LAW, LETTERS, AND SOCIETY

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

PROGRAM OF STUDY

The program in Law, Letters, and Society (LLSO) is an interdisciplinary major in the Social Sciences Collegiate Division. LLSO is designed to develop analytical skills and enable informed and critical examination of law broadly construed. The organizing premise of the program is that law is a semi-autonomous domain with its own internal logic, norms, and practices but is also embedded in the broader culture and operates as a tool of social organization. Rather than situating the study of the law solely in contemporary debates in the field of American constitutional law, LLSO seeks to organize its exploration of law through the broader terms of “letters” and “society.” Some LLSO courses approach law primarily as a matter of “letters,” drawing from disciplines like English, philosophy, and political theory. Law is studied as a literary, philosophical, or historical artifact, and questions of interpretation, normative theory, and rhetorical strategy are foregrounded. Other LLSO courses fall more under the general rubric of “society” and make use of the methods of social scientific disciplines, including history, political science, economics, and sociology. Such courses analyze law as a means of social ordering and in terms of cause and effect. They examine law as an element in explanations of both historical events and patterns of social stability and change.

APPLICATION TO THE PROGRAM

Students apply to LLSO in their second year. All second-years will be notified by email when the application opens. Application information will also be updated on the program website. Students are evaluated on the basis of their application statement and previous performance in the College. Only 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

There are five required core LLSO courses: LLSO 28040 Introduction to Law, Letters, and Society; LLSO 24200 Legal Reasoning; one Junior Colloquium; and the two-quarter BA Seminar track (LLSO 29400 BA Seminar I and LLSO 29401 BA Seminar II). In addition, students must complete a four-course Focus Field and two Electives. Courses completed before declaring the LLSO major can be counted towards major requirements. Students doing a double major are permitted to count courses being counted in other majors also towards LLSO-required courses. Students admitted to LLSO prior to Autumn Quarter 2020 can adhere entirely to the old program requirements or opt entirely into the new requirements.

INTRODUCTION TO LAW, LETTERS, AND SOCIETY

LLSO 28040 Introduction to Law, Letters, and Society establishes the intellectual moorings of the program. The course has three main objectives. First, it aims to introduce students to the wide range of methodological perspectives by which law can be approached as an object of study, as well as to the broad assortment of substantive questions that can motivate research. Second, the course aims to demonstrate that, despite this variety, there are recurrent themes, patterns, practices, and problems that make law a distinctive social and conceptual phenomenon endowed with coherence as an object of scholarly attention. Third, the course is intended to show that the study of law can and should extend beyond an exclusive orientation towards contemporary practice, and that overly narrow focus on urgent present concerns may obscure important characteristics of legal thought and behavior. Moreover, the assumptions, implications, and stakes of current legal controversies may often be better understood once situated in broader social, political, historical, and philosophical contexts. Students are strongly encouraged to take Introduction to LLSO in the Autumn Quarter of either their first or second year prior to applying to LLSO. Successful completion of the course is an important factor of an application, but it does not guarantee acceptance into the program.

LEGAL REASONING

The purpose of LLSO 24200 Legal Reasoning is to introduce students to the legal materials and modes of interpreting them used in contemporary legal scholarship and practice. The course is also meant to offer students a sense of the pedagogical norms and curricular arrangements of postgraduate legal education. Legal Reasoning will draw from a variety of legal sources, but the primary focus will be on legal doctrine, and the case method will be emphasized. The course is particularly geared towards students who are considering law school or a career in law. The precise content of LLSO 24200 Legal Reasoning may vary, but the focus on legal doctrine and the adoption of the practices of legal pedagogy will abide.

