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 associate director of undergraduate studies before the end of the second year; it is, however, possible to join the major as a third-year student. History is a 12-course major. Students may choose from three tracks:

- **Thesis Track**—Students produce a piece of original historical scholarship of approximately 40 to 60 pages in length. 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.
- **Colloquium Track**—Students are not required to produce a final thesis or project and instead take additional electives.

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

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

**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 associate director of undergraduate studies. Students take six courses in the major field.

**Historiography (HIST 29803)**

Course 7: Historiography, the historical methods seminar, is required of all history majors and is offered every quarter. Students must indicate their intention to enroll in Historiography to the associate director by the sixth week of the preceding quarter. For all students, but especially those who plan to pursue the Thesis or Capstone Track, we recommend taking Historiography in the third year.

**Tracks**

Courses 8–12

- **Thesis Track** students must take BA Seminar I (HIST 29801), BA Seminar II (HIST 29802), and three HIST-numbered electives to complete the major. Only students in the Thesis Track are eligible for departmental honors.
- **Capstone Track** students must take the Capstone Seminar (HIST 29804) and four HIST-numbered electives to complete the major.
- **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, as one of their 12 courses. These are offered every quarter on a variety of topics. Students can take the colloquium as a major-field course or as an elective. For all students, but especially those who plan to pursue the Capstone or Thesis Track, it is recommended strongly that this course be taken in the third year.

**MAJOR REQUIREMENTS FOR THE CLASS OF 2025 AND ONWARD**

**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 from the lists below. Students take six courses in the major field.
History

Geographic Fields (9): Africa, Ancient Mediterranean, Atlantic and Caribbean, East Asia, Europe, Latin America, North America, Russia, South Asia

Thematic Fields (10): Economic, Empire, Environment, Gender/Sexuality, Intellectual, Legal, Race, Religion, Science/Technology/Medicine, Urban

Students may propose another major field in consultation with the associate director of undergraduate studies.

Historiography (HIST 29803)

Course 7: Historiography, the historical methods seminar, is required of all history majors and is offered every quarter. Students must indicate their intention to enroll in Historiography to the associate director by the sixth week of the preceding quarter. For all students, but especially those who plan to pursue the Thesis 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 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 Seminar I (HIST 29801), BA Seminar II (HIST 29802), and two HIST-numbered electives to complete the major.
• Capstone Track students must take the Capstone Seminar (HIST 29804) and three HIST-numbered electives to complete the major.
• Colloquium Track students must take four HIST-numbered electives to complete the major.

Distribution Requirements

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.

TRACK REQUIREMENTS

Deadline to Declare Track

Students must declare their track by the end of sixth week of Winter Quarter of their third year. Students wishing to pursue the Thesis 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 should choose the Capstone or Colloquium Track.

Thesis Track

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 the culmination of the history program and are approximately 40 to 60 pages in length.

The thesis process begins in the Winter Quarter of the third year, when students may apply to the Thesis Track by proposing a thesis topic. The BA thesis seminars are required for all Thesis Track students. These courses assist students in formulating approaches and developing their research and writing skills, while providing a forum for group discussion and critiques. Throughout the period of research and writing the thesis, students benefit from the company of their peers and the guidance of a preceptor, a teaching fellow with a history PhD who serves as the seminar instructor and as the second reader of the thesis. Students will also be matched with a faculty advisor, who offers expertise, advice, and support, and who is the first grader of the thesis.

In Spring Quarter of the third year, students take BA Seminar I (HIST 29801). In Autumn and Winter Quarters of the fourth year, students take BA Seminar II, which meets every other week. Students register for HIST 29800 in the Autumn for 0 credits and HIST 29802 in the Winter for 100 credits, for a total of 100 credits spread out over two quarters. The grade given in HIST 29802 is cumulative, meaning it encompasses work from both quarters. Students must receive a B grade in BA Seminar I (HIST 29801) to continue in the Thesis Track and enroll in BA Seminar II. Students must also receive a B grade at the end of the Autumn Quarter of BA Seminar II (HIST 29800) to continue in the Thesis Track and complete the thesis.

Theses are due the second Friday of Spring Quarter at 4 p.m. Students who wish to complete their papers in a quarter other than Spring Quarter must petition the department through the associate director. Students
graduating in a quarter other than Spring Quarter must turn in their theses by Friday of seventh week of their final quarter. When circumstances justify, the department establishes individual deadlines and procedures.

Capstone Track

Capstone Track students develop and carry out an original research project other than a BA thesis, which allows students to draw on innovative trends within the historical discipline, such as digital, spatial, or public history. Projects such as a podcast, an online exhibit, or a documentary film cultivate new skills as well as new modes of communication and presentation with an eye toward engaging wider audiences for student scholarship.

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. Students take one Capstone Seminar that meets every other week during the Autumn and Winter Quarters of the fourth year.

Students register for HIST 29804 in the Autumn for 0 credits and HIST 29805 in the Winter for 100 credits, for a total of 100 credits over two quarters. The grade given in HIST 29805 is cumulative, meaning it encompasses work from both quarters. Students will be matched with a faculty advisor in history. Students are also encouraged to seek out a secondary advisor independently from elsewhere in the University with appropriate expertise in their project.

Capstone projects are due the second Friday of Spring Quarter at 4 p.m. Students who wish to complete their project in a quarter other than Spring Quarter must petition the department through the associate director. Students graduating in a quarter other than Spring Quarter must turn in their project by Friday of seventh week of their final quarter. When circumstances justify, the department establishes individual deadlines and procedures.

Colloquium Track

Students complete 12 courses, including Historiography and the Research Colloquium. This track is designed for students who want to take more electives.

OTHER COURSE INFORMATION

Course Numbering

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

Reading and Research Courses

Students interested in pursuing a program of study that cannot be met by means of regular courses have the option of devising a HIST 29700 Readings in History that is taken individually and supervised by a member of the Department of History faculty. Such a course requires the approval of the associate director of undergraduate studies 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 associate director of undergraduate studies. 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 nondepartmental courses, you must petition the Undergraduate Studies Committee for approval. A few things to keep in mind:

- Petitions must include a course description, a syllabus, and a statement of purpose that addresses the value of the course for the student’s proposed course of study.
- Students should submit a petition before the end of Winter Quarter of the fourth year to the associate director of undergraduate studies.
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 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: Courses that are cross-listed with another department may be used for both majors.
- Double majors pursuing the BA Thesis Track are welcome to use one thesis to fulfill two majors; they must fulfill the requirements pertaining to the history BA thesis, including taking BA Seminar I and II.

**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.

**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, a student who will be out of residence in the spring term of the third year should choose the Colloquium or Capstone Track.

**History Courses**

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

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

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

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

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

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

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

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

**HIST 10103. Introduction to African Civilization III. 100 Units.**

Part three uses anthropological perspectives to investigate colonial and postcolonial encounters in sub-Saharan Africa, with a particular focus on Southern Africa. The course is centered on the twentieth and twenty-first centuries. It begins with an examination of colonialism, the institutionalization of racism, and dispossession before examining anti-colonialism and the postcolonial period. The class draws on scholarship on and by African writers: from poets to novelists, ethnographers, playwrights, historians, politicians,
HIST 10600. Power and Resistance in the Black Atlantic. 100 Units.
Beginning with the arrival of European explorers on the West African coast in the fifteenth century and culminating with the stunning success of radical abolitionist movements across the Americas in the nineteenth century, the formation of the Black Atlantic irrevocably reshaped the modern world. This class will examine large-scale historical processes, including the transatlantic slave trade, the development of plantation economies, and the birth of liberal democracy. Next, we will explore the lives of individual Africans and their American descendants, the communities they built, and the cultures they created. We will consider the diversity of the Black Atlantic by examining the lives of a broad array of individuals, including black intellectuals, statesmen, soldiers, religious leaders, healers, and rebels. We will examine African diasporic subjects as creative rather than reactive historical agents and their unique contributions to Atlantic cultures, societies, and ideas. Within this geographically and temporally expansive history students will explore a key set of animating questions: What is the Black Atlantic? How can we understand both the commonalities and diversity of the experiences of Africans in the Diaspora? What kinds of communities, affinities, and identities did Africans create after being uprooted by the slave trade? What methods do scholars use to understand this history? And finally, what is the historical and political legacy of the Black Atlantic?
Instructor(s): M. Hicks Terms Offered: Spring
Note(s): Assignments: short and long papers.
Equivalent Course(s): CRES 10600, ANTH 20700

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, SOSC 23000, SALC 30100, MDVL 20100, ANTH 24100

HIST 10900. Introduction to the Civilizations of South Asia II. 100 Units.
The second quarter analyzes the colonial period (i.e., reform movements, the rise of nationalism, communalism, caste, and other identity movements) up to the independence and partition of India.
Instructor(s): Dipesh Chakrabarty Terms Offered: Spring
Prerequisite(s): SALC 20100, ANTH 24100, HIST 10800, SASC 20000, SOSC 23000
Equivalent Course(s): SALC 20200, SOSC 23100, ANTH 24100

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: Autumn
Note(s): Assignments: one short paper, a classroom presentation, and one longer research-based paper.
Equivalent Course(s): LLSO 21300, SOSC 23100

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 Mendelssohn, 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
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? Making extensive use of Jewish law and customary practice, cookbooks, etiquette guides, prints, films, novels, maps, memoirs, architectural drawings and photographs, and tourist guides, this course will analyze how Jews (in all their diversity) and non-Jews defined Jewish spaces and places. The focus will be on Europe in the 19th and 20th centuries, but we will also venture back into the early modern period and across the Mediterranean to Palestine/Israel and North Africa and the Atlantic to the Caribbean and the Americas. We will study both actually existing structures-synagogues, ritual baths, schools, kosher (and kosher-style) butcher shops, bakeries and restaurants, social and political clubs, hospitals, orphanages, old age homes, museums and memorials-but also texts and visual culture in which Jewish places and spaces are imagined or vilified. Parallel to our work with primary sources we will read in the recent, very rich, scholarly literature on this topic. This is not a survey course; we will undertake a series of intensive case-studies through which we will address the larger issues. This is a limited-enrollment, discussion-based course in which both undergraduates and graduate students are welcome. No previous knowledge of Jewish history is expected.
Instructor(s): Leora Auslander 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.
Equivalent Course(s): JWSC 22006, RLST 22015

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

HIST 12203. Italian Renaissance: Petrarch, Machiavelli, and the Wars of Popes and Kings. 100 Units.
Florence, Rome, and the Italian city-states in the age of plagues and cathedrals, Petrarch and Machiavelli, Medici and Borgia (1250-1600), with a focus on literature, philosophy, primary sources, the revival of antiquity, and the papacy’s entanglement with pan-European politics. We will examine humanism, patronage, politics, corruption, assassination, feuds, art, music, magic, censorship, education, science, heresy, and the roots of the Reformation. Writing assignments focus on higher level writing skills, with a creative writing component linked to our in-class role-played reenactment of a Renaissance papal election (LARP). 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): MDVL 12203, SIGN 26034, FNDL 22204, CLCV 22216, RLST 22203, KNOW 12203, ITAL 16000

HIST 12305. Common-Year Seminar: Fascism. 100 Units.
What is fascism, and more importantly, what social, economic, cultural, and political forces produced it? This Common-Year Seminar will focus on the emergence of fascism in Europe in the 1920s and 1930s. We will spend most of our time focused on Germany and Italy with occasional comparative reflection on other parts of Europe and beyond.
Instructor(s): T. Zahra
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: three short papers and an in-class presentation.

