter students will complete a draft of the thesis, which will be workshopped in the biweekly sessions. The final deadline for submission of the thesis is the second week of the Spring Quarter.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): HIST 29801 (BA Seminar I) and HIST 29800 (BA Seminar II-Autumn)
Note(s): The seminar meets every other wk (wks 1, 3, 5, 7, and 9) in Aut and Win for 10-wks total.

HIST 29803. Historiography. 100 Units.
The course provides a systematic introduction to historical methodology and approaches (e.g., political, intellectual, social, cultural, economic, gender, environmental history), as well as research techniques. Students will gain analytical, research, and writing tools that will assist them in their capstone projects, research colloquia, or BA theses.
Instructor(s): P. O'Donnell and M. Krueger Terms Offered: Autumn Winter
Prerequisite(s): Consent of instructor. Historiography is required for all majors, but open to all students.
Note(s): We recommend that Capstone and BA Thesis students take Historiography in the 3rd year. Assignments: short papers, in-class presentation, long paper.

HIST 29804. Capstone Seminar (Autumn) 000 Units.
Capstone Seminar is a forum to create, discuss, and critique History capstone projects. Early weeks of the seminar will be devoted to exploring various forms historical work can take, from museum installations to podcasts and documentaries. In-process work will be shared and critiqued in workshops. The final deadline for submission of the Capstone Project is the second week of spring quarter.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): Capstone students register for both autumn (HIST 29804) and winter (HIST 29805) quarters; the seminar meets every other week (weeks 1, 3, 5, 7, and 9) for 10-weeks total.

HIST 29805. Capstone Seminar. 100 Units.
Capstone Seminar is a forum to create, discuss, and develop History capstone projects. Early weeks of the seminar will be devoted to exploring various forms historical work can take, from museum installations to podcasts and documentaries. In-process work will be shared and critiqued in workshops. The course meets every other week in autumn and winter, allowing students ample time to develop their projects on their own. The final deadline for submission of the Capstone Project is the second week of Spring Quarter.
Instructor(s): Staff Terms Offered: Winter
History

Prerequisite(s): Capstone students register for both autumn (HIST 29804) and winter (HIST 29805) quarters; the seminar meets every other week (weeks 1, 3, 5, 7, and 9) for a total of 10 weeks.

HIST 29806. Archival Methods and Historical Thinking. 100 Units.
In this course, students will be introduced to archival research methods and to the ways in which historians work with and interpret the sources they use in constructing historical narratives and arguments. We will visit Special Collections, explore digital archives, and consider the range of possible sources and archives, from texts held in national government archives to material objects, maps, audio or video recordings, and everything in between. We will also engage with the work of historians as they seek to make sense of the material they find in archives, considering questions of interpretation, narrative, and holes--that is, what is missing from archives. Students will gain an understanding of the mechanics of archival work and an appreciation for the complexity of historical thinking.
Instructor(s): A. Hofmann Terms Offered: Summer. Offered Summer 2023

CIVILIZATION STUDIES COURSES

HIST 10101-10102-10103. Introduction to African Civilization I-II-III.
African Civilization introduces students to African history in a three-quarter sequence. Taking these courses in sequence is recommended but not required; this sequence meets the general education requirement in civilization studies.

HIST 10101. Introduction to African Civilization I. 100 Units.
Part one considers literary, oral, and archeological sources to investigate African societies and states from the early Iron Age through the emergence of the Atlantic World. We will study the empires of Ghana and Mali, the Swahili Coast, Great Zimbabwe, and medieval Ethiopia. We will also explore the expansion of Islam, the origins and effects of European contact, and the transatlantic trade in enslaved human beings.
Instructor(s): K. Hickerson & E. Osborn Terms Offered: Autumn
Equivalent Course(s): ANTH 20701, CRES 20701, MDVL 10101

