Program of Study

The program in Law, Letters, and Society is concerned with law in civilian and customary legal systems, both historically and contemporaneously. The program is designed to develop the student’s analytical skills to enable informed and critical examination of law broadly construed. The organizing premise of the program is that law is a tool of social organization and control, not simply an expression of will or aspiration, and that it is best understood by careful study of both rhetorical artifacts and empirical consequences of its application. Program requirements are constructed to support the organizing premise, and, because of the nature of the requirements, transfer students are not eligible to register as Law, Letters, and Society majors.

The program requires course work in three areas, although there is a reasonably broad latitude both expected and permitted in satisfaction of the distributional requirement. There is a substantial writing requirement for all majors; majors are expected to produce substantial written work (sometimes called ‘the BA Paper’) under the close supervision of a faculty member whose area of scholarly concern is related to the broad objectives of the program.

Application to the Program

Students will apply in their second year. Application materials will be made available electronically on Friday of third week of Winter Quarter and must be submitted by noon on Friday of the fourth week of Winter Quarter. Admitted students will be notified of the Selection Committee’s decision by Friday of the sixth week of Winter Quarter. Students are evaluated on the basis of the application statement and previous performance in the College. Because of the nature of the requirements of the program, a limited number of students can be admitted per year.

Once admitted to the program, students may declare their major officially by meeting with their College adviser.

Program Requirements

Course work is required in three areas. After successfully completing the Introductory Course, students must take two courses in Letters and two courses in Society. In addition, students must complete six other courses that, while not necessarily offered or listed formally under either rubric, are substantively supportive of the topics, areas, skills, or concerns of the two areas. Courses satisfying the additional requirement are identified on a quarterly basis, and final approval of additional required course work is made by consultation between the student and either the Associate Director or the Faculty Director.

LLSO courses completed during first and second year will count toward the major.

The Introductory Course

The Introductory Course establishes the intellectual moorings of the program. The importance of the Introductory Course lies not in its content (indeed, its precise focus and scope may be different from time to time) but on its approach to the nature of law. Recently, for example, the Introductory Course has been LLSO 24200 Legal Reasoning, a study, based primarily on cases, of the classic conventions of legal argument in the Anglo-American legal system. In other years, the Introductory Course might be Roman Law or Greek Law, Medieval Law, or a text-based course on ancient legal philosophy, or a comparison of modern legal categories and policies with those of former societies and cultures. The objective is not so much to establish a historical foundation for modern studies as to demonstrate that legal systems are culturally rooted; that urgent, present concerns may obscure important characteristics of legal ideas and behavior; and that many recurrent themes in Western legal thought are shaped or driven by both common and uncommon features. Unlike many legal studies programs that attempt to orient study of the law primarily in contemporary debates, usually in the field of American constitutional law, the program seeks to organize its exploration of law as a system rather than as a forum or an instrument.

Other Course Work

Students must also take two courses each in the Letters and Society divisions of the program, plus six other courses complementary to the required work, as outlined previously (the other six courses may be ones cross listed in the program or may be from other disciplines). Letters and Society are not meant as fixed or self-defining fields, but instead as organizational categories emphasizing two fundamental modes of examining law in a systemic fashion. Courses under the rubric of Letters (whether based in the program or in English, philosophy, or political theory) tend to be based on the study of literary and historical artifacts, such as cases, tracts, conventional literature, or other texts, and emphasize the ways in which law formally constitutes itself. Questions of interpretative and normative theory, rhetorical strategy, and the like are central to such courses. Society serves to organize studies from a variety of different disciplines (including history, political science, economics, and sociology) that try to measure, with different techniques and at different times, the effect of law on society. The combined objective is to treat law as an intellectual activity and as a phenomenon, and to emphasize that both occur in contexts that help to shape them, whether ancient or modern.
RESEARCH

In addition to satisfying the course requirements, each student in the program must produce evidence of sustained research in the form of a substantial research paper during either the junior or senior year and obtain approval of a member of the faculty, although not necessarily a member of the program faculty. Papers may be written in conjunction with Law, Letters, and Society courses, under the auspices of reading and research courses, or in a Research Seminar. (The paper is an independent requirement, however, and need not be accomplished in conjunction with enrollment in a specific course.) The scope, method, and objective of the paper, as well as its length, are subject to negotiation between the student and the instructor.

Summary of Requirements

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal Reasoning (Introductory Course)</td>
<td>100</td>
</tr>
<tr>
<td>Two Letters courses</td>
<td>200</td>
</tr>
<tr>
<td>Two Society courses</td>
<td>200</td>
</tr>
<tr>
<td>Six Complementary courses*</td>
<td>600</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>1100</strong></td>
</tr>
</tbody>
</table>

* Complementary courses are courses from other departments that support work done in the major. Some students prefer to concentrate their work on a specific issue or problem, e.g., urban politics and policy, historic societal discrimination, or the role of international institutions in policy implementation. Other students prefer to examine a series of discrete topics that are not directly related but that concern the operation of regimes of social control. Lists of pre-approved complementary courses are published quarterly, and students who believe that a course not so listed nonetheless supports work in the major may petition the program chair for approval at any time while enrolled in the course or within one quarter of completing the course. Courses taken in Autumn Quarter of the second year simultaneously with the Introductory Course may count as Complementary courses.

HONORS

Students who wish to be considered for honors must notify the Faculty Director, Associate Director, and their faculty supervisor in writing no later than two quarters before the quarter in which they expect to receive their degree. Eligible students must maintain a GPA of at least 3.50 both overall and in the major, and they must write a distinguished research paper. The paper must be submitted by noon on Friday of fifth week in the quarter of proposed graduation (other papers must be submitted by noon on Friday of seventh week), and the student's faculty supervisor and a second reader must agree that honors are merited. It should be noted that honors are awarded sparingly.

Students are not able to choose which courses count toward their major GPA.

READING AND RESEARCH COURSES

For students with a legitimate interest in pursuing study that cannot be met by means of regular courses, there is an option of devising a reading and research course to be supervised by a member of the faculty and taken for a quality grade. Such courses may not be used to satisfy the requirements of either the two-course Letters or two-course Society requirements, but may be used to satisfy part of the other six required courses, with the written permission of the Faculty Director or the Associate Director obtained in advance of initiation of the work. Only two research courses may be used within the major. LLSO 29400 BA Seminar I may also be used as one of the six Complementary Courses.

GRADING

Two of the six complementary courses required in the program may, with consent of instructor, be taken for Pass/Fail grading. Students who enroll in LLSO 29400 BA Seminar I, offered annually, beginning Autumn 2010, are graded on a P/F basis, and the seminar counts as one of the two P/F-graded complementary courses.

ADVISING

Students who wish to major in Law, Letters, and Society must register for LLSO 24200 Legal Reasoning in Spring Quarter of their second year. This requirement is not negotiable. Students should note that, as an interdisciplinary major, the program has a strictly limited enrollment. Upon deciding to major in Law, Letters, and Society, students should arrange to consult with the Faculty Director and the Associate Director on their course of study in the program. Students should continue to consult with their College advisers on general education degree requirements.