JUNIOR COLLOQUIUM

In their third year, LLSO students must take one of the available Junior Colloquia. Each Junior Colloquium offers sustained engagement with a topic central to the themes of the LLSO program. What Colloquia are available will vary from year to year. The Junior Colloquium includes a significant writing requirement. This is designed to give students experience with sustained independent research and writing in preparation for the BA Thesis.
FOCUS FIELD

An undergraduate major in legal studies open to the investigation of law from the perspectives of both “letters” and “society” must be interdisciplinary and wide-ranging. This vital curricular openness must be balanced against the need for a major to have disciplinary integrity. The courses a student takes should complement each other and add up to sustained treatment of a coherent subject. LLSO uses Focus Fields to offer students in the program wide latitude to pursue their particular interests, while ensuring that each student engages in a coherent course of study. During the Autumn Quarter of their junior year, LLSO students have the option of designing their own independent research programs. These Focus Field plans are developed in consultation with and must be approved by the LLSO program administration. The Focus Field is centered around a basic theme or topic developed by the student. This theme or topic (a) must be related to law, broadly understood, and fall within the substantive bounds of LLSO; and (b) must be sufficiently focused and coherent. This Focus Field plan will consist of four courses that the student has taken or plans to take, which may be drawn from available offerings throughout the University of Chicago. It is not necessary that every course included in the Focus Field have a clear or explicit legal focus, but all courses included in the plan must clearly fit within the overarching topic or theme of the Focus Field (which itself must be related to law). Coursework completed before admission to LLSO may be counted as part of the Focus Field. Students who do not wish to develop an independent research program may instead opt to make “LLSO” their Focus Field. They can satisfy the Focus Field requirement by completing any four LLSO-listed courses that are not being counted to fulfill other LLSO requirements (such as the two Electives). Only courses with an LLSO designation may be counted in these “LLSO” Focus Fields.

ELECTIVES

Students must take two additional courses registered in LLSO. Any LLSO-registered course not being counted to fulfill another LLSO requirement can be used to satisfy the Elective requirement. Junior Colloquia not already being counted for the core requirement may be used towards satisfying the Elective requirement.

BA SEMINAR AND THESIS

Every LLSO major must produce an original piece of scholarship that is animated by a question about law. This question will generally emerge out of the topics and themes explored by the student in the Focus Field coursework. The LLSO BA Thesis is the typical length of an article in the student’s primary field of research, which in most cases will be between 10,000 and 12,000 words. The minimum length is 8,000 words. An electronic copy of the Thesis must be submitted to the Program Administrator by noon on Friday of the third week of the quarter in which the student expects to graduate.

Students are guided through the process of developing a research project and writing a Thesis in the program’s two-part BA Seminar, which is offered annually during the Autumn and Winter Quarters. Participation in both parts is required. While the BA Seminar is typically taken in the fourth year, students who plan to graduate early should enroll in the third year instead. A letter grade is assigned at the end of LLSO 29400 BA Seminar I based on the student’s performance in the Autumn Quarter. The grade for LLSO 29401 BA Seminar II reflects the student’s performance in the Winter Quarter as well as the quality of the Thesis, and for this reason it will remain blank until the Thesis has been evaluated.

Students who intend to write a single Thesis to fulfill the requirements of two majors may be excused from the LLSO BA Seminar if they enroll in equivalent coursework in another department. These students must submit a petition to write a joint thesis to the LLSO Program Administrator by the first day of the quarter in which they would otherwise begin the LLSO BA Seminar.

The BA Thesis may be written under the supervision of a faculty adviser whose area of expertise is relevant to the student’s research. The adviser can be a member of any department and should be asked to sign the program’s Adviser Consent Form upon agreeing to serve in this role. Working with a faculty adviser does not excuse a student from the BA Seminar. The Adviser Consent Form may be obtained from the Program Administrator.

SUMMARY OF REQUIREMENTS FOR THE MAJOR IN LAW, LETTERS, AND SOCIETY

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>LLSO 24200</td>
<td>100</td>
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<tr>
<td>LLSO 28040</td>
<td>100</td>
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<tr>
<td>One Junior Colloquium</td>
<td>100</td>
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<tr>
<td>Four Focus Field Courses</td>
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<td>Two Elective Courses</td>
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<td>LLSO 29400</td>
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<td>LLSO 29401</td>
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<td>Total Units</td>
<td>1100</td>
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HONORS

To be eligible for Honors, students must maintain an overall GPA of at least 3.50 and 3.80 in the major. Of these students, those whose GPA in the major places them in the top 15 percent of their cohort will be considered...
for Honors. The program’s Honors Committee determines and confers honors on a distinguished BA Thesis. Students who wish to be considered for Honors are required to register in the two-quarter BA Seminar course offered in the major (LLSO 29400 BA Seminar I and LLSO 29401 BA Seminar II). Students who meet these criteria will be automatically considered. Students who decide not to register in the program’s BA Seminar sequence and decide to write a joint thesis in another department and wish to be considered for Honors in the program must submit their thesis advisor’s brief recommendation along with their BA Thesis to the Program Administrator in the third week of their graduating quarter.