HIST 10102. Introduction to African Civilization II. 100 Units.
Part two examines the transformations of African societies in the long nineteenth century. At the beginning of the era, European economic and political presence was mainly coastal, but by the end, nearly the entire continent was colonized. This course examines how and why this occurred, highlighting the struggles of African societies to manage internal reforms and external political, military, and economic pressures. Topics include the Egyptian conquest of Sudan, Omani colonialism on the Swahili coast, Islamic reform movements across the Sahara, and connections between the end of the transatlantic slave trade and the formal colonization of the African continent. Students will examine memoirs of African soldiers, religious texts, colonial handbooks, and visual and material sources, including ethnographic artifacts, photographs, and textiles. Assignments: team projects, document and material analyses, response papers, essays, and written exams. The course will equip students with a working knowledge of the struggles that created many of the political and social boundaries of modern Africa.
Instructor(s): K. Hickerson
Equivalent Course(s): ANTH 20702, CRES 20802

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

HIST 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): Muzaffar Alam Terms Offered: Winter
Equivalent Course(s): SALC 20100, ANTH 24101, SOSC 23000, MDVL 20100, SALC 30100

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): Kenneth Moss Jessica Kirzane Yiftach Ofek Terms Offered: Autumn
Equivalent Course(s): JWSC 12001, MDVL 12010, RLST 22010, NEHC 22011

HIST 11701. Jewish Civilization I: Ancient Beginnings to Medieval Period. 100 Units.
Jewish Civilization is a three-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts-biblical, Talmudic, philosophical, mystical, historical, documentary, and literary-students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The autumn course will deal with antiquity through the Middle Ages. Its readings will include material from the Bible and writings from the second temple, Hellenistic, rabbinic, and medieval periods. All sections of this course will share a common core of readings; individual instructors will supplement with other materials. It is recommended, though not required, that students take the three Jewish Civilization courses in sequence. Students who register for the Autumn Quarter course will automatically be pre-registered for the winter segment. In the Spring Quarter students have the option of taking a third unit of Jewish Civilization, a course whose topics will vary (JWSC 1200X).

Instructor(s): Kenneth Moss Jessica Kirzane Yiftach Ofek Terms Offered: Autumn
Equivalent Course(s): JWSC 12001, MDVL 12010, RLST 22010, NEHC 22011

HIST 11702. Jewish Civilization II: Early Modern Period to 21st Century. 100 Units.
Jewish Civilization is a three-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts-biblical, Talmudic, philosophical, mystical, historical, documentary, and literary-students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The Winter course will begin with the early modern period and continue to the present. It will include discussions of mysticism, the works of Spinoza and Mendelsohn, the nineteenth-century reform, the Holocaust and its reflection in writers such as Primo Levi and Paul Celan, and literary pieces from postwar American Jewish and Israeli authors. All sections of this course will share a common core of readings; individual instructors will supplement with other materials. It is recommended, though not required, that students take the three Jewish Civilization courses in sequence. Students who register for the Autumn Quarter course will automatically be pre-registered for the winter segment. In the Spring Quarter students have the option of taking a third unit of Jewish Civilization, a course whose topics will vary (JWSC 1200X).

Instructor(s): Kenneth Moss Jessica Kirzane Yiftach Ofek Terms Offered: Winter
Equivalent Course(s): JWSC 12001, MDVL 12010, RLST 22011, NEHC 22011

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 music 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. Please note that MUSI 12100-12200 will not be offered on campus in 2023-24. The sequence will be offered in Paris through Study Abroad in Autumn 2023. Information about the Paris offering is available here: https://study-abroad.uchicago.edu/paris-music-western-civilization. Students who have not taken MUSI 12100 should be aware that the course will not be offered on campus until Autumn 2024.
Equivalent Course(s): SOSC 21100, MUSI 12100

HIST 12800. Music In Western Civ II. 100 Units.
This course, part of the Social Sciences Civ core, looks at musics in different moments of Euro-American history and the social contexts in which they originated, with some comparative views on other world traditions. It aims to give students a better understanding of the social contexts of European music over this period; aids for the basic sound structures of pieces from these different moments; and convincing writing in response to prompts based on source readings or music pieces. Our second quarter (MUS 12200 etc.) runs from the beginning of European Romanticism around 1800 to the turn of the 21st century.