Please refer to the quarterly Class Search (http://registrar.uchicago.edu/classes/) for the most up-to-date list of course offerings.

LAW, LETTERS, AND SOCIETY COURSES

LLSO 18901. Inequality, Politics, and Government in US History. 100 Units.

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

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

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

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

LLSO 2001. Theories of Sexuality and Gender. 100 Units.

This is a one-quarter, seminar-style course for undergraduates. Its aim is triple: to engage scenes and concepts central to the interdisciplinary study of gender and sexuality; to provide familiarity with key theoretical anchors for that study; and to provide skills for deriving the theoretical bases of any kind of method. Students will produce descriptive, argumentative, and experimental engagements with theory and its scenes as the quarter progresses.

Instructor(s): C. Riley Snorton Terms Offered: Autumn

Prerequisite(s): Prior course experience in gender/sexuality studies (by way of the general education civilization studies courses or other course work) is strongly advised.

Equivalent Course(s): SOCI 20290, ENGL 20001, GNSE 20001, CHDV 20001

LLSO 20019. Mesopotamian Law. 100 Units.

Ancient Mesopotamia—the home of the Sumerians, Babylonians, and Assyrians who wrote in cuneiform script on durable clay tablets—was the locus of many of history’s firsts. No development, however, may be as important as the formations of legal systems and legal principles revealed in contracts, trial records, and law collections (codes), among which The Laws of Hammurabi (r. 1792-1750 BC) stands as most important for understanding the subsequent legal practice and thought of Mesopotamia’s cultural heirs in the Middle East and Europe until today. This course will explore the rich source materials of the Laws and relevant judicial and administration documents (all in English translations) to investigate topics of legal, social, and economic practice, including family formation and dissolution, crime and punishment (sympathetic or talionic eye for an eye, pecuniary, corporal), and procedure (contracts, trials, ordeals).

Instructor(s): M. Roth Terms Offered: Winter

Equivalent Course(s): NEHC 30019, NEHC 20019, SIGN 26022

LLSO 20116. Global-Local Politics. 100 Units.

Globalizing and local forces are generating a new politics in the United States and around the world. This course explores this new politics by mapping its emerging elements: the rise of social issues, ethno-religious and regional attachments, environmentalism, gender and life-style identity issues, new social movements, transformed political parties and organized groups, and new efforts to mobilize individual citizens.

Instructor(s): T. Clark Terms Offered: Winter

Equivalent Course(s): PBPL 27900, SOCI 30116, HMRT 30116, GEOG 30116, HMRT 20116, SOCI 20116, GEOG 20116

LLSO 20301. Childhood and Human Rights in the Twentieth Century. 100 Units.

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

Instructor(s): N. Maor Terms Offered: Spring

Equivalent Course(s): AMER 29313, HIST 29313, GNSE 29313, CRES 29313, HMRT 29313

LLSO 20601. American Revolution, 1763 to 1789. 100 Units.

This lecture and discussion course explores the background of the American Revolution and the problem of organizing a new nation. The first half of the course uses the theory of revolutionary stages to organize a framework for the events of the 1760s and 1770s, and the second half of the course examines the period of constitution making (1776-1789) for evidence on the ways in which the Revolution was truly revolutionary.

Instructor(s): E. Cook Terms Offered: Winter

Equivalent Course(s): HIST 35300, HIST 25300

LLSO 20602. 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
LLSO 20775. Jewish Law from the Hebrew Bible to Jesus. 100 Units.
This course explores the key role of law in the development of Second Temple Judaism and the place of Jesus traditions within this charged sphere. Debates concerning the interpretation and purpose of biblical law, as well as the issues of tradition, revelation and authority shaped the image of Jewish society and marked the dividing lines between ideological parties (e.g. Pharisees, Sadducees and Essenes). The emergence of distinct legal ideologies nurtured the development of both rabbinc Judaism and the Jesus movement towards the end of the period. The course will consist of three sections: (1) Survey of the history of legal discourse during this period and acquaintance with the relevant works on law from Qumran (2) A thorough investigation of scholarly trends on Jesus and the law and close readings of major sources on law in the Gospels (3) Introduction to the study of early rabbinic literature and its relevance for the study of Second Temple traditions. Meetings will consist of introductory lectures, discussions of scholarship and readings of select ancient sources (in translation).
Instructor(s): B. Laurence Terms Offered: Autumn Winter
Equivalent Course(s): HIJD 30175, RLST 20175

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

LLSO 21001. Human Rights: Contemporary Issues. 100 Units.
This course examines basic human rights norms and concepts and selected contemporary human rights problems from across the globe, including human rights implications of the COVID pandemic. Beginning with an overview of the present crises and significant actors on the world stage, we will then examine the political setting for the United Nations' approval of the Universal Declaration on Human Rights in 1948. The post-World War 2 period was a period of optimism and fertile ground for the establishment of a universal rights regime, given the defeat of fascism in Europe. International jurists wanted to establish a framework of rights that went beyond the nation-state, taking into consideration the partitions of India-Pakistan and Israel-Palestine - and the rising expectations of African-Americans in the U.S. and colonized peoples across Africa and Asia. But from the beginning, there were basic contradictions in a system of rights promulgated by representatives of nation-states that ruled colonial regimes, maintained de facto and de jure systems of racial discrimination, and imprisoned political dissidents and journalists. Cross-cutting themes of the course include the universalism of human rights, problems of impunity and accountability, notions of ‘exceptionalism,’ and the emerging issue of the ‘shamelessness’ of authoritarian regimes. Students will research a human rights topic of their choosing, to be presented as either a final research paper or a group presentation.
Instructor(s): Susan Gzesh, Senior Lecturer, (The College) Terms Offered: Autumn Winter
Equivalent Course(s): HIST 29304, LACS 21001

LLSO 21002. Human Rights: Philosophical Foundations. 100 Units.
Human rights are claims of justice that hold merely in virtue of our shared humanity. In this course we will explore philosophical theories of this elementary and crucial form of justice. Among topics to be considered are the role that dignity and humanity play in grounding such rights, their relation to political and economic institutions, and the distinction between duties of justice and claims of charity or humanitarian aid. Finally we will consider the application of such theories to concrete, problematic and pressing problems, such as global poverty, torture and genocide. (A) (I)
Instructor(s): B. Laurence Terms Offered: Autumn
Equivalent Course(s): HIST 29304, LACS 21001