**GRADING**

One Focus Field course may be taken Pass/Fail. One Elective course may be taken Pass/Fail. The five required core LLSO courses must all be taken for a quality grade.

**READING AND RESEARCH COURSES**

For students with interests in pursuing relevant study that cannot be met by means of regular courses or in serving as a research assistant, there is an option of devising an LLSO Reading and Research course, LLSO 29600, to be supervised by a faculty member at the University of Chicago. A maximum of one Reading and Research course may be taken for credit and applied to the LLSO Elective requirement. Research and Reading courses must be pre-approved by the LLSO program administration and must be taken for a quality grade. Students must submit a College Reading & Research Course Form (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/fillable-reading-research-form.pdf) for LLSO 29600 to the Registrar’s Office and a copy of it to the LLSO Program Administrator.

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 17808. Reforming America: Social & Political Change from the Gilded Age to the New Deal. 100 Units.**

At the beginning of the twentieth century, the American state was a creaking, antiquated apparatus struggling to manage the social and economic changes that had occurred in the previous fifty years. From the turn of the century through World War II, the country underwent a profound program of political change earning this period the name “the age of reform.” In this class we examine the relationship between social and economic upheaval (industrialization, urbanization, immigration, depression, war) and political movements and activism (agrarian populism, the Ku Klux Klan, the early civil and women’s rights movements, organized labor) in order to explain how government in America was transformed for new conditions.

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

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

Equivalent Course(s): GNSE 17818, CRES 17808, HIST 17808

**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 examine our society, culture, and politics. Preference given to 1st- and 2nd-yr students.

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

**LLSO 20001. 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): Lauren Berlant and Kristen Schilt 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): ENGL 20001, SOCI 20290, CHDV 20001, GNSE 20001

**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.
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 have 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): HMRT 20116, GEOG 30116, HMRT 30116, GEOG 20116, SOCI 20116, SOCI 30116, PBPL 27900

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
Equivalent Course(s): HIST 28301, HIST 38301

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 rabbinic 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): Yair Furstenberg (staff) Terms Offered: Spring
Equivalent Course(s): HJID 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 Attic comedy, the constituency of audiences, the relationship of comedy to satire, the use of dramatic stereotypes, freedom of speech, and the limits of dissent. Please note that this course is rated Mature for adult themes and language.
Instructor(s): J. Hall Terms Offered: Winter
Equivalent Course(s): ANCM 33900, FNDL 23608, HIST 20803, HIST 30803, CLCV 23608, CLAS 33608

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, HMRT 21001, SOSC 21001, LACS 21001

LLSO 21002. Human Rights: Philosophical Foundations. 100 Units.
In this class we explore the philosophical foundations of human rights, investigating theories of how our shared humanity in the context of an interdependent world gives rise to obligations of justice. We begin by asking what rights are, how they are distinguished from other part of morality, and what role they play in our social and political life. But rights come in many varieties, and we are interested in human rights in particular. In later weeks, we will ask what makes something a human right, and how are human rights different from other kinds of rights. We will consider a number of contemporary philosophers (and one historian) who attempt to answer this question, including James Griffin, Joseph Raz, John Rawls, John Tasioulas, Samuel Moyn, Jiewuh Song, and Martha Nussbaum. Throughout we will be asking questions such as, "What makes something a human right?" "What role does human dignity play in grounding our human rights?" "Are human rights historical?" "What role does the nation and the individual play in our account of human rights?" "When can one nation legitimately intervene in the affairs of another nation?" "How can we respect the demands of justice while also respecting cultural difference?" "How do human rights relate to global inequality and markets?" (A) (I)
Instructor(s): B. Laurence Terms Offered: Autumn
Equivalent Course(s): HIST 29319, INRE 31602, HMRT 21002, PHIL 31002, HMRT 31002, MAPH 42002, PHIL 21002, HIST 39319

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.
Terms Offered: TBD
Equivalent Course(s): PBPL 25006, SSAD 21100, ENST 25006, SOCI 20294