Terms Offered: Winter
HIST 13001-13002-13003. History of European Civilization I-II-III.

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

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

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

Instructor(s): Staff Terms Offered: Autumn Winter
Prerequisite(s): Students must take a minimum of two quarters of European Civilization to fulfill the general education requirement.
Note(s): The two-quarter sequence may also be supplemented by a third quarter, in which students will have the opportunity to explore in greater depth a particular topic in the history of European civilization.

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

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

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

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

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

Instructor(s): Staff Terms Offered: Spring
HIST 13100. History of Western Civilization I. 100 Units.
This first course of the History of Western Civilization sequence focuses on the history of classical civilization, beginning with the world of Homer and ending with the world of St. Augustine. Key topics covered through discussions of texts include the development of the Greek Polis and the Peloponnesian War; the Roman Republic and Empire; and the development of Christianity in the Roman Empire.
Instructor(s): K. Weintraub, Autumn; J. Boyer, Summer Terms Offered: Autumn Summer
Prerequisite(s): These courses must be taken in sequence.

HIST 13200. History of Western Civilization II. 100 Units.
This second course of the History of Western Civilization sequence explores major themes in the Middle Ages, the Renaissance, and the Reformation. Key topics explored through discussions of texts include the development of monasticism; the structures of manorialism and feudalism; the consolidation of the papacy and the Holy Roman Empire; and the challenges to these structures seen in the ideas of the humanists and reformers.
Instructor(s): K. Weintraub, Winter, Summer Terms Offered: Summer Winter
Prerequisite(s): These courses must be taken in sequence.

HIST 13300. History of Western Civilization III. 100 Units.
This third course of the History of Western Civilization sequence 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 13500-13600-13700. America in World Civilization I-II-III.
The America in World Civilization sequence examines America as a contested idea and a contested place by reading and writing about a wide array of primary sources. In the process, students gain a new sense of historical awareness and of the making of America. The course is designed both for history majors and non-majors who want to deepen their understanding of the nation’s history, encounter some enlightening and provocative voices from the past, and develop the analytical methods of historical thinking. Together, HIST 13500-13700 (II and III) meet 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. History of Western Civilization I. 100 Units.
This first course of the History of Western Civilization sequence focuses on the history of classical civilization, beginning with the world of Homer and ending with the world of St. Augustine. Key topics covered through discussions of texts include the development of the Greek Polis and the Peloponnesian War; the Roman Republic and Empire; and the development of Christianity in the Roman Empire.
Instructor(s): K. Weintraub, Autumn; J. Boyer, Summer Terms Offered: Autumn Summer
Prerequisite(s): These courses must be taken in sequence.

HIST 13200. History of Western Civilization II. 100 Units.
This second course of the History of Western Civilization sequence explores major themes in the Middle Ages, the Renaissance, and the Reformation. Key topics explored through discussions of texts include the development of monasticism; the structures of manorialism and feudalism; the consolidation of the papacy and the Holy Roman Empire; and the challenges to these structures seen in the ideas of the humanists and reformers.
Instructor(s): K. Weintraub, Winter, Summer Terms Offered: Summer Winter
Prerequisite(s): These courses must be taken in sequence.

HIST 13300. History of Western Civilization III. 100 Units.
This third course of the History of Western Civilization sequence 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 13500-13600-13700. America in World Civilization I-II-III.
The America in World Civilization sequence examines America as a contested idea and a contested place by reading and writing about a wide array of primary sources. In the process, students gain a new sense of historical awareness and of the making of America. The course is designed both for history majors and non-majors who want to deepen their understanding of the nation’s history, encounter some enlightening and provocative voices from the past, and develop the analytical methods of historical thinking. Together, HIST 13500-13700 (II and III) meet 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. History of Western Civilization I. 100 Units.
This first course of the History of Western Civilization sequence focuses on the history of classical civilization, beginning with the world of Homer and ending with the world of St. Augustine. Key topics covered through discussions of texts include the development of the Greek Polis and the Peloponnesian War; the Roman Republic and Empire; and the development of Christianity in the Roman Empire.
Instructor(s): K. Weintraub, Autumn; J. Boyer, Summer Terms Offered: Autumn Summer
Prerequisite(s): These courses must be taken in sequence.

