Social Sciences

The distinguished American sociologist, David Riesman, who played a major role in the creation of the general education program in the social sciences at Chicago, once observed that it was only with a "marvelous hubris" that students were encouraged to range over such "large territory" in the social sciences. Indeed, since the 1940s, yearlong sequences designed to introduce students to different types of social scientific data and different forms of social sciences inquiry have become a permanent feature of the Chicago curriculum. Although considerable variety manifests itself in the way the social sciences courses in general education are organized, most of the sequences are informed, as Robert Redfield once suggested, by an attempt "to communicate the historical development of contemporary society" and by an effort "to convey some understanding of the scientific spirit as applied to social problems and the capacity to address oneself in that spirit to such a problem." By training students in the analysis of social phenomena through the development and use of interdisciplinary and comparative concepts, the courses also try to determine the characteristics common among many societies, thus enabling the individual to use both reason and special knowledge to confront rapid social change in the global world of the late twentieth century.

The Social Sciences Collegiate Division offers several social science and civilization sequences in the general education program. It also offers specialized courses that provide a particularly interdisciplinary or comparative theoretical perspective and may be of interest to students in a variety of majors. The latter set of courses should also be considered as attractive possibilities for electives.

General Education Sequences

**SOSC 11400-11500-11600. Power, Identity, Resistance I-II-III.**

"Power, Identity, and Resistance" examines multiple and interrelated aspects of power, from the roles of economic markets and political states to the social structures that determine individual, class, and gender inequalities.

**SOSC 11400. Power, Identity, Resistance I. 100 Units.**

The first quarter of this sequence focuses on modern liberalism and its critics. The course investigates the distinctly modern liberal claim that society or groups of associated individuals make states for their own protection and the governance of their affairs. We interrogate authors on questions concerning individuality, liberty, equality, the limitation of state power, the importance of political stability, the value of democratic participation in governance, the role that organized society plays in political life, and the degree to which social and political relations vary historically, among other issues. We address both defenders and critics of the liberal conception of liberty and the state. Texts vary by year. Typical authors assigned include some combination of Machiavelli, Hobbes, Locke, Montesquieu, Rousseau, Burke, Constant, Smith, Wollstonecraft, Paine, Hegel, Tocqueville, Mill, Marx, Du Bois, Durkheim, Weber, Dewey, Schmitt, Arendt, Polanyi, Hayek, Foucault.

Instructor(s): G. Herrigel, Staff

Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

**SOSC 11500. Power, Identity, Resistance II. 100 Units.**

Winter Quarter focuses on the work of central figures in modern political economy and social theory. The course highlights the organization of economic process and the ways in which it relates to social and political relations and institutions. The central questions are these: How historically distinctive is the modern form of capitalist economy? Do human beings "naturally" act in certain ways in the economy and society? To what degree can we rely on individual self-control? Is inequality an inevitable outcome of capitalist economic development? What is the role of power in economic life? How should we think about the relationship between political power and economic practice?


Instructor(s): G. Herrigel, Staff Terms Offered: Winter

Prerequisite(s): SOSC 11400. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

**SOSC 11600. Power, Identity, Resistance III. 100 Units.**

Spring Quarter analyzes the way in which selected themes from the first two quarters work themselves out in the history of the nineteenth, twentieth, and twenty-first centuries. Broadly, we consider the scope of liberal claims about rights, liberty, and resistance, and we explore themes like identity, equality, democracy, and human beings' relationship to nature. In the past, the course has also included explorations of colonialism, racial and gender equality, and different forms of violence. Themes and readings vary by year. Texts used previously include: Smith, Kant, Hegel, Herder, Fichte, Marx, Emerson, Thoreau, Whitman, Nietzsche, Freud, Lenin, Luxemburg, Trotsky, Sorel, Dewey, Hayek, Polanyi, Keynes, Fanon, Cesaire, Du Bois, Arendt, Martin Luther King Jr., Malcolm X, Foucault, de Beauvoir, and Butler.