LLSO 21301. 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): 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 11301

LLSO 21310. Water: Economics, Policy and Society. 100 Units.
Water is inextricably linked to human society. While modern advances in technology and new economic and policy mechanisms have emerged to address water stressors from overconsumption, development pressures, land use changes and urbanization, challenges continue to evolve across the globe. These problems, while rooted in scarcity, continue to become more complex due to myriad human and natural forces. In addition to water quality impairments, droughts and water shortages persist, putting pressure on agricultural production and urban water use, while the increased frequency and severity of rainfall and tropical storms, already being experienced globally, are only projected to grow in intensity and duration under climate change. Students will explore water from the perspective of the social sciences and public policy, with attention on behavioral dimensions of water use and water conservation. Qualitative and quantitative approaches to examining how humans use and affect water will be considered, with particular applications to Chicago and the Great Lakes region.
Instructor(s): Sabina Shaikh Terms Offered: Spring
Prerequisite(s): One economics course (ECON 19800, PBPL 20000, ENST 21800 or equivalent)
Note(s): The following courses are recommended prior to enrollment in ENST 21301: ENST/MENG 20300: The Science, History, Policy, and Future of Water Equivalent Course(s): CHST 21310, ENST 21310, GLST 21310, PBPL 21310, ECON 16510
LLSO 21403. The British Empire on Trial: Corruption, Scandal, Dissent. 100 Units.
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 misuse, and despotic officials themselves. Focusing on cases in
England, 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): Z. Leonard Terms Offered: Winter
Equivalent Course(s): HIST 21403, SALC 26612

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

LLSO 21701. The Carceral State in Modern America. 100 Units.
In this course, we will examine the origins of mass incarceration in the United States—a country that only
accounts for five percent of the world’s population but nearly a quarter of its prison population. We will trace
the ideologies and state apparatuses that have shaped the American carceral state from the post-Civil War era
to the twenty-first century. Central themes will include: the criminalization of racialized and marginalized
communities; the rise of new policing regimes, along with new methods of surveillance and confinement; and
the connection between welfare programs and penal policies. Over the course of this quarter, we will also discuss
the emergence of social movements that have advocated for the rights of incarcerated people, as well as the
eradication of prison labor and the abolition of prisons altogether.
Instructor(s): N. Maor Terms Offered: Autumn
Equivalent Course(s): AMER 28004, HMRT 28004, HIST 28004, CRES 28004

LLSO 22106. America in the Nineteenth Century. 100 Units.
This lecture course will examine major conflicts that shaped American life during the nineteenth century.
Focusing on contemporaries’ attempts to seize upon or challenge the nation’s commitment to the ideals of liberty
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): GNSE 18804, CRES 18804, HIST 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): CRES 23205, 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

LLSO 22403. Free Speech and the First Amendment. 100 Units.
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

LLSO 22912. Work and Family Policy: Policy Considerations for Family Support. 100 Units.
This course examines contemporary policy questions of concern to families, caregiving and the labor market. We will consider (1) the demographic, labor market, and policy trends affecting family income, family structure, family time, and family care; (2) conceptual frameworks and policy debates concerning the responsibility of government, corporate, and informal sectors in addressing work and family issues; and (3) specific policy and program responses in such areas as family leave, child care, work hours and flexibility, and income assistance. Throughout the course, we will consider the ideological, conceptual, and empirical basis for the issues we study. Although our primary focus will be on issues affecting low-income American families, relevant comparisons will be made throughout the course - cross-nationally, across race/ethnicity, and across income.
Equivalent Course(s): CRES 23912, SSAD 23212, SSAD 42912

LLSO 23100. Environmental Law. 100 Units.
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): PBPL 23100, ENST 23100

LLSO 23103. East Central Europe, 1880-Present. 100 Units.
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 East 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, HIST 33103

LLSO 23313. Democracy and Equality. 100 Units.

Democracy has often been celebrated (and often criticized) for expressing some kind of equality among citizens. This course will investigate a series of questions prompted by this supposed relationship between democracy and equality. Is democracy an important part of a just society? What institutions and practices does democracy require? Is equality a meaningful or important political ideal? If so, what kind of equality? Does democracy require some kind of equality, or vice-versa? The course will begin by studying classical arguments for democracy by Jean-Jacques Rousseau and John Stuart Mill, and then focus on contemporary approaches to these questions. The course will conclude with some treatment of current democratic controversies, potentially including issues of race and representation; the fair design of elections; the role of wealth in political processes; and the role of judicial review. The course aims to deepen participants' understanding of these and related issues, and to develop our abilities to engage in argument about moral and political life. This course is part of the College Course Cluster program, Inequality.