LLSO 21100. How Things Get Done in Cities and Why. 100 Units.
Innovation. Prosperity. Democracy. Diversity. Cities long have been lauded as unique incubators of these social features. In contrast to the national level, the smaller scale and dense diversity of cities is thought to encourage the development of civic solutions that work for the many. But cities are inhabited by distinct groups of people with divergent interests and varied beliefs about how to address countless urban issues, such as creating jobs, delivering education, ensuring safe neighborhoods, promoting environmental sustainability, and taking care of the vulnerable. Many groups and organizations have an interest in the outcomes of these processes. Some take action to try to shape them to their own advantage, while others have few chances to make themselves heard. This course examines the social and political dynamics that undergird possible avenues for creating social change in cities, including interest representation, decision-making, and inclusion/exclusion. We will draw insights from multiple disciplines and explore a variety of substantive areas, such as housing, public safety, economic development, education, and the provision of social welfare. This course is part of the College Course Cluster program: Urban Design.
LLSO 22106. America in the Nineteenth Century. 100 Units.
This lecture course will examine major conflicts that shaped American life during the nineteenth century. Students will explore the origins of mass incarceration in the United States—a country that only accounts for five percent of the world’s population but nearly a quarter of its prison population. We will trace the ideologies and state apparatuses that have shaped the American carceral state from the post-Civil War era to the twenty-first century. Central themes will include: the criminalization of racialized and marginalized communities; the rise of new policing regimes, along with new methods of surveillance and confinement; and the connection between welfare programs and penal policies. Throughout the long nineteenth century, British empire building remained a contentious pursuit. It threatened to shatter Britons’ moral compasses, destabilize social hierarchies, squander tax revenue, and inflict untold miseries upon foreign populations. To legitimize their expansionism, colonial policy makers claimed that they were introducing benighted regions to the benefits of a universal rule of law. This course will examine how this legalistic form of governing actually functioned by probing the trials of three classes of offenders: ‘insurgent’ and nationalist agitators, reformist critics of colonial misrule, and despotic officials themselves. Focusing on cases in Britain, the Caribbean, India, and Egypt, readings will reveal the shortcomings of the British judicial apparatus and identify the loopholes that enabled a proudly ‘free’ nation to subjugate and silence dissidents with near impunity. By participating in mock trials, students will gain familiarity with historical legal processes and the rhetorical tactics that actors employed both in the courtroom and in the public sphere.
Instructor(s): N. Maor Terms Offered: Autumn Equivalent Course(s): AMER 28004, HIST 28004, CRES 28004, HMRT 28004
and equality, we will examine pivotal moments of contestation, compromise, and community building. Central questions that will frame the course include how were notions of freedom negotiated and reshaped? What were the political and socioeconomic conditions that prompted the emergence of reform movements, including antislavery, women's rights, temperance, and labor? How did individuals mobilize and stake claims on the state? How were the boundaries of American citizenship debated and transformed over the course of the century?

Instructor(s): N. Maor
Terms Offered: Winter

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

Equivalent Course(s): HIST 18804, CRES 18804, GNSE 18804, AMER 18804

LLSO 22205. Utopia's Eclipse? The Horizon of Political Hope in the Wake of Empire and Revolution. 100 Units.

The twentieth century was a time of extraordinary political hope associated with socialist and anti-colonial struggles that promised to usher in new forms of human freedom. However, by the 1980s, this hope had given way to catastrophe as the horizons of revolutionary aspiration characterizing these struggles collapsed. How do we reckon with this collapse, and what does it mean to make a life for oneself in the wake of these failed emancipatory projects? This course explores this question by examining the place of utopian thinking, broadly understood, in the projects of anticolonial and socialist struggle in the twentieth century and by reading this strain of thought in light of the doubts that certain thinkers have raised about the possibility of attaining utopia's promise. Taking as a starting point the idea that utopian thinking—at least in its modern, universalistic form—has always existed in a complex relationship to the figure of the 'savage Other' and the project of Western imperialism, the first half of the course invites students to test this claim against the aspirations advanced by certain anti-colonial and left revolutionaries. In the second half of the course, we turn to recent reflections on the postcolonial predicament and to arguments for renewed utopian thinking to consider what we might learn from the revolutionary failures of the twentieth century and what critical resources this history has yielded to us.

Instructor(s): D. Grant
Terms Offered: Winter

Equivalent Course(s): PLSC 22205

LLSO 22214. The Legal Tender of Gender: Paradigms of Equality & Realities of Inequality in Gender & the Law. 100 Units.

This course will provide an introduction to the concrete legal contexts in which issues of gender and sexuality have been articulated and contested. Students will be asked to think critically about the intersections of law, society, and gender while considering both the potential and the limitations of our legal system. Students will explore how gender constructs law, and how law constructs gender. Through engaging with readings that span law and society, feminist legal theory, constitutional scholarship, and case law, students will be able to identify, situate, and debate some of the basic premises of what constitutes justice and equality in a liberal democracy. Readings will draw from primary and secondary resources related to gender & law in the US. While some court cases/case law will be read, our focus is on the broader relationship between law and society (no technical legal knowledge is required). We will study the evolution of our legal system's stance on topics including marriage/divorce, violence, discrimination, contraception-abortion, sexual orientation, privacy, Title IX, and more. Students will be invited to bring to bear a variety of feminist, queer, critical race, and intersectional tools on our discussions of the historical evolution of these issues and their current trends. Students will develop an original research paper, which will be workshopped throughout the quarter and will culminate in a symposium of students' original research on gender & law.

Instructor(s): Lara Janson
Terms Offered: Spring

Equivalent Course(s): GNSE 22213

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

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

Instructor(s): O. Cussen
Terms Offered: Winter

Equivalent Course(s): HIST 22310, HIPS 22310, ENST 22310

LLSO 22401. Topics in Judicial Studies. 100 Units.

This seminar examines three topics in current judicial studies: the appointment process, judicial reputation, and ideological ‘drift.’ Two short papers are required.

Instructor(s): Dennis Hutchinson
Terms Offered: Spring

Prerequisite(s): Consent only
This course will examine the Supreme Court’s First Amendment jurisprudence, focusing on such issues as speech critical of the government, the hostile audience, classified information, libel, commercial advertising, obscenity, symbolic expression, campaign finance regulation and the freedom of the press.

Instructor(s): Geoffrey Stone
Terms Offered: TBD

This course explores the interactions of voters, candidates, the parties, and the media in American national elections, chiefly in the campaign for the presidency, both in nominating primaries and in the November general election. The course will examine how voters learn about candidates, how they perceive candidates, how they come to turn out to vote, and how they decide among the candidates. It will examine the strategies and techniques of electoral campaigns, including the choices of campaign themes and the impact of campaign advertising. It will consider the role of campaign contributors and volunteers, the party campaign organizations, campaign and media polls, and the press. Finally, it will assess the impact of campaigns and elections on governing and policymaking.

Instructor(s): M. Hansen
Terms Offered: Autumn
Equivalent Course(s): PLSC 22710, AMER 22710

This course will examine the bases and assumptions that have driven the development of environmental law, as well as the intersection of this body of law and foundational legal principles (including standing, liability, and the Commerce Clause). Each form of lawmaking (statutes, regulations, and court decisions) will be examined, with emphasis on reading and understanding primary sources such as court cases and the laws themselves. The course also analyzes the judicial selection process in order to understand the importance of how the individuals who decide cases that determine the shape of environmental law and regulations are chosen.