HIST 12700-12800. Music in Western Civilization I-II.
This two-quarter sequence explores musical works of broad cultural significance in Western civilization. We study pieces not only from the standpoint of musical style but also through the lenses of politics, intellectual history, economics, gender, cultural studies, and so on. Readings are taken both from our music textbook and from the writings of a number of figures such as St. Benedict of Nursia and Martin Luther. In addition to lectures, students discuss important issues in the readings and participate in music listening exercises in smaller sections.
HIST 12700. Music In Western Civilization I: To 1750. 100 Units.
This course, part of the Social Sciences Civ core, looks at musics in different moments of Euro-American history and the social contexts in which they originated, with some comparative views on other world traditions. It aims to give students a better understanding of the social contexts of European music over this period; aids for the basic sound structures of pieces from these different moments; and convincing writing in response to prompts based on source readings or music pieces. Our first quarter (MUS 12100 etc.) spans roughly the period between Charlemagne's coronation as Holy Roman Emperor (800 CE) and the dissolution of the Empire (1806) with the triumph of Napoleon across Western Europe.
Instructor(s): R. Kendrick Terms Offered: Autumn
Note(s): Prior music course or ability to read music not required. Students must confirm enrollment by attending one of the first two sessions of class. This two-quarter sequence meets the general education requirement in civilization studies; it does not meet the general education requirement in the arts.
Equivalent Course(s): MUSI 12100, SOSC 21100

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

HIST 12706. Diaspora/Diasporas. 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 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  
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  
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 Western 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  
Prerequisite(s): For the 3-qtr sequence register for HIST 13003 after completing HIST 13001-13002. Only HIST 13001-13002 complete the 2-qtr sequence.  
Note(s): Students may not combine HIST 13003 with one other quarter of European Civilization to fulfill the general education requirement. Spring 23 topic: TBD

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

HIST 13100. History of Western Civilization I. 100 Units.  
This sequence fulfills the general education requirement in civilization studies. The purpose of this three-course sequence is (1) to introduce students to the principles of historical thought and to provide them with the critical tools for analyzing tests produced in the distant or near past, (2) to acquaint them with some of the more important epochs in the development of European civilization since the sixth century B.C.E, and (3) to assist them in discovering the developmental connections between these various epochs. 13100: The first course focuses on the history of Classical civilization, beginning with the world of Homer and ending with the world of St. Augustine. The sequence does not present a general survey of European history, but rather undertakes an intensive investigation of original documents bearing on a number of discrete topics in European civilization (e.g., the Roman Republic, or the origins of the First World War). These original documents are contained in the nine-volume series published by The University of Chicago Press, The University of Chicago Readings in Western Civilization. The course also draws on supplementary materials from the work of modern historians. This sequence fulfills the general education requirement in civilization studies. Students should log on to https://canvas.uchicago.edu/ and check the page for this course for the first day’s reading assignment; you will be expected to be prepared.  
Instructor(s): K. Weintraub, Autumn; J. Boyer, Summer  
Prerequisite(s): These courses must be taken in sequence.
HIST 13200. History of Western Civilization II. 100 Units.
This second course of the History of Western Civilization sequence explores major themes in the Middle Ages, the Renaissance, and the Reformation. Key topics explored through discussions of texts include the development of monasticism; the structures of manorialism and feudalism; the consolidation of the papacy and the Holy Roman Empire; and the challenges to these structures seen in the ideas of the humanists and reformers.
Instructor(s): K. Weintraub, Winter, Summer
Terms Offered: Summer Winter
Prerequisite(s): These courses must be taken in sequence.

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

HIST 13500-13600-13700. America in World Civilization I-II-III.
The America in World Civilization sequence examines America as a contested idea and a contested place by reading and writing about a wide array of primary sources. In the process, students gain a new sense of historical awareness and of the making of America. The course is designed both for history majors and non-majors who want to deepen their understanding of the nation's history, encounter some enlightening and provocative voices from the past, and develop the analytical methods of historical thinking. Together, HIST 13600-13700 (II and III) meet the general education requirement in civilization studies via two civilization courses. Students who take HIST 13500 (I) must also take HIST 13600-13700 to meet the general education requirement via three civilization courses. HIST 13500–13600-13700 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 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
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
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): J. Ransmeier 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 Terms Offered: Winter
Note(s): Taking these courses in sequence is recommended but not required.
Equivalent Course(s): SOSC 24100, REES 26012

HIST 14100. Introduction to Russian Civilization III. 100 Units.
When taken following Introduction to Russian Civilization I and II, Introduction to Russian Civilization III meets the general education requirement in Humanities, Civilization Studies, and the Arts. The course is thematic and will vary from year to year. 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 14201. Common-Year Seminar: Human Bondage. 100 Units.
In this Common-Year Seminar we will study the historical experience of enslaved people around the world, with an emphasis what we can learn about systems of unfreedom beyond the Atlantic slave trade. Readings will consider such cases as the burakumin in Japan, hereditary slavery in Korea, the relationship between the caste system and slavery in India, the situation of mui-tsai slave girls in South China, the Pacific trade in “contract labor,” ranging from Southeast Asia to the Caribbean, the deep roots of the phenomenon of human trafficking, exploitation in the fishing industry, and other forms of coercion and forced labor. We will also read about diverse abolition projects. Students can expect to consider not only histories of enslavement, but also the legacies and contemporary ramifications of these global habits of exploitation.
Instructor(s): J. Ransmeier 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: in-class presentation, short papers, and a long paper.

HIST 14904. Visualization and Biology: Science, Culture, and Representation. 100 Units.
How do scientific images get made? This deceptively simple question lies at the heart of this course. Over three weeks at the MBL, we will examine the techniques, technologies, philosophies and histories of scientific image
making, with a particular focus on marine biology. Rather than simply reading theories of visualization and representation, students will immerse themselves in the making of images themselves. Students will perform hands-on work with historical and contemporary theories and techniques of microscopy, taxonomy, anatomy, and specimen collecting. They will also examine the theoretical, philosophical, and ethical underpinnings of those practices. Through a combination of ethnographic (participant observation) and historical (archival) work, students will develop rich accounts of scientific visualization - from matters of objectivity and instrumentation, to problems of vision and the limits of (human) senses, to questions of aesthetics, abstraction, and representation. During the course, students will have the opportunity to work with Marine Biological Laboratory faculty, have access to laboratory and archives, and will develop new data and novel accounts of the social, cultural, and technical creation of scientific images.

Instructor(s): Michael Paul Rossi
Terms Offered: Autumn

Prerequisite(s): Consent Only.
Note(s): Prerequisite: Consent Only. Course meets for three weeks, 9/9 thru 9/27 (5-6 days/week, 8 hours per day), at Marine Biological Laboratories, in Woods Hole Massachusetts. Course will be part of Autumn quarter course load. For more information see http://college.uchicago.edu/academics/mbl-september-courses
Equivalent Course(s): HIPS 15000

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 15004. Common-Year Seminar: How the Past Felt. 100 Units.
This course offers an introduction to historical thinking and study, by examining historical change in our most basic experiences of the sensory and phenomenal world. Together we will study historical transformations in the visual and auditory fields, smellscapes and patterns of taste, how the earth feels under human feet, sleep and wakefulness, and the experience of the passage of time.

Instructor(s): G. Winant
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: One short paper, one in-class presentation, one long paper.

HIST 15411-15412-15413. East Asian Civilization I-II-III.
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 meet the general education requirement in civilization studies via two civilization courses.

HIST 15411. East Asian Civilization I, Ancient Period-1600. 100 Units.
This course examines the politics, society, and culture of East Asia from ancient times until c. 1600. Our focus will be on examining key historical moments and intellectual, social, and cultural trends with an emphasis on the region as a whole. Students will read and discuss culturally significant texts and be introduced to various approaches to analyzing them.

Instructor(s): K. Pomeranz
Terms Offered: Autumn
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 meet 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.
HIST 15412. Ancient Empires I. 100 Units.
This course introduces students to the Hittite Empire of ancient Anatolia. In existence from roughly 1750-1200 BCE, and spanning across modern Turkey and beyond, the Hittite Empire is one of the oldest and largest empires of the ancient world. We will be examining their history and their political and cultural accomplishments through analysis of their written records - composed in Hittite, the world’s first recorded Indo-European language - and their archaeological remains. In the process, we will also be examining the concept of “empire” itself: What is an empire, and how do anthropologists, archaeologists, and historians study this unique kind of political formation?
Instructor(s): James Osborne Terms Offered: Spring
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): NEHC 20011, CLCV 25700

HIST 15413. 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

HIST 15414. Ancient Empires III. 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 Terms Offered: Spring
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 15504. Common-Year Seminar: Bad Taste-Cultivation and Modern Society from Kitsch to Camp. 100 Units.
To understand bad taste one must have very good taste,” the filmmaker and “Pope of Trash” John Waters wrote in 1981. This course will put this claim to the test in a journey through the material, cultural, and intellectual history of bad taste and its pillar concepts, such as schlock, kitsch, and camp, from the mid-eighteenth century through the present day. Our focus will be primarily on Europe, where shifting notions of bad taste powerfully shaped the modern social order, both underwriting and undermining categories of race, gender, class, sexuality, and religion. Readings will be drawn from primary and secondary sources from the history of art, aesthetics, sociology, political theory, media studies, and the history of the senses. How was taste connected to morality in European society? What did it reveal about individual and collective identities, and about people’s understanding of their position in the world? How did the emergence of consumer culture, empire, urbanization, or technology influence normative standards of taste? How was bad taste mobilized in order to resist or uphold these standards? In answering these questions, we will be concerned not only with theories of bad taste, but also with its material cultural manifestations, using everything from fashion to food to visual art to music to become ourselves connoisseurs of this historically potent genre.
Instructor(s): A. Goff Terms Offered: Spring
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: one short paper, one long paper, and short alternative assignments.
Equivalent Course(s): GNSE 15504
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): CLCV 25800, MDVL 20012, NEHC 20012

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

Instructor(s): Douglas Inglis 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): RLST 20201, NEHC 30201, ISLM 30201, HIST 35621, 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’a states (Buyids and Fatimids); the Crusades and Mongol conquests; the Mamluks and Timurids, and the “gunpowder empires” of the Ottomans, Safavids, and Moghuls; the dynamics of gender and class relations; etc. This class partially fulfills the requirement for MA students in CMES, as well as for NELC majors and PhD students.