Instructor(s): J. Wilson Terms Offered: Winter
Equivalent Course(s): PLSC 43301, PLSC 23313

LLSO 23420. The Civil Rights Movement in the United States, 1865-Present. 100 Units.

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

LLSO 23501. History of Information. 100 Units.

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

Instructor(s): A. Johns Terms Offered: Spring
Equivalent Course(s): KNOW 35415, HIPS 25415, KNOW 25415, CHSS 35415, HIST 25415, HIST 35415

LLSO 24102. Environmental Politics. 100 Units.

Politics determines not only which particular faction holds power, but the parameters upon which contests for power are conducted. At present, the desirability of economic growth is the universal consensus principle that actors across the political spectrum and national borders agree upon despite their disagreement on the shape that this should take and the beneficiaries of it. This principle overrides any other consideration, including environmental protection and restoration, regardless of the political beliefs of the leader or party in question. This course undertakes a term-long discussion of how the assumptions and practices of politics, policy, and activism would be changed if the protection of the environment was the central organizing principle of the international system, with particular attention to theories that challenge conventional ways of organizing society, economics, and politics.

Instructor(s): R. Lodato Terms Offered: Spring
Equivalent Course(s): ENST 24102, PBPL 24102

LLSO 24106. Introduction to Environmental Ethics. 100 Units.

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): ENST 24106, RETH 30702, RLST 24106, PBPL 20702, KNOW 30702, KNOW 20702

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

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

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 24506. The Rights of Immigrants and Refugees in Practice. 100 Units.
This course employs an interdisciplinary approach to examine the work of social justice advocacy for and by non-citizens in the U.S. including asylum seekers, immigrant workers, women as migrants, migrant children, and the undocumented. Our readings will place selected case studies in their local, national, and international context. We will draw on sources from law, history, sociology, political science, and the arts. Texts, films, and guest speakers will address the history of immigrants’ rights advocacy in the Chicago and the U.S., with selected global examples. Topics will include the rights of asylum seekers, the problems of migrant workers (guest-workers and the undocumented), women and children as migrants, and the impact of the global pandemic on migration in general. The case studies will illuminate the role of immigrants as leaders and the relationship between impacted communities and the state. We will meet with journalists, elected officials, organizers, academics, artists, lawyers, and immigrant community leaders to discuss distinct approaches to migrants’ rights advocacy.
Instructor(s): Susan Gzesh Terms Offered: Spring
Equivalent Course(s): SOSC 24506, CHST 24506, GLST 24506, HMRT 26813

LLSO 24600. Twentieth-Century China through Great Trials. 100 Units.
This course surveys China’s turbulent twentieth century through the lens of great trials. From communist show trials to international courts, from struggle sessions to investigative journalism, and from trial by mob to trial by media, students will witness public and private “justice” in action both in and beyond the courtroom and across the long century’s radically different governmental regimes. Our view of China will explore both the sweeping events of revolution and individual experiences. There is no prerequisite for this course.
Instructor(s): J. Ransmeier Terms Offered: Autumn
Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.
Equivalent Course(s): HIST 14601, EALC 14601

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 25110. Empire and International Justice. 100 Units.
How did European thinkers from 1492 onward understand and evaluate the extraordinary developments by which some European countries came to rule over much of the non-European world? This seminar examines theories of international justice and global relations from the early sixteenth through the nineteenth centuries. Philosophers, theologians, and political actors in this period responded to the key issues of global politics in the modern age, including the seizure of non-European lands; the establishment of slavery and the slave trade; the religious and cultural conversion of colonized peoples; the emerging institutions and practices of global commerce; and the impact of these developments upon both European and non-European societies. Indeed, many dilemmas that confront citizens and states today about humanitarian intervention, national sovereignty, conquest and occupation, empire, and human rights in a global context have an intriguing and complex intellectual history. The readings are primary texts by influential thinkers from the period of the initial Spanish conquests of the Americas through the mid-nineteenth century, including Montesquieu, Diderot, Burke, Bentham, Adam Smith, Cugoano, Kant, Herder, Constant, Tocqueville, John Stuart Mill, and Karl Marx.