HIST 13200. History of Western Civilization II. 100 Units.
This second course of the History of Western Civilization sequence explores major themes in the Middle Ages, the Renaissance, and the Reformation. Key topics explored through discussions of texts include the development of monasticism; the structures of manorialism and feudalism; the consolidation of the papacy and the Holy Roman Empire; and the challenges to these structures seen in the ideas of the humanists and reformers.
Instructor(s): K. Weintraub, Winter, Summer Terms Offered: Summer Winter
Prerequisite(s): These courses must be taken in sequence.

HIST 13300. History of Western Civilization III. 100 Units.
This third course of the History of Western Civilization sequence 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 13500-13600-13700. America in World Civilization I-II-III.
The America in World Civilization sequence examines America as a contested idea and a contested place by reading and writing about a wide array of primary sources. In the process, students gain a new sense of historical awareness and of the making of America. The course is designed both for history majors and non-majors who want to deepen their understanding of the nation's history, encounter some enlightening and provocative voices from the past, and develop the analytical methods of historical thinking. Together, HIST 13500-13700 (II and III) meet the general education requirement in civilization studies via two civilization courses. Students who take HIST 13500 (I) must also take HIST 13600-13700 to meet the general education requirement via three civilization courses. HIST 13500–13600–13700 courses do not need to be taken in sequence.

HIST 13500. America In World Civilization I. 100 Units.
America in World Civilization I examines foundational texts and moments in American culture, society, and politics, from early European incursions into the New World through the early republic of the United States, roughly 1500-1800. We will examine encounters between Native Americans and representatives of imperial powers (Spain, France, and England) as well as the rise of African slavery in North America before 1700.
We will consider the development of Anglo-American society and government in the eighteenth century, focusing especially on the causes and consequences of the American Revolution.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): HIST 13600-13700 (II and III) meet the general education requirement in civilization studies via two civilization courses. Students who take HIST 13500 (I) must also take HIST 13600-13700 to meet the general education requirement via three civilization courses. HIST 13500–13600–13700 courses do not need to be taken in sequence.

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

HIST 13700. America in World Civilization III. 100 Units.
The third quarter America in World Civilization focuses on multiple definitions of Americanism in a period characterized by empire, transnational formations, and America’s role in the world. We explore the construction of social order in a multicultural society; culture in the shadow of war; the politics of race, ethnicity, and gender; the rise and fall of new social movements on the left and the right; the emergence of the carceral state and militarization of civil space; and the role of climate change and the apocalyptic in shaping imagined futures.
Instructor(s): Staff Terms Offered: Spring Summer
Prerequisite(s): HIST 13600-13700 (II and III) meet the general education requirement in civilization studies via two civilization courses. Students who take HIST 13500 (I) must also take HIST 13600-13700 to meet the general education requirement via three civilization courses.

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

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

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

HIST 14100. Introduction to Russian Civilization III. 100 Units.
When taken following Introduction to Russian Civilization I and II, Introduction to Russian Civilization III meets the general education requirement in Humanities, Civilization Studies, and the Arts. The course is thematic and will vary from year to year. Spring 23 theme: 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: Spring
Note(s): Students who wish to take this course for Civilization Studies Core credit must also take Russ Civ I and II.
Equivalent Course(s): REES 26015, SOSC 24200