Instructor(s): R. Lodato
Terms Offered: Winter
Prerequisite(s): Third- or fourth-year standing, or consent of instructor
Equivalent Course(s): ENST 23100, PBPL 23100

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

Instructor(s): T. Zahra
Terms Offered: Winter
Equivalent Course(s): HIST 23103, PBPL 23103

This class examines the history of the African American Freedom Struggle in the United States from emancipation to the present. Although the course will move chronologically, our emphasis will be thematic, covering such topics as voting rights and political participation, sex and marriage rights, criminal justice reform, the role of courts, and the relationship between law and social movements. A series of research papers will be required for this class (20-25 pages). Participation may be considered in final grading.

Instructor(s): Jane Dailey
Terms Offered: Winter
Prerequisite(s): None

This course will examine answers to four questions that have been foundational to environmental ethics: Are religious traditions responsible for environmental crises? To what degree can religions address environmental crises? Does the natural world have intrinsic value in addition to instrumental value to humans, and does the type of value the world has imply anything about human responsibility? What point of view (anthropocentrism,
biocentrism, theocentrism) should ground an environmental ethic? Since all four of the above questions are highly contested questions, we will examine a constellation of responses to each question. During the quarter we will read texts from a wide variety of religious and philosophical perspectives, though I note that the questions we are studying arose out of the western response to environmental crises and so often use that language. Some emphasis will be given to particularly influential texts, thinkers, and points of view in the scholarship of environmental ethics. As the questions above indicate, the course prioritizes theoretical issues in environmental ethics that can relate to many different applied subjects (e.g. energy, water, animals, climate change) rather than emphasizing these applied issues themselves. Taking this focus will give you the background necessary to work on such issues.

Instructor(s): Sarah Fredericks Terms Offered: Autumn
Equivalent Course(s): KNOW 20702, RLST 24106, RETH 30702, PBPL 20702, ENST 24106, KNOW 30702

LLSO 24200. Legal Reasoning. 100 Units.
Statutory law comprises the vast majority of American law today, and cases involving how to interpret statutes are the basis of most modern legal practice. This legal reasoning course is an introduction to the legal doctrines and theories of statutory interpretation. This introduction comprises an overview of the modern regulatory state-of-legislation, administrative implementation, and statutory interpretation by judges and agencies. The course draws from a variety of legal materials, although the case method is emphasized.
Instructor(s): David Lebow Terms Offered: Spring
Prerequisite(s): Open only to second-year students who are beginning the LLSO major.

LLSO 24711. Lincoln: Slavery, War & the Constitution. 100 Units.
This course is a study of Abraham Lincoln’s view of the Constitution, based on close readings of his writings, plus comparisons to judicial responses to Lincoln’s policies.
Instructor(s): Dennis Hutchinson Terms Offered: Autumn
Note(s): Consent Only
Equivalent Course(s): FNDL 24411, HIST 27102

LLSO 24901. U.S. Environmental Policy. 100 Units.
Making environmental policy is a diverse and complex process. Environmental advocacy engages different governmental agencies, congressional committees, and courts, depending on the issue. This course examines how such differentiation has affected policy making over the last several decades.
Instructor(s): R. Lodato Terms Offered: Autumn
Equivalent Course(s): ENST 24701, PBPL 24701

LLSO 25005. Inequality at Work: The Changing Nature of Jobs and Prospects for Improvement. 100 Units.
This course will consider sources of inequality in the labor market and in workplaces. Empirical evidence and theory on labor markets and job conditions will be analyzed to provide insights into the changing nature of work and workplace inequality for the majority of Americans — who do not hold a four-year college degree. Although the course will consider ways to ready workers for good jobs in the economy, the emphasis will be on improving jobs themselves, through voluntary employer behavior, collective action, and public policy. The assignment for the course involves observing and/or interviewing workers in an occupation chosen by the student.
Instructor(s): Susan Lambert Terms Offered: TBD
Equivalent Course(s): SSAD 25005, PBPL 25005

LLSO 25411. 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 intersitial space of autobiography; the question of authorial authenticity; and the tension between contemporary demands for truthfulness and the rejection of ‘truth.’
Instructor(s): J. Dailey Terms Offered: Autumn
Prerequisite(s): Open to upper-level undergraduates.
Equivalent Course(s): HIST 27006, HIST 37006, AMER 27006, AMER 37006

LLSO 25610. Authority, Obligation, and Dissent. 100 Units.
What is the basis of political authority? What, if anything, makes it legitimate? Under what conditions are we obliged to follow the laws and orders of government authorities? Under what conditions can we legitimately disobey such laws or orders, or even engage in violent rebellion? How have some of the most influential political thinkers answered such questions historically and which of their theories are most helpful for illuminating these issues for us today? Readings include classic writings by Plato, Hobbes, Locke, Burke, Paine, Kant, Thoreau, Gandhi, Fanon, and Martin Luther King, Jr.
Instructor(s): S. Muthu Terms Offered: Winter
Equivalent Course(s): PLSC 25610

LLSO 25630. Poverty, Work, and Family Policy. 100 Units.
This course examines contemporary policy questions regarding the dual spheres of work and family life, with a particular focus on economically impoverished families and communities. Students will analyze the relative
merits of different policies designed to improve the conditions of work and family life and mitigate the effects of poverty on children’s wellbeing. Throughout the ten-week quarter, we will consider demographic, labor market, and policy trends contributing to family poverty and income inequality in American society; interrogate policy debates concerning the responsibility of government, corporate, and informal sectors to address these critical social problems; and examine specific policy and program responses directed at (1) improving employment and economic outcomes and (2) reconciling the competing demands of employment and parenting. Although our primary focus will be on policies that promote the wellbeing of low-income families in the United States, relevant comparisons will be made cross-nationally, across race/ethnicity, and across income. This course is part of the Inequality, Social Problems, and Change minor.
Equivalent Course(s): CRES 25630, SSAD 25630

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

LLSO 26000. Law and Society in Early America, 1600-1800. 100 Units.
This colloquium considers law, legal institutions, and legal culture within the lived experience of colonial and revolutionary America. It will emphasize the interaction of social development and legal development and will explore the breadth of everyday experience with legal institutions like the jury, with courts as institutions for resolving disputes, and with the prosecution of crime.
Instructor(s): E. Kourí Terms Offered: Spring
Prerequisite(s): Law 26300, or permission of instructor
Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.
Equivalent Course(s): CRES 25630, SSAD 25630

LLSO 26201. Economics and Environmental Policy. 100 Units.
This course combines basic microeconomic theory and tools with contemporary environmental and resources issues and controversies to examine and analyze public policy decisions. Theoretical points include externalities, public goods, common-property resources, valuing resources, benefit/cost analysis, and risk assessment. Topics include pollution, global climate change, energy use and conservation, recycling and waste management, endangered species and biodiversity, nonrenewable resources, congestion, economic growth and the environment, and equity impacts of public policies.
Instructor(s): S. Shaikh Terms Offered: Autumn
Prerequisite(s): ECON 19800 or higher, or PBPL 20000
Note(s): Not offered in Autumn of the 2020-21 academic year.
Equivalent Course(s): PBPL 21800, ECON 16520, ENST 21800