Instructor(s): S. Muthu
Terms Offered: Winter

Equivalent Course(s): PLSC 25110

LLSO 25205. Racial Justice and Injustice. 100 Units.
The course will explore moral and political problems of racial justice and injustice. Topics may include antidiscrimination theory, the fair political representation of racial minorities, reparations for racial injustice, racial segregation, the use of racial preferences in various practices of selection, and the evaluation of practices of law enforcement and punishment. We will use reflections on particular problems such as these to inquire about the uses of racial concepts in political theory; the connections between racial justice and ostensibly more general conceptions of justice; and the connections between racial equality and other egalitarian ideals.

Instructor(s): J. Wilson
Terms Offered: Winter

Equivalent Course(s): PLSC 35205, PLSC 25205, CRES 25205

LLSO 25215. The American Presidency. 100 Units.
This course examines the institution of the American presidency. It surveys the foundations of presidential power, both as the Founders conceived it, and as it is practiced in the modern era. This course also traces the historical development of the institutional presidency, the president's relationships with Congress and the courts, the influence presidents wield in domestic and foreign policymaking, and the ways in which presidents make decisions in a system of separated powers.

Instructor(s): W. Howell
Terms Offered: Spring

Equivalent Course(s): PBPL 25216, AMER 25215, PLSC 25215

LLSO 25230. Witnessing Medieval Evil: Literature, Art, and the Politics of Observation. 100 Units.
Seeing hell for oneself, watching the torture of a saint, looking at illustrations of violence: these profoundly terrible experiences, narrated and drawn, shaped the way medieval readers took in the world around them, its violence, its suffering, its preponderance of evils. But how exactly does literature allow readers to witness and process such horrors? How is the observation of violence transformed by art? What is unique about the medieval experience of these artistic and literary forms of mediation? What can they teach us about our own contemporary cultural encounters with the sights and stories of atrocity? By exploring questions like these, this course will consider the didactic, religious, and epistemological functions of witnessing in a variety of early medieval texts such as illustrated copies of Prudentius's Psychomachia (in which the Virtues engage in a gruesome battle against the Vices), the Apocalypse of Paul (in which Paul sees hell and lives to tell about it), early medieval law codes, the Life of St. Margaret, the Old English Genesis, and the heroic poem Judith. These medieval texts will be read alongside thinkers like Giorgio Agamben, W.J.T. Mitchell, and Susan Sontag, whose work on images of atrocity in the modern world will both inform our critical examination of the Middle Ages while opening up the possibility for rethinking literature and art in relation to contemporary experiences of violence. (Fiction, Poetry, Pre-1650, Theory).

Instructor(s): Benjamin Saltzman
Terms Offered: Spring

Equivalent Course(s): SIGN 26037, MDVL 15320, ENGL 15320

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 interspatial 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.
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.
Instructor(s): J. Dailey Terms Offered: Spring
Equivalent Course(s): SSAD 25630, CRES 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. Cook Terms Offered: Winter
Prerequisite(s): Upper-level undergraduates and early state graduate students.
Equivalent Course(s): HIST 37001, HIST 27001

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): ECON 16520, PBPL 21800, 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 charismatic leaders and icons; the popular authenticity and social content of Latin American revolutions; the role of foreign influences and interventions; the links between revolution and dictatorship; and the lasting legacies of political violence and military rule. Countries examined will include Guatemala, Cuba, Chile, Argentina, El Salvador, Nicaragua, Peru, Venezuela, Bolivia, and Mexico. 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): HIST 36409, LACS 36409, LACS 26409, HIST 26409
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 some of the ways in which legal documents and practices have been studied by scholars in order to gain insight into questions of culture, nationalism, family, violence, gender, and race.
Instructor(s): B. Fischer Terms Offered: Autumn
Prerequisite(s): Some coursework in Latin American studies, legal studies, and/or history.
Equivalent Course(s): HIST 26509, LACS 26509, HIST 36509, LACS 36509