Instructor(s): Franklin Lewis Terms Offered: Winter. This course will not be offered for the 2021-2022 academic year.
Prerequisite(s): Islamicate Civilization I (NEHC 20201) or Islamic Thought & Literature-1 (NEHC 20601), or the equivalent
Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements.
Equivalent Course(s): ISLM 30202, NEHC 30202, MDVL 20202, NEHC 20202, HIST 35622, RLST 20202

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, NEHC 20203, NEHC 30203, ISLM 30203, HIST 35623

HIST 15801. Introduction to the Middle East. 100 Units.
Prior knowledge of the Middle East not required. This course aims to facilitate a general understanding of some key factors that have shaped life in this region, with primary emphasis on modern conditions and their background, and to provide exposure to some of the region’s rich cultural diversity. This course can serve as a basis for the further study of the history, politics, and civilizations of the Middle East.
Instructor(s): Ameena Yovan Terms Offered: Spring
Equivalent Course(s): NEHC 10101

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

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

HIST 16103. Introduction to Latin American Civilization III. 100 Units.
Spring Quarter focuses on the twentieth century, with special emphasis on the challenges of economic, political, and social development in the region.
Instructor(s): D. Borges Terms Offered: Spring
Equivalent Course(s): SOSC 26300, LACS 16300, LACS 34800, PPHA 39780, HIST 36103, 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
Prerequisite(s): This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): CLCV 20900, MDVL 16900


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

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

HIST 17311. Science, Culture, and Society in Western Civilization I: Ancient Science and Medicine. 100 Units.
This undergraduate core 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: Winter. Offered in Winter 2023
Equivalent Course(s): HIPS 18301

HIST 17410. Science, Culture, and Society in Western Civilization II: Renaissance to Enlightenment. 100 Units.
This lecture-discussion course examines the development science and scientific philosophy from the mid-fifteenth to the mid-nineteenth centuries. The considerations begin with the recovery of an ancient knowledge in the works of Leonardo, Vesalius, Harvey, and Copernicus. Thereafter the course will focus on Enlightenment science, as represented by Galileo, Descartes, Newton, and Hume. The course will culminate with the work of Darwin, who utilized traditional concepts to inaugurate modern science. For each class, the instructor will provide a short introductory lecture on the texts, and then open discussion to pursue with students the unexpected accomplishments of the authors under scrutiny.
Instructor(s): R. Richards Terms Offered: Winter. Course is offered in Winter 2022
Equivalent Course(s): HIPS 18400, KNOW 18400

HIST 17411. Science, Culture, and Society in Western Civilization II: History of Medicine 1500 to 1900. 100 Units.
This course examines the theory and practice of medicine between 1500 and 1900. Topics include traditional early modern medicine; novel understandings of anatomy, physiology, and disease from the Renaissance on; and new forms of medical practice, training, and knowledge-making that developed in the eighteenth and nineteenth centuries.
Instructor(s): M. Rossi Terms Offered: Autumn. Course is not offered in 2021-2022 Academic Year
Equivalent Course(s): HIPS 18401

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

Instructor(s): M. Rossi Terms Offered: Winter. Course is not offered in 2021-2022 Academic Year
Equivalent Course(s): HIPS 18501

HIST 17512. Science, Culture, and Society in Western Civilization III: The Environment. 100 Units.
This course charts the development of modern science and technology with special reference to the environment. Major themes include natural history and empire, political economy in the Enlightenment, the discovery of deep time and evolutionary theory, the dawn of the fossil fuel economy, Malthusian anxieties about overpopulation, the birth of ecology, the Cold War development of climate science, the postwar debates about the limits to growth, and the emergence of modern environmentalism. We will end with the new science of the Anthropocene.
Instructor(s): F. Albritton Jonsson Terms Offered: Spring. Course is not offered in 2021-2022 Academic Year
Equivalent Course(s): HIPS 18502

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

HIST 17515. Science, Culture, and Society in Western Civilization III: Histories of the Bomb. 100 Units.
In the long history of the planet, the years since 1945 have a remarkable and unique geological signature: one left by the creation and testing of atomic weapons, medicine, and energy. This class explores the intellectual, social, economic, and political histories of nuclear research, including topics such as transnational scientific migrations; the Manhattan Project; weapons testing and development; the rise of “Big Science”; postcolonial histories of nuclear development; domestic and international anti-nuclear activism; and ecological and environmental impacts of fallout, waste, and nuclear accidents. Drawing on both primary and secondary sources, we will consider how the story we tell about the history of the nuclear age and the rise of science came to be, and how that story has transformed at different points in the twentieth century.
Instructor(s): E. Kern Terms Offered: Spring. Offered in Spring 2022
Equivalent Course(s): HIPS 18505

HIST 17516. Science, Culture, and Society in Western Civilization III: Modern Science. 100 Units.
This course will examine the constitutive relationship between major sociopolitical and scientific events in Western and Central Europe between 1815 and 1945, including the role of the post-Napoleonic “Vienna System” in the consolidation of the statistical style of reasoning in France and the connection between interwar politics and the rise of eugenics. By the end of the course, students should have a better understanding of a critical period in European history and acquired a set of theoretical tools for understanding how sociopolitical and epistemic developments are related.
Instructor(s): Zachary Barr Terms Offered: Spring. Spring 2023
Note(s): Satisfies the Core CIV requirement as the third course in the Science, Culture, and Society in Western Civilization sequence (modern period).
Equivalent Course(s): HIPS 18506

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): C. Kearns & S. Newman 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): HIPS 17521, ENST 27521
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): HIPS 17522, ENST 27522

HIST 17800. 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 Kruer Terms Offered: Autumn
Equivalent Course(s): RDIN 12300, CRES 12800

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 Terms Offered: Spring
Note(s): Assignments: two short papers and a podcast.
Equivalent Course(s): AMER 17809, LLSO 25909

HIST 18001. The United States in the Age of Total War. 100 Units.
From the Civil War to WWI and II to the Cold War, and through the War on Terror, mobilization for total war has profoundly shaped the foundations of American life. Yet it is oddly underrepresented, bracketed, or omitted altogether in most treatments of domestic US history. This is an odd distortion of the past. Indeed, emergency and security have become such overriding concerns that it is impossible to identify any period of US history that may be designated "peacetime" after 1939. And before that, endemic violence flowing from battles over emancipation, continental empire and "Indian removal," class conflict, and offshore empire, all suffused the United States with militaristic patterns of power relations. Endless mobilization for existential conflict was powerfully transformative, reworking basic frameworks of law (including constitutionality and citizenship), politics (from infrastructure to loyalty), economics (including defense spending, foreign aid, and new technologies like atomic power), culture (from "wars" on disease to vice to fears of subversion), and society (from the regulation of sexuality and the construction of gender roles to the reconfiguration of regional, national, and global space). This lecture course will introduce students to the neglected history of total war as it remade the United States over a century and a half.
Instructor(s): J. Sparrow Terms Offered: Autumn
Note(s): Assignments: short essays, active discussion-thread contributions, and a curated digital exhibit pertaining to total war
Equivalent Course(s): LLSO 18001

HIST 18301-18302-18303. Colonizations I-II-III.
This sequence meets the general education requirement in civilization studies. This three-quarter sequence approaches the concept of civilization from an emphasis on cross-cultural/societal connection and exchange. We explore the dynamics of conquest, slavery, colonialism, and their reciprocal relationships with concepts such as resistance, freedom, and independence, with an eye toward understanding their interlocking role in the making of the modern world.

HIST 18301. Colonizations I: 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.
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): SOCS 24001, CRES 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.
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): SALC 24002, CRES 24002, SOSC 24002, ANTH 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.
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): SALC 20702, CRES 24003, ANTH 24003, SOSC 24003

HIST 18802. Performing Democracy. 100 Units.
Chicago’s unique improvisational theater scene has produced generations of renowned comedians, actors, writers, directors, and late-night television hosts. But Chicago improv is more than a training ground for stars. It is the result of a specific vision of democracy. This course delves into the cultural, social, and political prehistory of Chicago improv and uncovers the many forces that shaped its development. We will explore nineteenth-century oratory, coeducation, and parlor culture; the central role played by women, African Americans, and immigrants; and the ways in which a Progressive Era movement for democracy launched a new approach to improvisational, ensemble-based theater. You’ll never look at Chicago or its performance scene the same way again.
Instructor(s): J. Dailey & F. Maxwell Terms Offered: Autumn
Prerequisite(s): Consent of instructors
Note(s): Assignments: a variety of speaking, performing, writing, and reading assignments, including analyzing digitized primary sources, videos, oratory, debate, and sketch writing.
Equivalent Course(s): CHST 18802, TAPS 20802

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.
Terms Offered: Autumn
Equivalent Course(s): GNSE 18808, CRES 18808

HIST 20111. History of Death. 100 Units.
From the treatment of mortal remains to the built environment of cemeteries, tombs, and memorials, the dead have always played a role in the lives of the living. This course examines how beliefs and practices surrounding death have been a source of meaning making for individuals, institutions, religious communities, and modern nations. It will ask students to consider how examining death makes it possible to better understand the values and concerns of societies across time and space. This course will consider case studies from Africa, the Middle East, the Caribbean, North America, Europe, and Asia, from the Middle Ages to the Vietnam War. It introduces students to the methods and debates that animate the historical study of death—coming from histories of the body, social history, and the study of slavery—and ends by asking the question: “Is it possible to have a global history of death?”
Instructor(s): K. Hickerson Terms Offered: Autumn
Note(s): Assignments: short papers, in-class presentation, alternative projects.
Equivalent Course(s): RLST 20111, HLTH 20111, CRES 20111, GNSE 21111

HIST 20302. This is Sparta (or Is It?) 100 Units.
From Herodotos to Hitler, ancient Sparta has continued to fascinate for its supposedly balanced constitution, its military superiority, its totalitarian ideology, and its brutality. Yet the image we possess of the most important state of the Peloponnesse is largely the projection of outside observers for whom the objectification of Sparta could serve either as a model for emulation or as a paradigm of “otherness.” This course will examine the extant evidence for Sparta from its origins through to its repackaging in Roman times and beyond and will serve as a case study in discussing the writing of history and in attempting to gauge the viability of a non-Athenocentric Greek history.
Instructor(s): J. Hall Terms Offered: Winter
HIST 22125. Nature, Consent, and the Origins of Political Authority. 100 Units.
The question of the basis of political authority is one of the fundamental problems of political philosophy. The course will examine the history of this question, focusing especially on the tradition of thought that grounds political legitimacy in claims about human nature, and that which locates it in the consent of the governed. We will read classic representatives of political naturalism such as Aristotle and Aquinas, examine the role of popular sovereignty in Marsilius of Padua's intervention in debates between pope and emperor, consider the attempts of late-Scholastic thinkers such as Suarez to bridge naturalism and government by consent, and explore the emergence of social contract theory in early Enlightenment thinkers such as Hobbes, Locke, and Rousseau. Throughout, we will focus on a close reading of primary texts, seeking to understand how these philosophers thought about the source of political authority and how their theories were shaped by their historical contexts. We will also address broader themes such as the place of normative conceptions of human nature in a democratic society.
Instructor(s): S. Waldorf Terms Offered: Spring

HIST 22203. The Holy Roman Empire, 800-1500. 100 Units.
During the first seven centuries of its existence the Holy Roman Empire emerged as one of the most politically and culturally heterogeneous states in all of Europe. A vast expanse of central Europe that is today divided among more than a dozen nations was ruled, at least in theory, by the emperors during the central and late Middle Ages. The purpose of this course is to trace some of the major developments in imperial history between 800 (Charlemagne's coronation as emperor) and the early sixteenth century. Topics will include the changing nature of imperial authority from the Carolingians to the Habsburgs, the Church's and the nobility's establishment of quasi-independent lordships inside imperial territory, papal-imperial relations, and the changing nature of imperial authority from the Carolingians to the Habsburgs, the Church's and the nobility's establishment of quasi-independent lordships inside imperial territory, papal-imperial relations, and the eastward expansion of the empire.
Instructor(s): J. Lyon Terms Offered: Autumn
Note(s): Assignments: short paper(s) and a final exam.
Equivalent Course(s): MDVL 22203, HIST 32203