HIST 14001. Russian Short Fiction: Experiments in Form. 100 Units.
Russian literature is known for the sweeping epics that Henry James once dubbed the “loose baggy monsters.” However, in addition to the famed ‘doorstop novels,’ the Russian literary canon also has a long tradition of innovative short fiction-of short stories and novellas that experiment with forms of storytelling and narration. This course focuses on such works, as well as the narrative strategies and formal devices that allow these short stories and novellas to be both effective and economical. Throughout the quarter, we will read short fiction from
a variety of Russian authors and examine the texts that establish the tradition of Russian short fiction as well as those that push its boundaries. This course will serve as a general survey of Russian Literature, as well as a focused introduction to a particular genre in that tradition. Although predominantly discussion-based, the class will also include short lectures by the instructor to introduce students to the broader historical contexts of the course texts, and to sample diverse theoretical approaches to those texts.

Equivalent Course(s): REES 25602

HIST 15411-15412-15413. East Asian Civilization I-II-III.
This course examines the politics, society, and culture of East Asia from ancient times until c. 1600. Our focus will be on examining key historical moments and intellectual, social, and cultural trends with an emphasis on the region as a whole. Students will read and discuss culturally significant texts and be introduced to various approaches to analyzing them.

Instructor(s): K. Pomeranz

Prerequisite(s): HIST 15411-15412-15413 meets the general education requirement in civilization studies via three civilization courses. HIST 15411-15412, HIST 15411-15413, or HIST 15412-15413 meets the general education requirement in civilization studies via two civilization courses.

Equivalent Course(s): EALC 15411

HIST 15412. East Asian Civilization II, 1600-1895. 100 Units.
The second quarter of the East Asian civilization sequence covering what are now China, Japan, and Korea from roughly 1600 to 1895. Major themes include demographic and economic change; the social and cultural effects of widespread but uneven commercialization; state formation, rebellion, and political change; migration, urbanization, and territorial expansion; changes in family and gender roles; changes in the "natural" environment, particularly as related to agricultural expansion; changes in religion, ideology, and relationships between "elite" and "popular" culture; and increasingly consequential encounters with Western Europeans, Russians, and Americans, especially in the nineteenth century. The course aims to treat East Asia as a single interacting region, rather than as three (or more) sharply separated proto-nations; however, it will also call attention to the enormous diversity both among and within China, Japan, and Korea, treating those differences as constantly evolving and as something to be explained rather than assumed.

Instructor(s): S. Burns & K. Pomeranz

Prerequisite(s): HIST 15411-15412-15413 meets the general education requirement in civilization studies via three civilization courses. HIST 15411-15412, HIST 15411-15413, or HIST 15412-15413 meets the general education requirement in civilization studies via two civilization courses.

Equivalent Course(s): EALC 15412

HIST 15413. East Asian Civilization III, 1895-Present. 100 Units.
The third quarter of the East Asian civilization sequence covers the emerging nation-states of China, Korea, and Japan in the context of Western and Japanese imperialism and the rise of an interconnected global economy. Our themes include industrialization and urbanization, state strengthening and nation-building, the rise of social movements and mass politics, the impact of Japanese colonialism on the homeland and the colonies, East Asia in the context of US-Soviet rivalry, and the return of the region to the center of the global economy in the postwar years. Similar to the first and second quarters, we will look at East Asia as an integrated region, connected by trade and cultural exchange even when divided into opposing blocs during the Cold War. As much as possible, we will look beyond nation-states and their policies at underlying trends shared by the three East Asian nations, such as demographic change, changes in gender roles, and the rise of consumer culture.

Instructor(s): S. Burns & J. Eyferth

Prerequisite(s): HIST 15411-15412-15413 meets the general education requirement in civilization studies via three civilization courses. HIST 15411-15412, HIST 15411-15413, or HIST 15412-15413 meets the general education requirement in civilization studies via two civilization courses.