LLSO 26703. Political Parties in the United States. 100 Units.
Politicians and pundits frequently argue that aggressive partisanship is to blame for our contemporary political ills. American voters are similarly jaundiced. Public opinion polls routinely show that citizens, regardless of their ideology, take a dim view of political parties. Using the tools of social science, we will analyze the role that parties have played in politics throughout American history. Over the course of the seminar, we will begin to answer the following questions. What are parties and why do we have them? How do parties structure policymaking? Is too much partisanship really a problem? What is polarization, what causes it, and why does it matter?
Instructor(s): R. Bloch Rubin Terms Offered: Winter
Equivalent Course(s): PLSC 26703

LLSO 26804. Insurgency, Terrorism, and Civil War. 100 Units.
This course provides an introduction to asymmetric and irregular warfare. From Colombia to Afghanistan, non-state armed organizations are crucially important actors. We will study how they organize themselves, extract resources, deploy violence, attract recruits, and both fight and negotiate with states. We will also examine government counterinsurgency and counterterrorism policies, peace-building after conflict, and international involvement in internal wars. Case materials will be drawn from a variety of conflicts and cover a number of distinct topics. This course has a heavy reading load, and both attendance and substantial participation in weekly discussion sections are required.
Instructor(s): P. Staniland Terms Offered: Winter
Equivalent Course(s): PLSC 26800

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 27200, HIST 27200, HIST 37200, CRES 37200

LLSO 27012. Histories of Violence in the United States. 100 Units.
How does violence change life stories and national narratives? How can a nation remember and retell obscured histories of violence, reconcile past violence, and resist future violence? What does it mean that lynching emerged at the same moment as the Bill of Rights and that certain kinds of violence have been central to American identity? The story of the United States is built on the inclusion or omission of violence: from the genocide of Native Americans to slavery to imperial conquest, from the “private” pain of women to the nationalized pain of soldiers. This course brings violence to the center of US history. Moving from early America to the present, we will discuss these overlapping stories in terms of their visibility and invisibility, addressing questions of representation and the haunting function of traumatic experience. Following an emerging subfield of scholarship in histories of violence, this course examines narrative, archival, and political issues around studying, teaching, and writing such stories. The final project emphasizes public history.
Terms Offered: Spring
Note(s): Instructor will notify registered students with the classroom location. Making History courses forgo traditional paper assignments for innovative projects that develop new skills with professional applications in the working world. Open to students at all levels, but especially recommended for 3rd- and 4th-yr students.
Equivalent Course(s): AMER 27012, CRES 27012, GNSE 27012, HIST 27012

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): HIST 29302, HMRT 20200, HIST 39302, INRE 31700, CRES 29302, HMRT 30200

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 literatures of Judaism and of Christianity (Genesis 22, Job, the Gospel of Mark, "The Pilgrim's Progress," Kafka), and also cinema (Dreyer's "Joan of Arc," R. & S. Elbazetz's "Gett").

Instructor(s): Richard Rosengarten Terms Offered: Winter
Equivalent Course(s): RLST 27250

**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, AMER 17606, CRES 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, PLSC 37815

**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.

Instructor(s): G. Winant Terms Offered: Autumn
Equivalent Course(s): GNSE 30106, GNSE 20106, HIST 27906, HIST 37906

**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): GNSE 28603, HMRT 28600, HIST 18600

**LLSO 28010. United States Legal History. 100 Units.**

This course focuses on the connections between law and society in modern America. It explores how legal doctrines and constitutional rules have defined individual rights and social relations in both the public and
private spheres. It also examines political struggles that have transformed American law. Topics to be addressed include the meaning of rights; the regulation of property, work, race, and sexual relations; civil disobedience; and legal theory as cultural history. Readings include legal cases, judicial rulings, short stories, and legal and historical scholarship.