LLSO 26409. Revolution, Dictatorship, & Violence in Modern Latin America. 100 Units.
This course will examine the role played by Marxist revolutions, revolutionary movements, and the right-wing dictatorships that have opposed them in shaping Latin American societies and political cultures since the end of World War II. Themes examined will include the relationship among Marxism, revolution, and nation building; the importance of charisma, leaders and icons; the popular authenticity and social content of Latin American revolutions; the role of foreign influences and interventions; the links between revolution and dictatorship; and the lasting legacies of political violence and military rule. Countries examined will include Guatemala, Cuba, Chile, Argentina, El Salvador, Nicaragua, Peru, Venezuela, Bolivia, and Mexico. Assignments: Weekly reading, a midterm exam or paper, a final paper, participation in discussion, and weekly responses or quizzes.
Instructor(s): B. Fischer Terms Offered: Winter
Note(s): Some background in Latin American studies or Cold War history useful.
Equivalent Course(s): LACS 36409, HIST 36409, LACS 26409, HIST 26409

LLSO 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. Assignments: Class presentations, take-home midterm, and final essays.
Instructor(s): E. Kourí Terms Offered: Autumn
Equivalent Course(s): CRES 36500, HIST 36500, LACS 36500, HIST 26500, LACS 26500, CRES 26500

LLSO 26509. Law and Citizenship in Latin America. 100 Units.
This course will examine law and citizenship in Latin America from the nineteenth to the twenty-first centuries. We will explore the development of Latin American legal systems in both theory and practice, examine the ways in which the operation of these systems has shaped the nature of citizenship in the region, discuss the relationship between legal and other inequalities, and analyze how legal documents and practices have been
studied by scholars in order to gain insight into questions of culture, nationalism, violence, inequality, gender, and race.
Instructor(s): B. Fischer Terms Offered: Spring
Prerequisite(s): Some background in either Latin American studies or legal history.
Equivalent Course(s): LACS 36509, HIST 26509, LACS 26509, HIST 36509

LLSO 26615. Democracy’s Life and Death. 100 Units.
How are democracies established and maintained? What are their advantages and disadvantages with respect to stability, security, liberty, equality, and justice? Why do democracies decline and die? This course addresses these questions by examining democracies, republics, and popular governments in Ancient and Medieval/Renaissance Europe. We will read and discuss primary texts from, and social scientific analyses of, Athenian democracy, the Roman Republic, and the Florentine commune.
Instructor(s): J. McCormick, D. Kasimis Terms Offered: Autumn
Equivalent Course(s): PLSC 26615

LLSO 26802. Public Opinion. 100 Units.
What is the relationship between the mass citizenry and government in the U.S.? Does the public meet the conditions for a functioning democratic polity? This course considers the origins of mass opinion about politics and public policy, including the role of core values and beliefs, information, expectations about political actors, the mass media, economic self-interest, and racial attitudes. This course also examines problems of political representation, from the level of political elites communicating with constituents, and from the possibility of aggregate representation.
Instructor(s): J. Brehm Terms Offered: Spring
Equivalent Course(s): PLSC 22400, CRES 22400

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

LLSO 26920. Freedom, Justice and Legitimacy. 100 Units.
In this course we will explore two main questions, which are central to both contemporary political theory and political discourse: (1) how different concepts and conceptions of freedom ground different theories of social justice and political legitimacy and (2) how to understand the relationship between justice and legitimacy. To what extent are justice and legitimacy separate ideas? Does legitimacy require justice? Are just states necessarily legitimate? We will critically analyze and normatively assess how different contemporary theories have answered, whether explicitly or implicitly, such questions. The course will focus on five major contemporary theories: liberal-egalitarianism as represented by the work of John Rawls; libertarianism, as represented by the work of Robert Nozick, neo-Lockean theories as represented by the work of John Simmons, neo-republicanism as represented by the work of Philip Pettit, and neo-Kantian theories as represented by the work of Arthur Ripstein.
Instructor(s): C. Cordelli, J. Wilson Terms Offered: Autumn
Equivalent Course(s): PLSC 26920, PLSC 36920

LLSO 27100. Human Rights II: History and Theory. 100 Units.
This course is concerned with the theory and the historical evolution of the modern human rights regime. It discusses the emergence of a modern ‘human rights’ culture as a product of the formation and expansion of the system of nation-states and the concurrent rise of value-driven social mobilizations. It proceeds to discuss human rights in two prevailing modalities. First, it explores rights as protection of the body and personhood and the modern, Western notion of individualism. Second, it inquires into rights as they affect groups (e.g., ethnicities and, potentially, transnational corporations) or states.
Instructor(s): TBA Terms Offered: Winter
Equivalent Course(s): INRE 31700, HMRT 30200, HIST 29302, HIST 39302, HMRT 20200, CRES 29302

LLSO 27101. Democracy and the Information Technology Revolution. 100 Units.
The revolution in information technologies has serious implications for democratic societies. We concentrate, though not exclusively, on the United States. We look at which populations have the most access to technology-based information sources (the digital divide), and how individual and group identities are being forged online. We ask how is the responsiveness of government being affected, and how representative is the online community. Severe conflict over the tension between national security and individual privacy rights in the U.S., United Kingdom, and Ireland will be explored as well. We analyze both modern works (such as those by Turkle and Gilder) and the work of modern democratic theorists (such as Habermas).
Instructor(s): M. Dawson Terms Offered: Spring
Equivalent Course(s): PLSC 23100

LLSO 27250. The Trials of Religion. 100 Units.
The rhetoric and practice of ‘trial’ -- as testing and as adjudication -- is central to religious thought and religious practice. This course will examine the idea and the act of ‘trial’ comparatively, via the classics of the religious
LLSO 27606. American Revolutions. 100 Units.

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

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

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

Equivalent Course(s): HIST 17606, CRES 17606, AMER 17606

LLSO 27815. Politics and Public Policy in China. 100 Units.

This course offers a historical and thematic survey of Chinese politics and of salient issues in China's public policy. We review the patterns and dynamics of political development or lack thereof in the Mao and reform eras, including the Great Leap Forward, the Cultural Revolution, and the politics of reforms. Later sections of the course look at China's political institutions, leadership, as well as various issues of governance and public policy, including state-society relations, the relationship between Beijing and the provinces, corruption, population and environment. Emphasis is on how institutions have provided the incentives for change as well as how institutions have been transformed.

Instructor(s): D. Yang Terms Offered: Winter

Equivalent Course(s): PLSC 27815

LLSO 27906. Capitalism, Gender, and Intimate Life. 100 Units.

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

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

Equivalent Course(s): GNSE 20106, HIST 37906, HIST 27906, GNSE 30106

LLSO 27900. The Declaration of Independence. 100 Units.