Equivalent Course(s): EALC 15413

HIST 15602-15603-15604. Ancient Empires I-II-III.
This course 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: The Hittite Empire. 100 Units.
This course introduces students to the Hittite Empire of ancient Anatolia. In existence from roughly 1750-1200 BCE, and spanning across modern Turkey and beyond, the Hittite Empire is one of the oldest and largest empires of the ancient world. We will be examining their history and their political and cultural accomplishments through analysis of their written records - composed in Hittite, the world's first recorded
Indo-European language - and their archaeological remains. In the process, we will also be examining the concept of "empire" itself: What is an empire, and how do anthropologists, archaeologists, and historians study this unique kind of political formation?

Instructor(s): James Osborne  Terms Offered: Winter

Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): NEHC 20011, CLCV 25700

**HIST 15603. Ancient Empires II. 100 Units.**

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

Instructor(s): Hakan Karateke Terms Offered: Autumn

Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): NEHC 20012, MDVL 20012, CLCV 25800

**HIST 15604. Ancient Empires III. 100 Units.**

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

Instructor(s): Brian Muhs Terms Offered: Winter

Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): NEHC 20013, CLCV 25900

**HIST 15611-15612-15613. Islamicate Civilization I-II-III.**

This sequence surveys the intellectual, cultural, religious, and political development of the Islamic world (Middle East and North Africa), from its origins in pre-Islamic Arabia to the late 20th century. The sequence is required for MA students in CMES and counts toward completion of the NELC major and minor. It is recommended that the course be taken in sequence.

**HIST 15611. Islamicate Civilization I: 600-950. 100 Units.**

This course is an introduction to the history and the study of early Islamicate societies, from the rise of Islam in late antiquity to the early Abbasid period (ca. 600-950 CE), considering various religious and social groups. We will look at the same historical arc from multiple perspectives: political events, such as the Muslim conquests and the rise of ruling dynasties, but also other factors that impacted people's lives in the early centuries of Islamic rule—the environment they inhabited and transformed, documents they created, social institutions, and economic activities. What broad developments characterized the early Islamic period? Who brought those changes about? And how are they studied today?

Instructor(s): CECILIA PALOMBO Terms Offered: Autumn. This course will not be offered for the 2021-2022 academic year.

Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements.

Equivalent Course(s): ISLM 30201, RLST 20201, HIST 35621, NEHC 30201, NEHC 20201, MDVL 20201

**HIST 15612. Islamicate Civilization II: 950-1750. 100 Units.**

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

Instructor(s): Mustafa Kaya Terms Offered: Winter. This course will not be offered for the 2021-2022 academic year.

Prerequisite(s): Islamicate Civilization I (NEHC 20201) or Islamic Thought & Literature-I (NEHC 20601), or the equivalent

Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements.
HIST 15613. Islamicate Civilization III: 1750-Present. 100 Units.
This course covers the period from ca. 1750 to the present, focusing on Western military, economic, and ideological encroachment; the impact of such ideas as nationalism and liberalism; efforts at reform in the Islamic states; the emergence of the "modern" Middle East after World War I; the struggle for liberation from Western colonial and imperial control; the Middle Eastern states in the cold war era; and local and regional conflicts.
Instructor(s): Carl Shook Terms Offered: Spring. This course will not be offered for the 2021-2022 academic year.
Prerequisite(s): Islamicate Civilization II (NEHC 20202) or Islamic Thought & Literature-2 (NEHC 20602), or the equivalent
Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements
Equivalent Course(s): RLST 20203, RLST 20202, NEHC 30202, NEHC 30203, NEHC 20203

HIST 16101-16102-16103. Introduction to Latin American Civilization I-II-III.
Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. This sequence is offered every year. This course introduces the history and cultures of Latin America (e.g., Mexico, Central and South America, and the Caribbean Islands).