HIST 22407. Medieval England. 100 Units.
How merry was 'Olde England'? This course is intended as an introduction to the history of England from the withdrawal of the Roman legions in the early fifth century to the defeat of Richard III at the Battle of Bosworth Field in AD 1485. Sources will include chronicles, biographies, laws, charters, spiritual and political treatises, romances and parodies. Themes will include the conversion of the Anglo-Saxons to Christianity, the Viking and Norman invasions, the development of the monarchy and parliament, monastic, peasant, and town life, the role of literacy and education in the development of a peculiarly 'English' society, and the place of devotion, art, and architecture in medieval English culture.
Instructor(s): R. Fulton Brown Terms Offered: Winter
Note(s): Assignments: in-class presentation and a long paper.
Equivalent Course(s): HIST 32407, MDVL 22407

HIST 23002. Empires and Peoples: Ethnicity in Late Antiquity. 100 Units.
Late antiquity witnessed an unprecedented proliferation of peoples in the Mediterranean and the Middle East. Vandals, Arabs, Goths, Huns, Franks, and Iranians, among numerous others, took shape as political communities within the Roman and Iranian empires or along their peripheries. Recent scholarship has undone the traditional image of these groups as previously undocumented communities of "barbarians" entering history. Ethnic communities emerge from the literature as political constructions dependent on the very malleability of identities, on specific acts of textual and artistic production, on particular religious traditions, and, not least, on the imperial or postimperial regimes sustaining their claims to sovereignty. The colloquium will debate the origin, nature, and roles of ethno-political identities and communities comparatively across West Asia, from the Western Mediterranean to the Eurasian steppes, on the basis of recent contributions. As a historiographical colloquium, the course will address the contemporary cultural and political concerns-especially nationalism-that have often shaped historical accounts of ethno-genesis in the period as well as bio-historical approaches-such as genetic history-that sometimes sit uneasily with the recent advances of historians.
Instructor(s): R. Fulton Terms Offered: Spring
Prerequisite(s): Open to advanced undergraduates and graduate students.
Equivalent Course(s): MDVL 20902, CLAS 33718, NEHC 20802, CLCV 23718, HIST 30902, LLSo 20902, NEHC 30802

HIST 22601. Propaganda and Public Opinion, from the French Enlightenment to the Modern Era. 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

Equivalent Course(s): FREN 24222

HIST 22726. Viceroyalty of New Spain and its Cultural History. 100 Units.

Viceroyalty of New Spain and its Cultural History This seminar reviews the cultural production of the Viceroyalty of New Spain (sixteenth to eighteenth century). It takes as its point of departure the cultural exchange between Europe, America, and Asia. The opening of new routes (terrestrial and maritime) fostered a circulation of ideas and artifacts anchored in complex socio-cultural structures. The analysis of their transfer along migration routes will allow to understand how their aesthetic values and symbolical meanings are transformed within the allied goals of religion (church) and political power (state) involved in the colonial enterprise. The seminar will take into consideration visual material (engravings, paintings) of the time as well as primary textual sources.

Instructor(s): Baez Rubi, Linda Terms Offered: Autumn

Equivalent Course(s): LACS 35126, HIST 32726, SPAN 35122, LACS 25126, SPAN 25122

HIST 22907. Florence: Living with History. 100 Units.

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

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

Prerequisite(s): Admission to the September Florence: Living with History program.

HIST 23006. Looting, Plunder, and the Making of Modern Europe. 100 Units.

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

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

Note(s): Assignments: one short paper, one long paper, short alternative assignments, and an in-class presentation.

Equivalent Course(s): HIST 33006

HIST 23008. Montesquieu’s "The Spirit of the Laws" 100 Units.

From its publication in 1748, "The Spirit of the Laws" has been interpreted, among other things, as a foundational work of method in historical jurisprudence; a paean to the English constitution and an inspiration for that of the future United States; a precocious call for penal reform and the abolition of slavery; a monument to the Enlightenment's capacity for cultural relativism that laid the groundwork for the discipline of sociology; a historical treatise on the rise of globalized commerce and its political effects in Europe; and a manifesto for a reactionary feudal aristocracy. We will read "The Spirit of the Laws" with attention to these and other possible interpretations. This course is mainly an exercise in close reading, but we will also think about the contexts for the writing and reception of this landmark work of Enlightenment social and political thought.

Instructor(s): P. Cheney Terms Offered: Winter
Prerequisite(s): Completion of one of these Core sequences: "Classics of Social and Political Thought," "Power, Identity, Resistance" or "Self, Culture, and Society."
Note(s): Assignments: in-class presentation, short papers, and a long paper.
Equivalent Course(s): LLSO 23008, FNDL 23008

**HIST 23210. Urban Core in Paris. 100 Units.**
This course is both an introduction to how historians think about cities and a history of cities from the Middle Ages through the Cold War. Most of the examples are drawn from Europe, with a special focus for the version of the course taught in Paris on that city, but significant attention is given to Africa and the United States. The course is chronological in organization, but each class also focuses on a different theme, such as the place of politics, industrial development, migration, culture, and commerce in the transformation of urban forms and experiences.
Instructor(s): L. Auslander Terms Offered: Winter
Prerequisite(s): Admission to the Paris: Social Sciences Urbanism program
Equivalent Course(s): ENST 23210, ARCH 23210

**HIST 23413. Holocaust Object. 100 Units.**
In this course, we explore various ontological and representational modes of the Holocaust material object world as it was represented during World War II. Then, we interrogate the post-Holocaust artifacts and material remnants, as they are displayed, curated, controlled, and narrated in the memorial sites and museums of former ghettos and extermination and concentration camps. These sites which-once the locations of genocide-are now places of remembrance, the (post)human, and material remnants also serve educational purposes. Therefore, we study the ways in which this material world, ranging from infrastructure to detritus, has been subjected to two, often conflicting, tasks of representation and preservation, which we view through a prism of authenticity. In order to study representation, we critically engage a textual and visual reading of museum narrations and fiction writings; to tackle the demands of preservation, we apply a neo-materialist approach. Of special interest are survivors’ testimonies as appended to the artifacts they donated. The course will also equip you with salient critical tools for future creative research in Holocaust studies.
Instructor(s): Bozena Shallcross Terms Offered: TBD
Equivalent Course(s): ANTH 23910, JWSC 29500, REES 27019, ARCH 27019, ANTH 35035, REES 37019, HIST 33413

**HIST 23418. The Holocaust: History and Meaning. 100 Units.**
How unique was the Holocaust? What enabled it and what is its legacy? In this course we will consider key texts written about and during the Holocaust. We will consider the rise of racism, Fascism, colonialism, and Nazism. We will reflect about the place of the Holocaust in genocide studies and in recent political and philosophical debates. We will talk about key texts, movies, and music, but most importantly: We’ll learn some history. Grad students will be asked to read key methodological texts that will enrich their historiographical and historiosophical understanding of the topic.
Instructor(s): N. Lebovic Terms Offered: Autumn
Note(s): This course will be taught by Nitzan Lebovic, the 22–23 Joyce Z. Greenberg Visiting Professorship in Jewish Studies.
Equivalent Course(s): RLST 26604, HIJD 36604, HIST 33418, JWSC 23418

**HIST 23502. Germany and the Habsburg Empire, 1870-1914/1918. 100 Units.**
The purpose of this course is to provide an introduction to major themes in the political, social, and international history of Germany and of the Hapsburg Empire from 1870 until 1914/1918. The course considers both the history of Prussia and of kleindeutsch Germany and the history of the Austrian lands. A primary concern of the course will be to identify and to elaborate key comparative developmental features common both to the German and the Habsburg experience and, at the same time, to understand the ways in which late Imperial German and Austrian history manifest distinctive patterns, based on different state and social traditions. The course involves a very significant program of reading, including many primary sources. Hence, students who opt to take the course should be prepared to devote a substantial amount of time to careful and thoughtful reading of the materials assigned. We will be considering many newer historiographical interventions and trends, but also many venerable older views and positions as well.
Instructor(s): J. Boyer Terms Offered: Spring
Prerequisite(s): Reading knowledge of German strongly recommended.
Equivalent Course(s): HIST 33502

**HIST 23520. Medieval Masculinity. 100 Units.**
This course will introduce students to concepts of masculinity in the Middle Ages, especially in the period between approximately 1000 and 1500 CE. Special attention will be paid to medieval notions of honor and to the roles that knighthood, chivalry, and monasticism played in promoting (often contradictory) masculine ideals. The course has two main goals. First, to assess and discuss recent scholarly debates and arguments about medieval masculinity. Second, to read closely a variety of medieval sources—including Arthurian literature, chronicles of the Crusades, biographical texts, and monastic histories—in order to develop new perspectives on masculinity during the Middle Ages.
Instructor(s): J. Lyon & A. Herlands Terms Offered: Spring
Note(s): Assignments: short paper(s)/alternative projects.
HIST 24400. Status and Subversion in Early Modern Korea. 100 Units.
This course examines the history of Chosŏn Korea (1392-1910) from its establishment in the wake of the disintegration of the Mongol empire until its annexation by Japan in the early twentieth century. We will
Note(s): Assignments: weekly readings, document-based papers, and a final exam.
Equivalent Course(s): REES 23706