Instructor(s): G. Herrigel, Staff Terms Offered: Spring

Prerequisite(s): SOSC 11500. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.
SOSC 12100-12200-12300. Self, Culture, and Society I-II-III.
“Self, Culture, and Society” studies problems basic to social, cultural, and historical existence. The sequence starts with the conceptual foundations of political economy as well as theories of capitalism and modern society. Students then consider the relation of culture, society, and lived experience. Finally, students consider the social and cultural constitution of the person, with examination of race, gender, and sexuality.

**SOSC 12100. Self, Culture, and Society I. 100 Units.**
The classic social theories of Smith, Marx, and Weber, along with contemporary ethnographic and historical works, serve as points of departure for considering the characterizing features of the modern world. Particular emphasis is given to the modern world’s social-economic structure and issues of work, the texture of time, and economic globalization.  
_Instructor(s): Staff Terms Offered: Autumn_  
_Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped._

**SOSC 12200. Self, Culture, and Society II. 100 Units.**
Winter Quarter focuses on the relation of culture, social life, and history. On the basis of readings from Durkheim, Levi-Strauss, Sahlins, Foucault, Benjamin, Adorno, and other anthropologists and cultural theorists, we investigate how systems of meaning expressed through metaphors, symbols, rituals, and narratives constitute and articulate individual and social experience across a range of societies, including our own, and how those systems of meaning change historically.  
_Instructor(s): Staff Terms Offered: Winter_  
_Prerequisite(s): SOSC 12100. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped._

**SOSC 12300. Self, Culture, and Society III. 100 Units.**
In spring, we concern ourselves with the question of how personhood is constructed socially, culturally, and historically. Our considerations include issues of gender, sexuality, and ethnic identity, through the study of the wide range of approaches found in the works of Freud, Mauss, Mead, Marcuse, Vygotsky, de Beauvoir, Fanon, and others.  
_Instructor(s): Staff Terms Offered: Spring_  
_Prerequisite(s): SOSC 12200. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped._

SOSC 13100-13200-13300. Social Science Inquiry I-II-III.
“Social Science Inquiry” explores classic and contemporary points of view about ways of gathering, analyzing, and interpreting information about public policy issues. The course aims to provide the student with an introduction to the philosophy of social science inquiry, a sense of how that inquiry is conducted, and an understanding of how policy implications can be drawn responsibly from evidence provided by empirical social science. The sequence’s objective is to convey both the promise and the pitfalls of social science and a sense of its uses and abuses. During the 2017–18 school year, one section of “Social Science Inquiry” will be offered with a special focus on spatial analysis. Spatial thinking deals with the fundamental role of space, place, location, distance, and interaction. The first course in the sequence explores the fundamentals of spatial analysis and different concepts of space; how it is measured, represented, and accounted for in social science methodology; and how spatial problems are solved. The second course will provide an introduction to spatial analysis methods, ranging from data manipulation to geovisualization, spatial autocorrelation analysis, and spatial clustering. The final course will focus on carrying out a research project using spatial analytical methods. This special section will be flagged as such in the course schedules each quarter. Instructors include Luc Anselin and Marynia Kolak.

**SOSC 13100. Social Science Inquiry I. 100 Units.**
The Autumn Quarter starts by introducing students to the various ways that social scientists think about the world. Examples include theoretical models from Milton Friedman, Thomas Schelling, and John Nash; path-breaking experiments from Stanley Milgram and Daniel Kahneman; and quantitative research on topics ranging from voting to gun violence to baby names. Through these works, students will learn how researchers theorize about social phenomena.  
_Instructor(s): E. Oliver, Staff Terms Offered: Autumn_  
_Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped._