This course explores important intellectual, political, philosophical, legal, economic, social, and religious contexts for the Declaration of Independence. We begin with a consideration of the English Revolution, investigating the texts of the Declaration of Rights of 1689 and Locke's Second Treatise and their meanings to American revolutionaries. We then consider imperial debates over taxation in the 1760s and 1770s, returning Benjamin Franklin's Autobiography to its original context. Reading Paine's Common Sense and the letters of Abigail Adams and John Adams we look at the multiple meanings of independence. We study Jefferson's drafting process, read the Declaration over the shoulders of people on both sides of the Atlantic, and consider clues to contemporary meanings beyond the intentions of Congress. Finally, we briefly engage the post-revolutionary history of the place and meaning of the Declaration in American life. (1650-1830, 1830-1940) This is a 2018-19 College Signature Course.

Instructor(s): Eric Slauter Terms Offered: Winter

Note(s): This was a 2018–19 College Signature Course.

Equivalent Course(s): ENGL 17950, HMRT 17950, FNDL 27950, SIGN 26039, HIST 17604

LLSO 28000. United States Labor History. 100 Units.

This course explores the history of labor and laboring people in the United States. It will consider the significance of work from the vantage points of law, culture, and political economy. Key topics will include working-class life, industrialization and corporate capitalism, slavery and emancipation, the role of the state and trade unions, race and sex difference in the workplace. The course is intended for freshmen through seniors, as well as majors in history and in other disciplines.

Instructor(s): A. Stanley Terms Offered: Autumn
Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.
Equivalent Course(s): HIST 18600, GNSE 28603, HMRT 28600

LLSO 28020. American Conservatism since 1945. 100 Units.
American conservatism was at a low ebb in the early 1950s. It was politically irrelevant and, perhaps worse, boasted no coherent intellectual movement. Yet the conservative movement's path from the height of the (supposed) midcentury consensus through the rise of Reagan, the Tea Party, and Trump stands at the heart of America's modern political history. And conservative politicians could draw upon a vast new network of economists, lawyers, think tanks, and other organizations for support. This course will explore the American right's emergence from the wilderness to success at the ballot box, in public-policy debates, and in the courtroom.
It will draw upon primary sources as well as the history and social science literatures to analyze conservatism as an intellectual, sociopolitical, and legal movement. We will examine the different traditions making up the American right, the institutions that brought them together, and the movement's history. Did conservatism represent a single coherent movement? What did it (aim to) conserve? What were the roles of corporate power, religion, libertarianism, populism, and racial bias in its ascendance? How did Chicago-School economists and the conservative legal movement shape the polity? The class will conclude with a unit exploring the present political moment. What are the origins of Trumpism? Is it a break with conservatism's past or an evolution of the movement? What do current debates bode for the future of American politics?
Instructor(s): Robert Kaminski Terms Offered: Autumn
Equivalent Course(s): HIST 28811

LLSO 28030. Alcohol and American Society. 100 Units.
Contests about America's political economy and legal regime had long been tied to alcohol policy and drinking culture when the Sons of Liberty made Boston's Green Dragon Tavern their unofficial 'headquarters of the Revolution.' Americans' drinking habits have remained a key battleground ever since. This class will explore major themes in the development of America's political, economic, and sociocultural life and legal regime through its relationship with intoxicating beverages from the colonial era to the present. Topics covered will include rum's role in empire; the legacy of the common law doctrines regulating public houses in civil rights law; the role of colonial tavern culture in the Revolution; persistent conflicts over taxation; ethnoreligious conflict surrounding the temperance movement; Prohibition and organized crime; the brewing industry's roles in financialization, corporate consolidation, and labor struggles; the construction of homogenized consumer culture and the postmodern quest for 'authenticity;' and the legal regime shaping craft brewers' business environment.
Through discussions drawing on primary sources as well as the history, social science, and law literatures, we will analyze how Americans defined the bounds of the political community, individual rights, and state power. Over the quarter students will incrementally build on these experiences toward their final projects: original research papers drawing on primary sources exploring these themes.
Instructor(s): Robert Kaminski Terms Offered: Spring
Equivalent Course(s): HIST 28305

LLSO 28035. Marx, Revolution, and the Law. 100 Units.
To what extent can we change our world by changing our laws? We will explore this question through an intensive study of Karl Marx's writings. Although Marx is most widely known for his arguments about political economy and revolution, his earliest scholarly energies were devoted to jurisprudence and throughout his life he frequently returned to questions about the law’s nature, possibilities, and limits. He did so not only in his analyses of the modern state and capitalism, but also in his efforts to document the goals, victories, and set-backs of democratic movements, labor unions, and political radicals as they navigated repressive legal systems, fought for legal reforms, and developed alternative visions of how to regulate social life. We will therefore draw on diverse genres of writing from across Marx's life—including letters, newspaper articles, pamphlets, and speeches—as we explore the relationship between law and social transformation.
Instructor(s): Sarah Johnson Terms Offered: Spring

LLSO 28040. Introduction to Law, Letters, and Society. 100 Units.
This is an introductory lecture course intended for freshman and sophomores considering the Law, Letters, and Society (LLSO) major. The course will introduce major frameworks, themes, and methods in the study of law as a social, philosophical, and doctrinal object. Topics surveyed include: systems of legal practice; substantive areas of law; sources of lawmaking and tiers of law; paradigms of jurisprudence; constitutional structure and rights; controversies in legal interpretation; legal history; law and society; and the law/politics relation.
Instructor(s): David Lebow Terms Offered: Autumn

LLSO 28050. The American Constitution. 100 Units.
This is a survey of the main themes of the American Constitution—popular sovereignty, separation of powers, federalism, and rights—and of the basic techniques of constitutional interpretation. The course introduces the history and doctrines of American constitutional law primarily through the analysis of cases.
Instructor(s): David Lebow Terms Offered: Winter

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

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

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

Equivalent Course(s): HIST 18101

LLSO 28204. Histories of Racial Capitalism. 100 Units.

What is the relationship between race and capitalism? This course introduces students to the concept of racial capitalism, which rejects treatments of race as external to a purely economic project and counters the idea that racism is an externality, cultural overflow, or aberration from the so-called real workings of capitalism. Spanning the colonization of North America to the era of mass incarceration, topics include the slave trade, indigenous dispossession, antebellum slavery, the Mexican-American War, ‘new imperialism,’ the welfare state, and civil rights. This class neither presumes a background in economics, nor previous coursework in history.

Instructor(s): D. Jenkins
Terms Offered: Winter

Equivalent Course(s): HIST 18202, AMER 18202, CRES 18202

LLSO 28703. Early America, 1492-1815. 100 Units.

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

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

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

Equivalent Course(s): CRES 18703, AMER 18703, HIST 18703

LLSO 28800. African American History since 1883. 100 Units.

A lecture course discussing selected topics in the African American experience (economic, political, social) from Reconstruction Era protections of African American civil rights through social and political movements in the twentieth and twenty-first centuries seeking their restoration. Course evaluations via online quizzes and take-home essays.

Instructor(s): T. Holt
Terms Offered: Spring

Equivalent Course(s): CRES 27300, CRES 37300, HIST 37300, HIST 27300

LLSO 28806. Introduction to Black Chicago, 1893-20. 100 Units.

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

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

Equivalent Course(s): CRES 18806, HIST 18806, AMER 18806

LLSO 29030. Totalitarianism, Law and Revolution. 100 Units.