explore topics such as status and gender, ideology and law, diplomacy and invasion, and court politics and
rebellion, with an eye to understanding issues including Chosŏn’s social hierarchy and its discontents, slavery,
Confucianization, factionalism, obstacles to reform, and the longevity of the dynasty. Readings include
recent secondary scholarship and primary sources such as official histories, diaries, law codes, letters, official
documents, and inquest records, as well as visual materials. Lecture is combined with discussion. Assignments
are a short paper, a Wikipedia project, and a longer final paper. All readings in English. No prior knowledge of
Korean history or language is required.
Instructor(s): G. Reynolds Terms Offered: Spring
Equivalent Course(s): EALC 24401
HIST 24401. History of the Fatimid Caliphate. 100 Units.
This course will cover the history of the Fatimid (Shiite) caliphate, from its foundation in the North Africa about
909 until its end in Egypt 1171. Most of the material will be presented in classroom lectures. Sections of the course
deal with Fatimid history treated chronologically and others with separate institutions and problems as they
changed and developed throughout the whole time period. Readings heavily favored or highly recommended
are all in English.
Instructor(s): P. Walker Terms Offered: Winter
Equivalent Course(s): MDVL 20451, NEHC 20451, NEHC 30451, HIST 34401
HIST 24513. Documentary Chinese. 100 Units.
This course guides students through critical readings of primary historical documents from approximately 1800
through 1950. These documents are translated sentence by sentence, and then historiographically analyzed. Most
of these documents are from the nineteenth century. Genres include public imperial edicts, secret imperial edicts,
secret memorials to the throne from officials, official reports to superiors and from superiors, funereal essays,
depositions (“confessions”), local gazetteers (fangzhi), newspapers, and periodicals. To provide an introduction
to these genres, the first six weeks of the course will use the Fairbank and Kuhn textbook "The Rebellion of
Chung Jen-chieh" (Harvard-Yanjing Institute). The textbook provides ten different genres of document with
vocabulary glosses and grammatical explanations; all documents relate to an 1841-42 rebellion in Hubei province.
Assignments: Each week prior to class students electronically submit a written translation of the document or
documents to be read; a day after the class they electronically submit a corrected translation of the document or
documents read. A fifteen-page term paper based on original sources in documentary Chinese is also required.
Instructor(s): G. Alitto Terms Offered: Spring
Equivalent Course(s): MDVL 20545, NEHC 20545, NEHC 30545, HIST 34513
HIST 24517. Taiwan in Asia and the World. 100 Units.
This course examines the distinctive history of the island of Taiwan, from seventeenth-century Spanish colony
to outpost of the Dutch empire, from multiethnic pirate cove to Qing coastal fortress, from an essential point
of origin for Austronesian languages and cultures to Japan’s first model colony, and from decades living under
martial law to today’s vibrant democratically elected government. There may never have been a time when
Taiwan’s future was so heatedly debated, or viewed as so central to global politics, as it is at this moment.
Readings spanning three centuries and an array of governing regimes. We will explore the historical arguments
and narratives that constitute the cultural identity of this diverse and contested place. In addition to reading
primary sources and historiography over the quarter, students will develop and share their own research. This
will culminate with either a paper or public history project.
Instructor(s): J. Ransmeier Terms Offered: Winter
Equivalent Course(s): EALC 24517, HIST 34513, EALC 24513
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
Equivalent Course(s): EALC 24501, GNSE 20121, EALC 34501, GNSE 30121, HIST 34518
HIST 24905. Darwin’s "On the Origin of Species" and "The Descent of Man” 100 Units.
This lecture-discussion course will focus on a close reading of Darwin’s two classic texts. An initial class or
two will explore the state of biology prior to Darwin’s Beagle voyage, and then consider the development of
his theories before 1859. Then we will turn to his two books. Among the topics of central concern will be the
logical, epistemological, and rhetorical status of Darwin’s several theories, especially his evolutionary ethics; the
HIST 24908. Being Human: Histories of Paleoanthropology, Origins, and Deep Time. 100 Units.

What does it mean to be "human," and how have different sciences been used at different points in time to answer that question? While the scientific discipline of paleoanthropology-the study of human evolution and the deep human past-only emerged at the start of the twentieth century, it grew out of both nineteenth-century investigations into mysterious stone tools and the fossils of strange prehistoric creatures and much older traditions about origins, creation, and the nature of human difference drawn from history, religious faith, and the mythological tradition. This seminar will explore the connected histories of paleoanthropology, prehistory, and the geosciences from the late eighteenth to the early twenty-first century, and consider how these sciences have been shaped by ideas about history, human nature, gender and race, and the earth itself.

Instructor(s): L. Chatterjee
Terms Offered: Winter

HIST 24921. Darwinism and Literature. 100 Units.

In this course we will explore the notion that literary fiction can contribute to the generation of new knowledge of the human mind, human behavior, and human societies. Some novelists in the late 19th and early 20th century provided fictional portrayals of human nature that were grounded into Darwinian theory. These novelists operated within the conceptual framework of the complementarity of science and literature advanced by Goethe and the other romantics. At a time when novels became highly introspective and psychological, these writers used their literary craftsmanship to explore and illustrate universals aspects of human nature. In this course we will read the work of several novelists such as George Eliot, HG Wells, Joseph Conrad, Jack London, Yuveny Zamyatin, Leopold von Sacher-Masoch, Italo Svevo, and Elias Canetti, and discuss how these authors anticipated the discoveries made decades later by cognitive, social, and evolutionary psychology.

Instructor(s): D. Maestripieri
Terms Offered: Autumn

HIST 24924. Medical Innovation and Religious Reform in Early Modernity. 100 Units.

Through a survey of innovative medical authorities and religious reformers, students will investigate the co-constitution of two bodies of knowledge at a historical moment (the sixteenth and seventeenth centuries) when questions of authority and epistemology are in considerable flux. This period has long been implicated in the "conflict thesis"—a hugely influential argument that portrays the centuries-long relationship between religion and science/medicine as an inherently adversarial one. This course will scrutinize that argument through a discussion of seemingly contradictory examples where reformers that touted the all-encompassing reach of divine providence also promoted intricate public health infrastructures; where the Vatican increasingly relied on university-trained physicians to validate saints and their miracles; where theologians were viewed as authorities on Galen and responsible for medical breakthroughs; and where medicine and metaphysics were considered complementary pursuits. Ultimately, students will unveil a portrait not of conflict, but of a symbiotic relationship between religion and medicine. The goal of our course will then be to query why religious reformers were not only unthreatened by but also actively esteemed the medical arts as a valuable ally.

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

HIST 25025. Environmental Histories of the Global South. 100 Units.

Drawing on cases from Africa, Latin America, and especially Asia, this course explores key themes in the modern environmental history of the world beyond the rich industrialized North. Our investigations will focus on the ecological impacts of colonialism, war, and development, and how environmental management has helped to construct modern states and capitalist practices in turn. Ranging from the malarial plantations of the Caribbean to the forests of southeast Asia, we will analyze not-so-natural disasters like floods and chemical spills as well as the slow violence of deforestation and droughts. Combining primary sources with classic scholarship, we will encounter pioneering green activists like the original "tree huggers" of the Himalayas and environmental advocates for brutal population control. The course will conclude by examining the emergence of a newly assertive Global South in international climate negotiations, and its implications for the environmental history of our planet at large. The course is open to all, but may be of particular interest to students who have taken "Introduction to Environmental History."

Instructor(s): L. Chatterjee
Terms Offered: Winter

Note(s): Assignments: in-class presentation and a long paper.
Equivalent Course(s): SALT 35025, CHSS 35525, SALT 25025, HIST 35024, ENST 25025, HIPS 25525
HIST 25027. Infrastructure Histories. 100 Units.
Dams, sewers, container ships, water pipes, power lines, air conditioning, and garbage dumps: the critical infrastructures that enable modern life are so often invisible, except when they fail. This course explores the historical role of infrastructure as a set of planet-spanning systems of resource extraction and crucial conduits of social and political power. Looking at cases from apartheid South Africa and the Suez Canal to Mumbai and Chicago itself, we will consider the relationship of infrastructure with capitalism, settler colonialism, and postcolonial development. We will see how forms of citizenship and exclusion have been shaped and negotiated via wires, leaky pipes, and improvised repairs, and we will consider perhaps the biggest question of all: In this age of ecological crisis, do energy-guzzling infrastructural systems have a strange form of more-than-human agency all of their own?
Instructor(s): L. Chatterjee Terms Offered: Autumn
Note(s): Assignment: a long paper
Equivalent Course(s): HIST 35027, ARCH 25027, CHSS 35270, ENST 25027, HIPS 25270

HIST 25028. Tutorial - Introduction to Historical Epistemology. 100 Units.
Philosophers of science and historians of science have explored the dynamics of scientific change in distinct ways. Historical epistemology integrates methods from both approaches, attending to epistemology as a situated, cultural activity. Rather than focusing on a single knowing subject, historical epistemology conceives of science and knowledge as ongoing cultural projects with associated structures of knowledge, ways of perceiving and reasoning, and values. Methodologically, historical epistemology focuses on the emergence of certain epistemic concepts, practices, and assumptions. In this course, students will be introduced to this approach to science studies through a survey of readings by authors such as Lorraine Daston, Ian Hacking, and Steven Shapin. We will primarily concentrate on epistemological shifts in modern European history. The readings will allow students to ask questions about objects of knowledge, styles of reasoning, imaginations of time and space, understandings of nature, and conceptions of rationality, truth, reality, and history. The structure of the course is non-linear, giving students different sites to engage with the relation between epistemological change and how disciplines, subjects, spaces, things, and worlds are made.
Instructor(s): Eman Elshaikh Terms Offered: Autumn. Tentatively offered Autumn 2022
Equivalent Course(s): HIPS 29644

HIST 25119. Science, Culture, and Society in Wittgenstein’s Vienna, 1867-1934. 100 Units.
Fin de siècle Vienna is perhaps best known as the birthplace of Gustav Klimt, Egon Schiele, Arnold Schoenberg, and Otto Wagner, among other pioneering modernist artists, but it was also home to several of the most important philosophers and scientists of the early twentieth century, including Ernst Mach, Ludwig Boltzmann, and Ludwig Wittgenstein. Indeed, the city’s artists drew considerable inspiration from its philosophers and scientists and vice versa. The purpose of this course is to examine these cultural entanglements in more detail, and to analyze why Vienna was integral to the development of so many of the aesthetic and intellectual trends that scholars now associate with “modernity.”
Instructor(s): Zachary Barr Terms Offered: Autumn. Autumn 2022
Equivalent Course(s): HIPS 25219

HIST 25120. Constructivism: A History. 100 Units.
Constructivism, or the theory that human beings in some way make rather than uncover reality, is one of contemporary academia’s great success stories, insofar as one can find avowed constructivists across a wide variety of seemingly unrelated disciplines. Like Darwinism and Freudianism before it, constructivism has also become firmly ensconced in the public imagination, as evidenced by the ubiquity of claims about the “social construction” of various phenomena across social media platforms. The aim of this course is not to offer judgment on the validity of such claims but to better understand what is at stake in them by examining their long and varied history in Western philosophy and science.
Instructor(s): Zachary Barr Terms Offered: Spring, Spring 2023
Equivalent Course(s): HIPS 25220

HIST 25122. Modernities and Microscopes: Sociopolitical Conflict and Scientific Knowledge in Modern Europe. 100 Units.
Modernities and Microscopes: Sociopolitical Conflict and Scientific Knowledge in Modern Europe” examines the relationship between major sociopolitical and scientific events in Western and Central Europe between 1815 and 1945. In week two, for example, we will analyze the role of the post-Napoleonic “Vienna System” in the consolidation of the statistical style of reasoning in France, while in week seven we will explore the connection between interwar politics in Austria and Germany and the rise of various eugenicist movements. By the end of the course, students should have a better understanding of a critical period in European history and acquired a set of theoretical tools for understanding how sociopolitical and epistemic developments are related.
Instructor(s): Zachary Barr Terms Offered: Spring. Offered in Spring 2022
Equivalent Course(s): HIPS 25213

HIST 25304. Goethe: Literature, Science, Philosophy. 100 Units.
This lecture-discussion course will examine Johann Wolfgang von Goethe’s intellectual development, from the time he wrote Sorrows of Young Werther through the final states of Faust. Along the way, we will read a selection of Goethe’s plays, poetry, and travel literature. We will also examine his scientific work, especially his theory of color and his morphological theories. On the philosophical side, we will discuss Goethe’s coming to terms with
Kant (especially the latter’s third Critique) and his adoption of Schelling’s transcendental idealism. The theme uniting the exploration of the various works of Goethe will be unity of the artistic and scientific understanding of nature, especially as he exemplified that unity in “the eternal feminine.” (B) (IV)

Instructor(s): R. Richards Terms Offered: Winter

Note(s): German would be helpful, but it is not required. Assignments: four papers (5–8 pages each).