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

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

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

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

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

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

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

Instructor(s): R. Payne Terms Offered: Spring
Equivalent Course(s): MDVL 16900, CLCV 20900

HIST 17311. Science, Culture, and Society in Western Civilization I: Ancient Science and Medicine. 100 Units.
This undergraduate course represents the first quarter of the Science, Culture, and Society in Western Civilization general education sequence. Taking these courses in sequence is recommended but not required. This quarter will focus on science and medicine in societies across the ancient world. Students will gain an introduction to methods of healing and knowing practiced in Africa, Asia, Europe, and North and South America before 1500. Students will also acquire an understanding of the many questions that historical research raises for our own understanding of contemporary medicine and science, and some of the methods that historians use to bring the past to light. Topics include ancient surgery and pharmacology; the manifold meanings of "disease;" the function and recognition of "the body," of "mind," and of perception; how to acquire "good" and "true" knowledge; continuity and discontinuity of beliefs and practices over time and place; and exchange of ideas and materials across cultures, among other subjects.

Instructor(s): Michael Rossi Terms Offered: Autumn. Offered in Autumn 2023
Equivalent Course(s): HIPS 18301

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: Winter. Course is offered in Winter 2024.
Equivalent Course(s): HIPS 18401

HIST 17514. Science, Culture, and Society in Western Civilization III: the Computational Life. 100 Units.
In SCSIII: The Computational Life, we consider the rise of computation and computers from ancient, analog efforts through state calculations and steampunk computers of the 19th Century to the emergence of digital computers, programming languages, screens and personal devices, artificial intelligence and neural networks, the Internet and the web. Along the way, we explore how the fantasy and reality of computation historically reflected human and organizational capacities, designed as prosthetics to extend calculation and control. We further consider how computers and computational models have come to influence and transform 20th and 21st Century politics, economics, science, and society. Finally, we examine the influence of computers and AI on imagination, structuring the utopias and dystopias through which we view the future. Students will read original texts and commentary, manipulate analog and digital hardware, software, networks and AI, and contribute to Wikipedia on the history and the social and cultural implications of computing.

Instructor(s): J. Evans Terms Offered: Spring. Offered in Spring 2024.
Equivalent Course(s): HIPS 18504, SOCI 20526

HIST 17515. Science, Culture, and Society in Western Civilization III: Histories of the Bomb. 100 Units.
In the long history of the planet, the years since 1945 have a remarkable and unique geological signature: one left by the creation and testing of atomic weapons, medicine, and energy. This class explores the intellectual, social, economic, and political histories of nuclear research, including topics such as transnational scientific migrations; the Manhattan Project; weapons testing and development; the rise of "Big Science"; postcolonial histories of nuclear development; domestic and international anti-nuclear activism; and ecological and environmental impacts of fallout, waste, and nuclear accidents. Drawing on both primary and secondary sources, we will consider how the story we tell about the history of the nuclear age and the rise of science came to be, and how that story has transformed at different points in the twentieth century.

Instructor(s): E. Kern Terms Offered: Spring. Offered in Spring 2024
Equivalent Course(s): HIPS 18505

HIST 17521-17522. Energy in World Civilizations.
This two-quarter course sequence explores the historical roots of climate change and other global environmental problems by focusing on the social use of energy over time. Part I covers energy systems across the world from prehistory to the end of the nineteenth century. Part II investigates global energy systems from the early twentieth century to the present. The courses should be taken in chronological sequence. Taken together, they fulfill the general education requirement in civilization studies.
HIST 17521. Energy in World Civilizations I. 100 Units.
This two-quarter course explores the historical roots of climate change and other global environmental problems with a special attention to how energy use shapes human societies over time. Part I covers energy systems across the world from prehistory to the end of the nineteenth century.
Instructor(s): A. Jakes
Terms Offered: Autumn
Prerequisite(s): Parts I and II should be taken in sequence. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): CEGU 27521, ENST 27521, HIPS 17521