Instructor(s): A. Stanley
Prerequisite(s): Consent of instructor
Equivalent Course(s): HIST 27605, GNSE 27605, AMER 27605, HMRT 27061, CRES 27605

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; ethno-religious 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
Not offered in spring 2022
Equivalent Course(s): PLSC 28035

LLSO 28040. Introduction to Law, Letters, and Society. 100 Units.
This is an introductory lecture course intended for freshmen 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.
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): J. Sparrow 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): 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): AMER 18202, HIST 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. 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 18703, AMER 18703, CRES 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, HIST 37300, HIST 27300, CRES 37300

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 that history, we treat a variety of themes, including migration and its impact, the origins and effects of class stratification, the relation of culture and cultural endeavor to collective consciousness, the rise of institutionalized religions, facts and fictions of political empowerment, and the correspondence of Black lives and living to indices of city wellness (services, schools, safety, general civic feeling). This is a history class that situates itself within a robust interdisciplinary conversation. Students can expect to engage works of autobiography and poetry, sociology, documentary photography, and political science as well as more straightforward historical analysis. By the end of the class, students should have grounding in Black Chicago’s history and an appreciation of how this history outlines and anticipates Black life and racial politics in the modern United States.
Instructor(s): A. Green Terms Offered: Spring
Equivalent Course(s): CRES 18806, 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): HMRT 29050, PBPL 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 on debates about the concept of value in the eighteenth and nineteenth centuries. We will examine disparate explanations of how a commodity’s value is determined and we will consider the role of these ideas in the larger economic theories of which they are a part. Yet as we investigate the ways in which ideas about value changed across the eighteenth and nineteenth centuries we will also explore how economics, as a field of inquiry, developed during the same period of time. To this end, we will consider how different writers understood and demarcated the economic domain of human life, along with their views on the methods and aims of studying it. In doing so, moreover, we will pay especially close attention to their efforts to identify natural economic laws and the arguments they make about the state’s regulation of economic life. Readings include works by Adam Smith, David Ricardo, Carl Menger, and Alfred Marshall.
Instructor(s): Sarah Johnson Terms Offered: Winter
Equivalent Course(s): PLSC 23065

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

Instructor(s): David Lyons
Terms Offered: Winter

Equivalent Course(s): HIST 27118

LLSO 29068. Feminist Theory and Political Economy. 100 Units.

This course has two related aims: to consider how the regulation of economic life—from the household to the global economy—has been taken up as an object of analysis within feminist thought; and to examine how this analysis has informed feminist theories of domination, freedom, rights, and justice. We will pursue these twin objectives by studying a wide range of texts in the history of feminist thought. Readings may include works by Anna Julia Cooper, Eleanor Rathbone, Simone de Beauvoir, Angela Davis, Nancy Fraser, and Chandra Talpade Mohanty.

Instructor(s): Sarah Johnson
Terms Offered: Spring

Equivalent Course(s): PLSC 25068, GNSE 20117

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

Equivalent Course(s): HIST 27016

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 29202. The Secret Side of International Politics. 100 Units.
This course introduces students to the secret side of international politics. The class features weekly lectures and "research/writing lab" meetings. The lecture and associated readings survey a wide range of theoretical approaches for describing and analyzing the causes and consequences of conducting international politics "behind closed doors." We will cover intelligence analysis, secret alliances, secrecy in crisis decision-making, and covert wartime military operations. We will draw on political science but also organization studies, psychology, and anthropology. Questions we will address include: What agreements do diplomats negotiate privately and why? For what ends do state use secrecy in wartime? What do covert cooperative partnerships look like and when do they succeed? What espionage practices do states use and how have they changed over time? The core assignment is an original research paper that draws on archival/declassified materials, due from each student at the end of term. Regular checkpoint assignments will take place during the quarter. In the weekly lab meetings, students will receive guidance in the research and writing process, including how to access relevant archival materials, how to organize your research materials, how to effectively prepare to write, and how to write well.
This course is intended for advanced undergraduates (political science majors and non-majors welcome) with a large reading load and a challenging paper assignment.
Instructor(s): A. Carson Terms Offered: Winter
Equivalent Course(s): PLSC 29202

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 and Evelyn Atkinson 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 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): HMRT 39507, AMER 29506, HMRT 29507
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): HIST 25319, HLTH 29507, 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

LLSO 29600. Law, Letters, and Society Reading & Research Course. 100 Units.
For students with interests in pursuing relevant study that cannot be met by means of regular courses or in serving as a research assistant, there is an option of devising an LLSO Reading and Research course, LLSO 29600, to be supervised by a faculty member at the University of Chicago. A maximum of one Reading and Research course may be taken for credit and applied to the LLSO Elective requirement.
Terms Offered: Autumn Spring Summer Winter