Equivalent Course(s): GRMN 35304, KNOW 31302, PHIL 30610, HIPS 26701, GRMN 25304, HIST 35304, FNDL 25315, CHSS 31202, PHIL 20610

HIST 25421. Renaissance Book History: Censorship and the Print Revolution. 100 Units.

Collaborative research seminar on the history of censorship and information control, with a focus on the history of books and information technologies. The class will meet in Special Collections, and students will work with rare books and archival materials. Half the course will focus on censorship in early modern Europe, including the Inquisition, the spread of the printing press, and clandestine literature in the Renaissance and Enlightenment, with a special focus on the effects of censorship on classical literature, both newly rediscovered works like Lucretius and lost books of Plato, and authors like Pliny the Elder and Seneca who had been available in the Middle Ages but became newly controversial in the Renaissance. The other half of the course will look at modern and contemporary censorship issues, from wartime censorship, to the censorship of comic books, to digital-rights management, to free speech on our own campus.

Instructor(s): A. Palmer

Note(s): Assignments: short and long papers, alternative assignments

Equivalent Course(s): SIGN 26010, CHSS 35421, KNOW 31403, HIPS 25421, CLC 25417, HREL 34309, RLST 22121, CLAS 35417, KNOW 21403, HIST 35421

HIST 25507. Make Love, Not Babies: A History of Population Control. 100 Units.

People have been worrying about population-and the strain that growing numbers of people have on natural resources and the environment-since at least the late eighteenth century, when Thomas Malthus penned his Essay on the Principle of Population. This course will follow the history of environmentally motivated population control movements, from Malthus to French feminists at the turn of the twentieth century, to the birth of the environmental movement in the United States in the late 1960s, to international efforts to control population in the developing world in the 1990s. Students will encounter the perspectives of feminists, environmentalists, and economists as we consider how racism, reproductive rights, and the legacy of humanitarian intervention have shaped global approaches to population.

Instructor(s): P. O’Donnell

Note(s): Assignments: short papers, in class presentation, long paper

Equivalent Course(s): HIPS 25507, HLTH 25507, ENST 25507, CNSE 25507

HIST 25610. Islamic Thought and Literature I. 100 Units.

This sequence explores the thought and literature of the Islamic world from the coming of Islam in the seventh century C.E. through the development and spread of its civilization in the medieval period and into the modern world. Including historical framework to establish chronology and geography, the course focuses on key aspects of Islamic intellectual history: scripture, law, theology, philosophy, literature, mysticism, political thought, historical writing, and archaeology. In addition to lectures and secondary background readings, students read and discuss samples of key primary texts, with a view to exploring Islamic civilization in the direct voices of the people who participated in creating it. All readings are in English translation. No prior background in the subject is required. This course sequence meets the general education requirement in civilization studies.

Instructor(s): Flowers, Adam Terms Offered: Autumn

Equivalent Course(s): MDVL 20601, NEHC 20601, SOSC 22000, RLST 20401

HIST 25616. Islamic Thought and Literature III. 100 Units.

This course covers the period from ca. 1700 to the present. It explores Muslim intellectuals’ engagement with tradition and modernity in the realms of religion, politics, literature, and law. We discuss debates concerning the role of religion in a modern society, perceptions of Europe and European influence, the challenges maintain religious and cultural authenticity, and Muslim views of nation-states and nationalism in the Middle East. We also give consideration to the modern developments of transnational jihadism and the Arab Spring. This course sequence meets the general education requirement in civilization studies.

Instructor(s): Orit Bashkin Terms Offered: Spring

Equivalent Course(s): RLST 20403, SOSC 22200, NEHC 20603

HIST 25621. Global Connections before Globalization: Sufis and Seafarers across the Indian Ocean. 100 Units.

This course introduces students to the history of the Indian Ocean as a connected space in the centuries preceding widespread colonialism (ca. 1200-1600). In recent years, scholars have highlighted the Indian Ocean as a critical economic region in the 19th and 20th centuries. But before the industrial revolution and the invention of the steam engine, people from a variety of social backgrounds established contact with each other across Indian Ocean spaces. They formed religious communities, introduced new commodities and goods across space, or were forcibly enslaved and brought across the ocean against their will. By focusing on primary sources and first-person accounts—travelogues, letters, memoirs, and histories—we will explore the question of what we can learn about Indian Ocean worlds before globalization through consideration of individual lives. What picture do we get of a world on the brink of major social, political, and technological changes from reading about individuals’ experiences? How can they decentrize modern conceptions of space and periodization? In the course, we will
pay special attention to the formation of religious networks, religious interactions, and histories of enslavement across the Indian Ocean.
Instructor(s): Zoë W. High Terms Offered: Winter
Equivalent Course(s): RLST 27392, SALC 25326

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

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

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

HIST 25904. Islamic History and Society III: The Modern Middle East. 100 Units.
This course covers the period from ca. 1750 to the present, focusing on Western military, economic, and ideological encroachment; the impact of such ideas as nationalism and 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): HIST 35904, NEHC 30503, NEHC 20503

HIST 25900. Religion in Israeli-Palestinian Conflict and Peacemaking. 100 Units.
The Israeli-Palestinian conflict is arguably the most intractable political conflict at present. The conflict has been subjected to various historiographies and narrative explorations, offering often-competing explanations in an attempt to understand its origin and evolution, and also the failure of its resolution. This course explores the role of religion in the historical development of the conflict and in its contemporary manifestation, while at the same time probing the potential role of religion in the resolution of the conflict and outlining the history of attempts for religious peace-making in Israel/Palestine. Combining concrete historical analysis and intellectual history, the course will focus on the Jewish, Muslim and Christian views of the conflict and its potential resolution, relating to such themes as covenant, messianism, political theology, the sanctity of the land and the role of Jerusalem. These concepts and others will be explored against the backdrop of the concrete history of the conflict, focusing initially on the formative period of 1897-1948, pivoting to the 1967 war and its aftermath and concluding with the religionization of politics in recent decades and its far-reaching consequences.
Instructor(s): David Barak-Gorodetsky Terms Offered: Winter
Equivalent Course(s): CRES 20240, JWSC 24040, HMRT 22040, RLST 22040

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

HIST 26318. Indigenous Politics in Latin America. 100 Units.
This course examines the history of Indigenous policies and politics in Latin America from the first encounters with European empires through the 21st Century. Course readings and discussions will consider several key historical moments across the region: European encounters/colonization; the rise of liberal and capitalist
expansion in the 19th century; 20th-century integration policies; and pan-Indigenous and transnational social movements in recent decades. Students will engage with primary and secondary texts that offer interpretations and perspectives both within and across imperial and national boundaries.

Instructor(s): Diana Schwartz Francisco
Terms Offered: Spring
Equivalent Course(s): LACS 26380, LACS 36380, HIPS 26380, ANTH 23077, GLST 26380, CRES 26380

HIST 26321. Greater Latin America. 100 Units.
What is “Latin America,” who are “Latin Americans” and what is the relationship among and between places and people of the region we call Latin America, on the one hand, and the greater Latinx diaspora in the US on the other? This course explores the history of Latin America as an idea, and the cultural, social, political and economic connections among peoples on both sides of the southern and eastern borders of the United States. Students will engage multiple disciplinary perspectives in course readings and assignments and will explore Chicago as a crucial node in the geography of Greater Latin America. Some topics we will consider are: the origin of the concept of “Latin” America, Inter-Americanism and Pan-Americanism, transnational social movements and intellectual exchanges, migration, and racial and ethnic politics.

Instructor(s): Diana Schwartz Francisco
Terms Offered: Autumn
Equivalent Course(s): CRES 26386, LACS 26386, ANTH 23003, LACS 36386

HIST 26390. Science and Society in Latin America. 100 Units.
How have ideas about and practices of science shaped life and society in Latin America? This course explores the interconnected social and political realities of scientific theory and practice in modern Latin America. Taking a historical approach, it will focus on the scientific management of social and political life, including the construction of categories such as sex and race; the production, consumption, and policing of drugs; and public health. In this discussion-based course, students will develop their own research project that historicizes a contemporary question related to scientific knowledge and/or practice in the region.

Instructor(s): Diana Schwartz Francisco
Terms Offered: Spring
Equivalent Course(s): LACS 26390, HIPS 26390

HIST 26411. Literature and History in the Ibero and Ibero-American World. 100 Units.
The course will explore the relations between literature writing (novels, short stories, poetry, essays) and history writing in the Ibero and Ibero-American world, from the 1800s to the 1970s. The focus will be on Spain, Portugal, Brazil, Mexico, Rio de la Plata, and Cuba. The course will deal with historical prose in its own language and with literature both as form of and evidence for history.

Instructor(s): M. Tenorio
Terms Offered: Winter
Note(s): Command of Iberian languages (Spanish, Portuguese, Catalan) is desirable but not mandatory.
Assignments: two short essays.
Equivalent Course(s): LACS 36411, LACS 26411, HIST 36411

HIST 26500. History of Mexico, 1876 to Present. 100 Units.
From the Porfiriato and the Revolution to the present, this course is a survey of Mexican society and politics, with emphasis on the connections between economic developments, social justice, and political organization. Topics include fin de siècle modernization and the agrarian problem; causes and consequences of the Revolution of 1910; the making of the modern Mexican state; relations with the United States; industrialism and land reform; urbanization and migration; ethnicity, culture, and nationalism; economic crises, neoliberalism, and social inequality; political reforms and electoral democracy; violence and narco-trafficking; the end of PRI rule; and AMLO’s new government.

Instructor(s): M. Tenorio
Terms Offered: Winter
Note(s): Assignments: two essays.
Equivalent Course(s): CRES 26500, LLSO 26500, LACS 36500, HIST 36500, LACS 26500

HIST 26507. Brazil. 100 Units.
This course will survey the history of Brazil, 1500-2023, with emphasis on the twentieth century. It will raise questions concerning slavery and forms of freedom, the consequences of rapid industrialization and urbanization, meanings of popular culture, and the implications of religious diversity and change.

Instructor(s): D. Borges
Terms Offered: Spring
Note(s): Assignments: short papers, midterm test, map quiz, in-class presentation, long paper.
Equivalent Course(s): LACS 36507, HIST 36507, LACS 26507

HIST 26510. Race and Nation in Latin America. 100 Units.
How does race operate in Latin America and the Caribbean, and in what ways does it intersect with the concept of nation and national belonging? This course follows the history of race and national formation in the region, from the wake of the independence movements of the early nineteenth century to the present. It draws on historical, anthropological, sociological, artistic, and literary approaches to identifying, analyzing, and interpreting the varied meanings of race and nation throughout the region. We will discuss changing notions of race over time and their relationship to contemporaneous social theories; we will analyze notions of citizenship, equality, and race both in ideas and in practice; and we will examine the intersection of racial formation and gender and sexual politics.