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

HIST 18301-18302-18303. Colonizations I-II-III.
This three-quarter 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: Colonialism, Enslavement and Resistance in the Atlantic World. 100 Units.
This quarter examines the making of the Atlantic world in the aftermath of European colonial expansion. Focusing on the Caribbean, North and South America, and western Africa, we cover the dynamics of invasion, representation of otherness, enslavement, colonial economies and societies, as well as resistance and revolution.
Instructor(s): Staff
Terms Offered: Autumn Spring Winter
Note(s): This sequence meets the general education requirement in civilization studies. This course is offered every year. These courses can be taken in any sequence.
Equivalent Course(s): CRES 24001, SOSC 24001, ANTH 24001

HIST 18302. Colonizations II: Imperial Expansion, Anti-Imperialism, and Nation in Asia. 100 Units.
This quarter covers the histories of modern European and Japanese colonialism in South and East Asia and the Pacific. Themes examined include the logics and dynamics of imperial expansion and rule; Orientalist discourses; uprisings and anti-imperial movements; the rise of nationalisms; and paths to decolonization in the region.
Instructor(s): Staff
Terms Offered: Autumn Spring Winter
Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.
Equivalent Course(s): ANTH 24002, CRES 24002, SOSC 24002, SALC 24002

HIST 18303. Colonizations III: Decolonization, Revolution, Freedom. 100 Units.
The third quarter considers the processes and consequences of decolonization both in newly independent nations and former colonial powers. Through an engagement with postcolonial studies, we explore the problematic of freedom and sovereignty; anti-colonial movements, thinking and struggles; nation-making and nationalism; and the enduring legacies of colonialism.
Instructor(s): Staff
Terms Offered: Autumn Spring Winter
Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.
Equivalent Course(s): ANTH 24003, SALC 20702, SOSC 24003, CRES 24003

HIST 20405. Ancient Empires VI: Assyrian Empire. 100 Units.
This course will examine the concept and definition of empire and the practices of imperial control through a case study of Mesopotamia's best-known empire, the Neo-Assyrian (first half of the 1st millennium BCE). At its peak, the Assyrians ruled a vast area covering most of modern Iraq and Syria, plus parts of Iran, Turkey and the Levant, with aspirations to control Egypt. The gradual expansion of this empire from late 2nd millennium BCE beginnings and its extremely rapid collapse in ca. 612 BCE provide an excellent example of the tensions within trajectories of empire. The course themes include warfare and political strategies, identity and ethnicity, imperial bureaucracy, and the practical and ideological purposes of infrastructure building. Evidence examined will include texts (in translation) and the archaeological record at various scales, from settlements through artworks. We will also examine paradoxes, such as the contrast between textual claims of hegemony and limited archaeological evidence for this, and the power of visual propaganda versus its select audience.
Instructor(s): Augusta McMahon
Terms Offered: Spring
HIST 20406. Ancient Empires VII: Sumerians and Akkadians. 100 Units.
The course introduces students to the first 'empires' in the ancient Middle East. We will study the earliest attempts under both Sumerian and Akkadian leadership at unifying the old Sumerian city states in what is today southern Iraq in the mid-third millennium BCE. Our focus will then be on the two successful empires that arose from these attempts, namely the one founded by Sargon of Akkade in ca. 2300 BCE and the one ruled by the Third Dynasty of Ur from 2092-2003 BCE. While exploring a rich variety of sources, both textual and from archaeological contexts, we will pay particular attention to understanding expansionist efforts, strategies of empire building, the establishment of a centralized state bureaucracy, ideologies of kingship, ethnicity and identity, as well as rebellions against the new political system and theories about why these early empires began to crumble after only a few generations. Since these new forms of dominion were tested and developed for the first time in this formative period and kings of these dynasties acquired a special status in Mesopotamian cultural memory, this course provides a solid base for understanding the later development of ancient Middle Eastern history but can also be studied for the sake of understanding early empire formation.
Instructor(s): Jana Matuszak Terms Offered: Spring
Equivalent Course(s): NEHC 20016

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

HIST 25611. Iranian Political Culture. 100 Units.
Instructor(s): Richard Payne Terms Offered: Spring
Equivalent Course(s): HIST 35611, NEHC 20721, NEHC 30721

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

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

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

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

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