In the final chapter of her seminal The Origins of Totalitarianism, Hannah Arendt argued that, far from being a lawless form of government, totalitarianism is an attempt to impose some notion of ultimate law directly on the world, with no mediation through positive law and no regard for the lived particularity of human communities. In this course we will examine some seminal attempts at theorizing about totalitarianism, as well as primary sources and some secondary sources on the history of totalitarian movements, all with an eye toward
understanding what relationship totalitarianism bears both to forms of legality and to attempts at overturning prior legal, social, and political regimes.

Instructor(s): David Lyons Terms Offered: Not offered in 2020-21
Prerequisite(s): None

LLSO 29040. Wars of Religion and Regimes of Toleration. 100 Units.
There is a standard narrative that the brutality and instability of the sixteenth and seventeenth-century wars of religion gave rise to regimes of religious toleration and, eventually, separation of church and state. This narrative continues, arguing that the civil peace enjoyed today in much of the developed world depends upon barring religious commitments from the political sphere. This course will seek to interrogate this narrative and its assumptions through readings and discussions of primary sources, classic and contemporary historiography, and works of political and social theory. In doing so, students will be exposed not only to alternative understandings of the wars of religions and the origins of regimes of toleration, but will also be asked to consider some possible limits to and blind spots of liberal democracy.

Instructor(s): David Lyons Terms Offered: Not offered in 2020-21
Prerequisite(s): None
Equivalent Course(s): RLST 29040

This course explores how legal institutions protect and punish children in the United States. We will spend the first part of the course exploring the child welfare system, which purports to protect children from abuse and neglect through various mechanisms including foster care and the termination of parental rights. We will spend the second part of the course exploring the juvenile justice system, which purports to prosecute and rehabilitate children for their criminal acts in a system separate from the criminal justice system. In the final part of the course, we will consider special topics in this area of law and policy including ‘cross-over youth’ (i.e. children involved in both systems), unaccompanied immigrant children, homeless and runaway youth, and the so-called ‘school-to-prison-pipeline.’ This course will place special emphasis on the judges, lawyers, law enforcement officers, and social workers that comprise these legal institutions.

Terms Offered: Not offered in 2020-21
Prerequisite(s): Course limited to 3rd and 4th year students only.
Equivalent Course(s): PBPL 29050, HMRT 29050

LLSO 29060. Freedom of Religion. 100 Units.
This course will consider the place of religious freedom in the modern pluralistic liberal order and introduce students to some of the interpretive issues and legal doctrines associated with the Religion Clauses of the First Amendment to the U.S. Constitution. Readings will come from a mixture of classical writings from Hobbes to Tocqueville on the relationship between religion and civil government, more recent scholarly works on the place of religious commitments and religious diversity in the liberal political order, scholarly works on the Religion Clauses, and U.S. case law on the freedom of religion.

Instructor(s): David Lyons Terms Offered: Winter
Prerequisite(s): none
Equivalent Course(s): RLST 29060

LLSO 29065. Early Theories of Capitalism. 100 Units.
This course introduces students to classic texts in the history of economic thought. Our readings will focus, in particular, on eighteenth and nineteenth century debates about value. What, for example, determines the value of a commodity, and what is the relationship between its value and its price? Yet as we investigate how ideas about value changed across the eighteenth and nineteenth centuries, we will also explore the diverse ways in which economics, as both a field of inquiry and a domain of human life, was understood during that period of time. To this end, we will examine arguments about the nature, aims, and methods of economics, along with arguments about the origin and force of economic laws. Readings may include works by Richard Cantillon, Adam Smith, David Ricardo, William Forster Lloyd, William Stanley Jevons, and Alfred Marshall.

Instructor(s): Sarah Johnson Terms Offered: Winter

LLSO 29066. Economics in the Twentieth Century. 100 Units.
This course will introduce students to classic texts in the history of economic thought from the early-twentieth century to the emergence of the new neoclassical synthesis that dominates mainstream economics today. Our readings will focus on key debates shaping the development of economic methodology and assumptions as well as some notable critiques of reigning economic orthodoxy. What, for example, is the relation between commodities’ prices, goods’ values, and information? What roles do individual actors, such as the entrepreneur, play relative to impersonal market forces? How have crises and methodological debates shaped economists’ understandings of expectations and uncertainty? What is the relationship between microeconomics and macroeconomics? How has the scope and object of economic analysis changed through the twentieth century? How have the development of concepts such as ‘the economy’ or economics as a science shaped academic study and the public discourse? Finally, we will consider what sources of value prevailing economic methodologies obscure. Readings may include works by Joseph Schumpeter, Frank Knight, John Maynard Keynes, F.A. Hayek, James Buchanan, Robert Lucas, Mancur Olson, Elinor Ostrom, and Amartya Sen.

Instructor(s): Robert Kaminski Terms Offered: Spring
LLSO 29067. Christianity Confronts Capitalism: Natural Law, Economics, and Social Reform. 100 Units.
Christianity's relationship with commerce was fought long before the industrial era. After all, it upheld property rights alongside the poor's beatitude. And, even as industrial capitalism's critics tied the faith to the economic system, Christian thinkers popularized ideas of social justice and the Social Gospel in response to laissez faire's limits. This course will combine intellectual, social, and legal history to examine how various Christian traditions have grappled with liberal capitalism-and its revolutionary critics. We will explore these traditions' competing visions of a moral political economy, how their adherents attempted to put them into action, and where these attempts placed them vis-à-vis society and civil authorities-especially when this place was the court room. After a brief unit on key Judeo-Christian texts bearing on political and economic activity, we will consider various churches' alternatives to liberal capitalism and revolutionary movements' materialism-including Catholic Social Thought from 1891's Rerum novarum to Pope Francis's Laudato si' and Abraham Kuyper's neo-Calvinist tradition. We will put these in dialogue with practical efforts from Social Gospel reformers, Catholic Workers, and Latin American Liberation Theology to Hobby Lobby or Chick-Fil-A's attempt at Evangelical business. Throughout, students will consider questions about the relationships between church and state, doctrine and practice, and natural law and the law of the market.
Instructor(s): Robert Kaminski Terms Offered: Winter
Equivalent Course(s): HIST 27118

LLSO 29071. Great Books of the Founding Fathers: Revolution and Constitution. 100 Units.
In contemporary arguments about the meaning of the U.S. Constitution, participants often make claims about what the Framers of the Constitution and their opponents thought and said about topics like the powers of Congress and the President, the strengths and weaknesses of federalism, and the role of the judiciary in a republican form of government. This course will seek to provide students with the means of evaluating the strengths of such claims. To that end, we will examine the emergence of the U.S. Constitution in three phases. First, we will look at discussions of liberty and self-government in the imperial crisis of the 1760s and 1770s that led to the American Revolution. Second, we will look at the concerns that animated the calling of what became the Constitutional Convention of 1787 and read Madison's Notes of Debates in the Federal Convention. Third, we will look at the debates over ratification of the Constitution between the Federalists and Anti-Federalists.
Instructor(s): David P. Lyons Terms Offered: Spring