Instructor(s): Diana Schwartz-Francisco
Terms Offered: Winter
Equivalent Course(s): CRES 21813, GLST 21813, HIPS 21813, SOCI 20532, LACS 21813
HIST 26814. Against Caste and Race: A Parallel History of Resistance in India and in the United States. 100 Units.
The present moment represents a critical juncture in the history of movements against race-based discrimination in the United States, and caste-based oppression in India and in the Indian diaspora across the world. Since 2021, several educational institutions and corporations in the US have recognized caste as a protected category. Against this background, the course invites students to pay attention to caste as an emergent and recent form of discrimination in the US, and evaluate it against the oldest, race. The course will provide students with an overview of the major intellectual trajectories of the two movements and identify notable moments of synchronicity and solidarity between them. To this end, students will read seminal works by anti-caste and anti-race intellectuals and activists. Together, we will seek to understand the affective experiences at stake by watching films, listening to podcasts, and reading poetry and fiction. The focus will be on the analysis of innovative strategies of resistance offered against caste and race, and modes through which the discriminated claimed selfhood and emerged as subjects. Students will also examine how race and caste privileges that operate at an everyday level are directly linked with histories of discrimination and perpetuate structural exploitation. Finally, we will have a chance to compare the emergence of Critical Caste Studies as a new disciplinary approach alongside the rise of Critical Race Studies.
Instructor(s): Sanjukta Poddar Terms Offered: Winter
Equivalent Course(s): GLST 22211, SALC 25324, CRES 22211

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

HIST 27103. American Revolution in Global Context. 100 Units.
What happens if one thinks about the American Revolution as an event in global rather than national history? This course will introduce students both to the literature on global history and the historiography of the American Revolution. The bulk of the class will focus on primary materials and introduces various contexts for understanding the American Revolution, such as the Corsican Revolt, the Irish Revolution, the first Falklands Crisis, and the Tupac Amaru Rebellion, and the creation of British India. The course will also think about the global consequences of the revolution. Did the American Revolution change the course of global history? What were its social, political, and intellectual consequences?
Instructor(s): S. Pincus Terms Offered: Winter
Note(s): Assignments: short historiography essay, classroom presentation, and a final research paper
Equivalent Course(s): LLSO 27103, HIST 37103

HIST 27310. African American History, 1865-2016. 100 Units.
This class will introduce students to the key themes, events, problems and advances within African American history, after the end of slavery. Readings will include Reconstruction-era documents, Ida B. Wells, Ned Cobb, W. E. B. Du Bois, Howard Thurman, Septima Clark, Philippe Wamba, and Audre Lorde among others.
Instructor(s): A. Green Terms Offered: Winter
Note(s): Assignments: two short (3–6 pp) papers and one long (10–15 pp) paper for undergraduates; one short (5–7 pp) and one long (15–20 pp) for graduate students.
Equivalent Course(s): AMER 27310, HIST 37310, CRES 27330

HIST 27506. Changing America in the Last 100 Years. 100 Units.
This course examines the economic and social forces that have transformed the critical character and performance of the major regions of the United States since the 1920s, and how the interactions between regions has profoundly shifted. The course completes the historical sweep of American geographical development following on from the Autumn course, Historical Geography of the United States, but can be taken as an independent course. Emphasized are the ways in which socio-cultural, technological and economic changes have played out differently across continental space, and produced variable environmental consequences. An all-day field trip in the Chicago region visits sites that reflect some of the larger forces at work at the intra-regional scale.
Instructor(s): Michael Conzen Terms Offered: Winter
Note(s): Restricted to 3rd and 4th years This course counts towards the ENST 4th year Capstone requirement.
Equivalent Course(s): ENST 22101, CHST 22101, HIST 37506, ARCH 27506, GEOG 32101

HIST 28001. Introduction to Asian American Studies. 100 Units.
This course seeks to examine the historical context and pragmatic implications of the ethnopolitical category “Asian American.” How has this category invented or domesticated norms of Asianness even as it elides, or seeks to merge, intra-ethnic and geopolitical tensions? What is the nature of the relationship between “Asia” and
"America," and how does being "Asian American" regiment transnational relations and the politics of identity? Discussions will cover the Chinese Exclusion Act, Japanese internment camps, the Korean and Vietnam wars, affirmative action debates, model minority and perpetual foreigner tropes, as well as responses to COVID-19. How does Asian Americanness inform approaches to race and ethnicity? In other words, what difference does it make? Through the works of Mae M. Ngae, Rey Chow, Dorinne Kondo, Yến Lê Espiritu, Jasbir Puar, Jodi Kim, and others, students will be introduced to a variety of ways forward.

Instructor(s): Alice Yeh Terms Offered: Winter
Equivalent Course(s): ANTH 23608, GLST 20004, CRES 20004

HIST 28006. Fundamentalism. 100 Units.
Is fundamentalism a useful term that allows us to compare anti-modern movements across a range of religious traditions? Or is it a hopelessly problematic term that lumps together vastly different phenomena? This course will use the troubled career of "fundamentalism" as a window onto the modern history of religion-and the people who study it. We will begin by focusing on the origins of fundamentalism: as a description of the political mobilization of conservative Protestants in the United States at the turn of the twentieth century. From there, we will broaden our perspective, considering how the term "fundamentalist" has been applied to Islamic, Jewish, and Hindu movements, as well as to secular phenomena like Marxism and nationalism. At each step of the way we will consider not only "fundamentalism" itself but also the people who study it and those who mobilize against it. Ultimately, we will ask: is fundamentalism an idea whose time has come again, or one whose time has come and gone?

Instructor(s): William Schultz Terms Offered: Autumn
Note(s): This course meets the HS Committee distribution requirement for Divinity students.
Equivalent Course(s): AASR 41440, HIST 38006, RLST 21440, RAME 41440, HCHR 41440

HIST 28007. Religion and AIDS. 100 Units.
The AIDS crisis was not an epoch that we survived. It is a battle that we are still fighting...when Americans talk about AIDS they are rarely just talking about a scientific problem or a pharmaceutical solution. They are instead offering a sociology of suffering and a plan for spiritual warfare." - Kathryn Lofton Is it possible to understand current debates over public health or the role of religion in the public sphere without first examining religious responses to the AIDS crisis? This course focuses on the emergence of the AIDS epidemic during the peak of the American culture wars. As such, students will analyze the fraught intersection of political power structures, medical epistemologies, and religious views on bodies, sex, and public morality. Through a varied catalog of disciplinary frameworks, e.g., history, theology, medical ethics, sociology of religion, and history of medicine, students will weigh the accuracy of Lofton’s claim that for Americans, AIDS is more than just a disease. Thus, we will scrutinize moral rhetoric surrounding contraception and its public availability. We will discuss the extent to which religious philanthropy, especially on the international stage, reshaped approaches to global health. Finally, we will revisit the role of religious communities in providing both care for the sick and theological responses to suffering. Prior knowledge of religious studies and/or medical history is not required for the course.

Instructor(s): Mark M. Lambert Terms Offered: Autumn
Equivalent Course(s): PBPL 25301, HMRT 26301, HIPS 26301, HLTH 26301, SOCI 20563, CCTS 21014, CHST 26301, RLST 26301, GNSE 23142

HIST 28008. Religion and Abortion in the United States. 100 Units.
In American public discourse, it is common to hear abortion referred to as a "religious issue." But is abortion a religious issue? If so, in what ways, to whom, and since when? In this course we will answer these questions by tracing the relationship between religion and abortion in American history. We will examine the kinds of claims religious groups have made about abortion; how religion has shaped the development of medical, legal, economic, and cultural perspectives on the topic; how debates over abortion have led to the rise of a certain kind of religious politics in the United States; and how issues of race, class, gender, sexuality, and the body are implicated in this conversation. Although the course will cover a range of time periods, religious traditions, and types of data (abortion records from Puritan New England, enslaved people’s use of root medicine to induce miscarriage, and Jewish considerations of the personhood of the fetus, among others), we will give particular attention to the significance of Christianity in legal and political debates about abortion in the twentieth and twenty-first centuries. There are no prerequisites for this course and no background in Religious Studies is required. However, this course may be particularly well-suited to students interested in thinking about how their areas of study (medicine and medical sciences, gender and sexuality, race and ethnicity, political science) converge with religion and Religious Studies.

Instructor(s): tbd
Equivalent Course(s): PBPL 25304, RLST 26304, HLTH 26304, HMRT 26304, GNSE 12115, HIPS 26304, SOCI 20564, CCTS 21015

HIST 28009. Religion, Sex, and Law in American History. 100 Units.
Religion and law both offer frameworks for how we ought to live and behave, and often these frameworks become entangled in ways that affect who we are, what we can do, and with whom we can do it. To make things even more complicated, religion is also an object of the law—the law tries to adjudicate the rights of religious Americans under a system of religious freedom, with varying degrees of success. Often, the tension between law and religion comes to a head on issues of sex. The collision of religion, sex, and law presents a whole host of problems and questions: How have religion and law historically related to each other when it comes to sex? How has religion shaped the law on issues of sex, and vice versa? What is, or should be, the role of the law in
adjudicating issues of sexual morality and religion? In this class, we will begin with the question: how do religion and law shape our lives? Through attention to issues of sex and gender, we will explore what it means to live within the institutions of law and religion and how those institutions interrelate. The class will focus on topics such as: marriage, anti-miscegenation laws, reproductive justice, sexual education, and religious freedom. This class is intended to be interdisciplinary and assumes no prior knowledge. This class is especially suitable for students interested in religious studies, law and letters/pre-law, gender studies, and history.

Instructor(s): Erin Simmonds Terms Offered: Winter
Equivalent Course(s): GNSE 23146, RLST 26910

HIST 28301. Early American Political Culture, 1600-1820. 100 Units.
This colloquium examines the culture and practice of political participation in early America, with a comparative look at early modern England. It traces the formation of a deferential, nonpartisan politics in the colonies, and its replacement in the Revolutionary era with politics that increasingly used political party as a means of democratic participation.

Instructor(s): E. Cook Terms Offered: Winter
Note(s): Assignments: three short papers.
Equivalent Course(s): LLSO 20602, HIST 38301

HIST 28800. Historical Geography of the United States. 100 Units.
This course examines the historical and geographical roots of American regional diversity and national spatial organization, from 1500 to 1920, and asks why American regions have developed and retained distinctive characteristics—and what consequences this has had for contemporary society. These issues are pursued through an examination of colonization processes, economic development, spatial differentiation, settlement patterns, and the changing role of cities. The emphasis is on the kind and quantity of European cultural transfer, physical changes wrought by colonization, the modification of natural environments, the conquest of distance, and the general approach of American society to the uses of space. This course requires no prerequisites. There will be an all-day field trip in the Chicago region.

Instructor(s): Michael Conzen Terms Offered: Autumn
Note(s): Restricted to 3rd and 4th years This course counts towards the ENST 4th year Capstone requirement. This course offered in the Autumn Quarter of even-numbered years
Equivalent Course(s): ENST 21900, HIST 38800, GEOG 31900, CHST 21900

HIST 28802. United States Labor History. 100 Units.
This course will explore the history of labor and laboring people in the United States. The significance of work will be considered from the vantage points of political economy, culture, and law. Key topics will include working-class life, industrialization and corporate capitalism, slavery and emancipation, the role of the state and trade unions, and race and sex difference in the workplace.

Instructor(s): A. Stanley Terms Offered: Winter
Prerequisite(s): Graduate students by consent of instructor
Note(s): Assignments: short papers and an in-class presentation
Equivalent Course(s): HIST 38802, GNSE 28802, LLSO 28802

HIST 29002. The Age of Emancipation. 100 Units.
Did the emancipation of millions of African-descended people from the bonds of chattel slavery-beginning with the 1791 slave rebellion in Haiti and ending with Brazilian abolition in 1888-mark the beginning of an irrevocable march towards Black freedom? Or was it merely an evolution in the continuing exploitation of Black people throughout the Americas? This course scrutinizes the complex economic, political, ideological, social, and cultural contexts that caused and were remade by emancipation. Students are asked to consider emancipation as a global historical process unconstrained by the boundaries of the modern nation-state, while exploring the reasons for and consequences of emancipation from a transnational perspective that incorporates the histories of the United States, the Caribbean, Latin America, and Africa. By focusing on the ideological ambiguities and lived experiences of enslaved people, political actors, abolitionists, religious leaders, employers, and many others, this seminar will question what constitutes equality, citizenship, and freedom. Finally the course will explore what role emancipated slaves played in shaping the historical meanings and practices of modern democracy.

Instructor(s): M. Hicks Terms Offered: Winter
Note(s): Assignments: short papers and an in-class presentation.
Equivalent Course(s): HIST 39002, LACS 29002, LACS 39002, CRES 27002

HIST 29305. Nietzsche, European Culture, and the Death of God. 100 Units.
This course introduces students to the period of cultural turmoil culminating in what Nietzsche called the "death of God." On Nietzsche's view, European culture in the 19th century was characterized by a profound rupture with its own history that could be seen in the domains of art, religion, and philosophy. Our task is to understand why Nietzsche believed that such a radical break had occurred, whether he was right, and what this tells us about our relation to our own traditions and values. The course will be divided into two parts. The first will explore theories of cultural collapse. Can a society lose touch with its past? What would it mean to live in such a society? How could we go on if we ceased to recognize ourselves in our cultural way of life? In addition to Nietzsche, readings will include such pivotal thinkers for the modern era as Ludwig Feuerbach, Karl Marx, Hans-Georg Gadamer, Jonathan Lear, and Coral Diamond. In the second part of the course, we will test these theories by looking for examples of rupture in literary texts of the period. Our questions: does a comparison...
of these works suggest a rupture in culture as Nietzsche claimed? And is it plausible to understand the social, political, and religious developments of this period in terms of the death of God? How does the "death of God" still shape our modern world? No prior study of the literature or philosophy discussed is expected.

Instructor(s): Joseph Haydt
Terms Offered: Spring
Equivalent Course(s): GRMN 23607, RLST 23607

HIST 29422. Ancient Stones in Modern Hands. 100 Units.

Objects from classical antiquity that have survived into the modern era have enticed, inspired, and haunted those who encountered or possessed them. Collectors, in turn, have charged ancient objects with emotional, spiritual, and temporal power, enrolling them in all aspects of their lives, from questions of politics and religion to those of race and sexuality. This course explores intimate histories of private ownership of antiques as they appear within literature, visual art, theater, aesthetics, and collecting practices. Focusing on the sensorial, material, and affective dimensions of collecting, we will survey histories of modern classicism that span from the eighteenth century to the present, from the Mediterranean to the Pacific. Historical sources will include the writings of Johann Gottfried Herder, Johann Joachim Winckelmann, Emma Hamilton, Vernon Lee, and Sigmund Freud, among others; secondary source scholarship will draw from the fields of gender studies, the history of race, art history, and the history of emotions.

We will supplement our readings with occasional museum visits and film screenings.

Instructor(s): S. Estrin & A. Goff
Terms Offered: Autumn
Prerequisite(s): Instructor consent required. Email both instructors describing your interest in the course, how it fits into your broader studies, and any relevant background (agoff@uchicago.edu & sestrin@uchicago.edu) by the Friday before Aut pre-registration (undergrad) or the Friday before Aut registration (grad). This is a traveling seminar that includes a 5-day trip to visit California museum collections.

Note(s): Assignments: Active participation in discussion, in-class presentation, collection review, and final paper.
Equivalent Course(s): HIST 39422, CLAS 31019, CLCV 21019, ARTH 30304, ARTH 20304

HIST 29522. Europe's Intellectual Transformations, Renaissance through Enlightenment. 100 Units.

This course will consider the foundational transformations of Western thought from the end of the Middle Ages to the threshold of modernity. It will provide an overview of the three self-conscious and interlinked intellectual revolutions which reshaped early modern Europe: the Renaissance revival of antiquity, the "new philosophy" of the seventeenth century, and the light and dark faces of the Enlightenment. It will treat scholasticism, humanism, the scientific revolution, Bacon, Descartes, Hobbes, Locke, Voltaire, Diderot, and Sade.

Instructor(s): A. Palmer
Terms Offered: Winter
Prerequisite(s): Students taking FREN 29322/39322 must read French texts in French.

Note(s): First-year students and non-History majors welcome. Assignments: short and long papers, alternative projects.
Equivalent Course(s): SIGN 26036, HCHR 39522, KNOW 29522, HIST 39522, KNOW 39522, FREN 39322, RLST 22605, FREN 29322

HIST 29528. Property and the Public Interest. 100 Units.

In this colloquium, drawing from law, history, philosophy, and social science, we examine the conflicted relationship between property and the public interest. Topics include the basis and evolution of private property rights, reasons for the state, and the relationship between property rights and the public interest.

Instructor(s): C. Cordelli & J. Levy
Terms Offered: Autumn
Prerequisite(s): Consent of instructors. Course is eligible as selection for LLSO Junior Colloquium.

Note(s): Assignments: short papers.
Equivalent Course(s): LLSO 29528, CCCT 29528

HIST 29539. Introduction to Public History. 100 Units.

What is public history? How is it practiced and who gets to practice it? This course introduces the history, theory, and practice of public history. By the end of this class students will know the origins of and current debates within the field. They will also learn how to do history beyond the academy and for the public. Organized thematically this class explores the big tent of public history from memorials and museums to textbooks and genealogy, and beyond to virtual reality and video games. Students will learn about public monuments, environmental public history, digital public history, and more, through academic and popular readings, practical examples, and site visits to public history institutions in Chicago. For their final project students become public historians themselves, pitching a public history project where they choose the historical topic, genre of public history, and intended audience.

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

Note(s): Assignments: short paper, in-class presentation, lead discussion, long paper (project pitch)
Equivalent Course(s): ENST 29539

HIST 29600. History Colloquium: The Archive in History. 100 Units.

This course takes up the role of the archive as a tool of social, political, and intellectual life in the early modern and modern periods through a focus on three broad questions. First, what is an archive now, and how have archives been organized and administered in the past? Second, how have archives mobilized social groups, enabled the exercise of political power, and shaped individual and collective memory? Finally, how do historians use archives, both as sources of historical information and as objects of study? Readings will draw from the fields
of social, cultural, political, and legal history, as well as postcolonial studies, memory studies, and archival theory, and will be supplemented by site visits to local archives and conversations with archivists.

Instructor(s): A. Goff
Terms Offered: Winter
Prerequisite(s): Priority registration is given to History majors.
Note(s): Assignments: multiple short assignments culminating in a 15–20 page research paper; short alternative assignments.

HIST 29602. Hist Colloquium: Everyday Racism and Anti-Racism in the 20th-Century Atlantic World. 100 Units.
In this research colloquium we will explore the "work" that race does in everyday life on both sides of the Atlantic, focusing mainly on the period from the turn of the twentieth 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 United States and France, but where pertinent, comparative references will be made to Great Britain, Senegal, the Netherlands, the Caribbean, Mexico, and Brazil.
Instructor(s): L. Auslander
Terms Offered: Autumn
Prerequisite(s): Consent of instructor; priority registration is given to History majors.
Note(s): Assignment: a final paper based on primary sources (15–20 pp)

HIST 29604. History Colloquium: What Is Intellectual History? 100 Units.
The course seeks to familiarizes students with the history and practices of "intellectual history." As a subfield of history, intellectual history seems to be either a new or an old version of cultural history, history of ideas, the history and sociology of intellectuals, or the history of concepts. The course does not seek to establish, as it were, what should be properly named "intellectual history." It seeks to expose students to different historical ways, methods, and schools to deal with ideas, intellectuals, and cultural phenomena so that students interested in such topics may find their own way. The course has neither geographical nor chronological foci; it uses examples from the history of different countries and periods, as well as various theoretical approaches.
Instructor(s): M. Tenorio
Terms Offered: Autumn
Prerequisite(s): Priority registration is given to History majors.
Note(s): Assignments: in-class presentation, reading, and two short essays, one dealing with primary sources and another interpretative essay

HIST 29607. History Colloquium: Epidemics, Public Health, and Cities. 100 Units.
The ongoing COVID-19 epidemic has brought a new awareness of the devastating impact of epidemic disease, particularly in cities where population density and other factors contribute to high rates of infection. This undergraduate colloquium aims to guide students through the research and writing of an original research paper that explores public health response to epidemic disease in cities around the world. Topics to be examined include defining an appropriate research question, identifying relevant secondary literature, finding primary sources, and constructing a compelling narrative.
Instructor(s): S. Burns
Terms Offered: Winter
Prerequisite(s): Priority registration is given to History majors.
Equivalent Course(s): HIPS 26207

HIST 29609. History Colloquium: Alt-History. 100 Units.
What is the difference between "historiographical argument" and "conspiracy theory"? Between "fake" and "real" history when both draw on the same sources? Why have some narratives become culturally normative while others have been dismissed as the work of partisans, forgers, heretics, or cranks, only later to be accepted as established history-and vice versa? This research colloquium gives students practice in evaluating the methodologies and tools by which historians judge the narratives they tell about the past by applying them to a range of narratives typically rejected by contemporary scholarship as "fake," for example, the existence of King Arthur, the Black Legend of Spain, or the Tartarian Empire of the American Midwest. As a corollary, we will also examine why such alternative histories have arisen when and where they do, as well as the uses to which they have been put culturally, socially, and politically.
Instructor(s): R. Fulton Brown
Terms Offered: Winter
Prerequisite(s): Priority registration is given to History majors.
Note(s): Assignments: in-class presentation and a long paper

HIST 29641. History Colloquium: The World the Suez Canal Made. 100 Units.
Covering a long expanse of time-from the late eighteenth century to the present-this source-based research colloquium will explore the many and shifting roles of the Suez Canal in the production of global inequalities. By analyzing this complex infrastructural system's shifting functions-as a passageway for global commerce and travel, of course, but also as a shaper of ships, a bellows for global warming, a test case for international
law, a mover of meat, a curator of tastes, a force of nature, a machine of counterrevolution, a center of currency arbitrage, and a crucible of chauvinistic antagonisms—the course will explain how the more connected world that Suez helped to make also became a world that was hotter, more unequal, and for many peoples around the globe, less free. Drawing on a vast trove of archival materials available through the university’s libraries, students will design and pursue their own independent research projects relating to the long, complex, and globe-spanning history of the Canal.

Instructor(s): Jakes, A. Terms Offered: Winter
Note(s): 2 response papers, 1 short essay, short research exercises, 1 final research paper

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 AIPAs 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.

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 register 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 29802 (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 Terms Offered: Autumn Summer 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  
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

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

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