LLSO 29080. Modernity and Its Discontents from Dawn to Decline. 100 Units.
One need look neither too long nor too hard before recognizing that the project of modernity seems to be under considerable strain: the stability and perhaps even the desirability of secularism, mass democracy, individualism, cosmopolitanism, and technological and bureaucratic rationalism have all been increasingly challenged by worldwide political events and processes as well as by postmodern, radical, conservative, and religious intellectuals. In this course we will read some classical statements of the project as a means of best understanding modernity and its features. We will then move on to a consideration of classical and more contemporary critiques of modernity with an eye toward both identifying the limits of the modern project and possible avenues for the retrieval and reconstitution at least some features of modernity.
Instructor(s): David Lyons Terms Offered: Autumn
Prerequisite(s): no prerequisites
Equivalent Course(s): HIST 26222, RLST 29080

LLSO 29090. Topics in International and Comparative Law. 100 Units.
Based in Paris, the three week course will explore historical and contemporary European institutions that focus on economy, law and globalization.
Instructor(s): Cliff Ando, Kimberly Kay Hoang Terms Offered: Summer
Prerequisite(s): Admission to the Paris September Program
Note(s): Instructor Consent

LLSO 29091. Governing the Global Economy. 100 Units.
How is the global economy governed? Through what institutions, legal mechanisms, and norms? What role do Anglo-American law, international law, and other legal regimes play in the flow of capital, goods, and people across state borders? Seeking to answer these questions, this three-week intensive course draws from history, law, economics, political science, and political philosophy in order to both understand the development of global economic governance over time and critically assess what paths it might take in the future.
Instructor(s): Jonathan Levy Terms Offered: Summer
Equivalent Course(s): GLST 29091

LLSO 29400. BA Seminar I. 100 Units.
This seminar guides students through the process of designing a BA thesis project. Through a series of weekly assignments and in-class workshops, students will develop a compelling and manageable research question, identify the sources and research methods that their project requires, and determine how their project contributes to existing scholarly debates. This work will help students to prepare a substantial BA thesis proposal by the end of the term.
Instructor(s): Sarah Johnson Terms Offered: Autumn
Note(s): Offered in Autumn
LLSO 29401. BA Seminar II. 100 Units.
This seminar guides students through the process of writing and revising a BA thesis. Students will have multiple opportunities to present and receive feedback on their work in progress, including a complete draft of the thesis, which will be due at the end of the term. We will also discuss the novel challenges of writing a thesis, such as managing a large writing project and conveying specialized knowledge to non-expert readers.
Instructor(s): Sarah Johnson Terms Offered: Winter

LLSO 29421. Politics of Commemoration. 100 Units.
Most of the time we pass in front of the statues, commemorative museums, monuments, and flags that inhabit our cities without noticing them. In recent years, however, they (along with pre-college history curricula) have become controversial across the globe. This course addresses those controversies primarily in Europe and the United States, but also in Latin America, West Africa, and South Africa. Through a series of case studies we will analyze the conditions of the creation of statues, monuments, and museums. Who conceptualized them and lobbied for their creation? Who paid for them? For whom were they originally intended? What message did they convey? What happened over time? How did their message change? Did they provoke controversy at the moment of their planning or inauguration or later and, if so, from whom? Equal attention will be paid to scholars’ efforts to address the question of what these commemorative works actually do. If they really become unnoticeable, then why does the threat of their removal so often spark such intense controversy? Assignments: Active participation in class, one secondary text analysis, one analysis of a controversy, and one proposal for a monument, museum, or school curriculum.
Instructor(s): L. Auslander Terms Offered: Spring
Equivalent Course(s): JWSC 29421, ARCH 29421, ENST 29421, HIST 29421, CRES 39421, GLST 29526, HIST 39421, CRES 29421

LLSO 29505. Social Reform in the United States 1890-1980. 100 Units.
This seminar charts organized efforts to transform and reconfigure the social and economic fabric of American life through a focus on five distinct periods of reform: the agrarian Populist movement at the end of the nineteenth century; the Progressive movement in the early twentieth century; the New Deal during the 1930s and early 1940s; the Civil Rights movement and the Great Society in the 1960s; and the rise of the New Right in the postwar period. By looking at continuities, connections, and ruptures within and between these reform movements, we will explore a range of defining topics in twentieth century US history: capitalism and risk; gender and labor; economic citizenship and security; law and the state; immigration and ethnicity; and race and (in)equality.
Instructor(s): Ben Zdencanovic Terms Offered: Winter
Prerequisite(s): None
Note(s): Not offered in 2020-21
Equivalent Course(s): AMER 29505, CRES 29505

LLSO 29506. Social and Economic Rights in History. 100 Units.
This seminar charts the historical development of social and economic rights - the right to healthcare, to education, to social security, to an adequate standard of living - from the French Revolution to our own era of austerity and market fundamentalism. Our focus will not only be on how social and economic rights have been theorized, codified, and contested, but also how social and economic rights have transformed politics, markets, and legal regimes in practice. In the process, we will explore how struggles over the meaning of social and economic rights have shaped some of the most defining historical themes of the past two centuries: slavery and emancipation; wage labor and unionization; communism and the welfare state; decolonization and civil rights.
Instructor(s): Ben Zdencanovic Terms Offered: Winter
Prerequisite(s): None
Note(s): Not offered in 2020-21
Equivalent Course(s): AMER 29506, HMRT 29507, HMRT 39507

LLSO 29507. The Politics of Healthcare Policy in the United States, 1900 - 2020. 100 Units.
In the modern history of United States social politics, there have been few issues as enduring, divisive, and consequential as that of healthcare policy. This seminar examines the political, economic, legal, and social origins of the modern U.S. system of healthcare financing and delivery. Our discussion and analysis will be organized around a series of key turning points in the history of U.S. healthcare politics, from the first push for ‘workingmen’s insurance’ in the Progressive Era to the debate over Obamacare and ‘Medicare for All’ since 2008. We will learn to view healthcare policy as contested terrain fought over by labor unions, insurance companies, physicians, think tanks, policymakers, grassroots activists, trade associations, and corporate employers. In the process, we will explore themes such as the rise of the modern corporation, public interest law, welfare capitalism and business conservatism, and the politics of race- and class-based healthcare inequality.
Instructor(s): Ben Zdencanovic Terms Offered: Spring. Not offered in 2020-21
Prerequisite(s): None
Equivalent Course(s): HLTH 29507, HIST 25319, PBPL 29507, HIPS 27507

LLSO 29528. Property and the Public Interest. 100 Units.
In this colloquium, drawing from law, history, philosophy, and social science, we examine the conflicted relationship between property and the public interest. Topics include the basis and evolution of private property
rights, reasons for the state, and the relationship between property rights and the public interest. Assignments: Two short essays and a final paper.
Instructor(s): J. Levy
Terms Offered: Winter
Prerequisite(s): Consent of instructor. Course is required of LLSO juniors.
Equivalent Course(s): HIST 29528