**SOSC 13200. Social Science Inquiry II. 100 Units.**
In the Winter Quarter, students will be introduced to social science research tools. They will learn how to collect data, conduct experiments, and make causal inferences from statistics. Using the General Social Survey, the National Election Studies, and other surveys, students will gain hands-on experience working with large data sets.  
_Instructor(s): E. Oliver, Staff Terms Offered: Winter_  
_Prerequisite(s): SOSC 13100. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped._
SOSC 13300. Social Science Inquiry III. 100 Units.
In the Spring Quarter, students will conduct their own substantial research project. Students will learn how to translate their ideas into research questions, their theories into testable hypotheses, and their findings into meaningful conclusions. By year's end, students will develop a critical perspective on many perennial social questions and, ultimately, acquire "quantitative literacy," essential skills in an increasingly data-driven world.
Instructor(s): E. Oliver, Staff Terms Offered: Spring
Prerequisite(s): SOSC 13200. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 14100-14200-14300. Mind I-II-III.
"Mind" explores subjective experience and behavior through the lens of underlying mental processes, biological mechanisms, and social context. Drawing from research in the social sciences and beyond, the course broadly considers how empirical approaches can shape our understanding of long-standing questions about human experience. Each quarter of Mind is taught by a different group of faculty, and the material in each quarter is arranged into a broad theme that makes connections across quarters. These themes vary from year to year.

SOSC 14100. Mind I. 100 Units.
The first quarter of Mind builds an intellectual framework for understanding the mental and behavioral phenomena of animals, connecting philosophical and historical foundations to the modern scientific literature. What is the difference between the subjective and the objective? How do the mind and body relate to each other? How do nature and nurture impact behavior? These are some of the broad questions that are addressed.
Instructor(s): D. Gallo, Staff Terms Offered: Autumn
Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 14200. Mind II. 100 Units.
The second quarter of Mind explores the concept of "mechanism," or different kinds of causal models and theories that are used to explain mental phenomena from different levels of scientific analysis (e.g., biological, cognitive). Focusing on empirical literature, this quarter’s emphasis on mechanism builds upon the intellectual foundations established in Fall quarter.
Instructor(s): D. Gallo, Staff Terms Offered: Winter
Prerequisite(s): SOSC 14100. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 14300. Mind III. 100 Units.
The third quarter of Mind explores the effects of different kinds of context on mental phenomena and mechanisms, including developmental, social, and cultural contexts. Focusing on empirical literature, this quarter highlights the impact of basic research on some of the biggest problems that face humans and society.
Instructor(s): D. Gallo, Staff Terms Offered: Spring
Prerequisite(s): SOSC 14200. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 15100-15200-15300. Classics of Social and Political Thought I-II-III.
"Classics of Social and Political Thought" reads classic texts from Plato and Aristotle to Nietzsche and DuBois in order to investigate criteria for understanding and judging political, social, and economic institutions. What is justice? What makes a good society? This sequence examines such problems as the conflicts between individual interest and common good; between morality, religion, and politics; and between liberty and equality. We examine alternative conceptions of society, law, authority, consent, and dissent that underlie continuing controversies in contemporary political life.

SOSC 15100. Classics of Social and Political Thought I. 100 Units.
No description available.
Instructor(s): N. Tarcov, Staff Terms Offered: Autumn
Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 15200. Classics of Social and Political Thought II. 100 Units.
No description available.
Instructor(s): S. Muthu, Staff Terms Offered: Winter
Prerequisite(s): SOSC 15100. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 15300. Classics of Social and Political Thought III. 100 Units.
No description available.
Instructor(s): J. Pitts, Staff Terms Offered: Spring
Prerequisite(s): SOSC 15200. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.
Collegiate Courses

**SOSC 02980. Practicum. 025 Units.**

This course is for students who secure a summer internship. For details, visit careeradvancement.uchicago.edu/jobs-internships-research/internships-for-credit. Students write a short paper (two to three pages) and give an oral presentation reflecting on their internship experience.

Instructor(s): D. Spatz
Terms Offered: Summer

Note(s): Must be taken for P/F grading; students who fail to complete the course requirements will receive an F on their transcript (no W will be granted). Students receive 025 units of credit at completion of course. Course meets once in Spring Quarter and once in Autumn Quarter. Course fee $150; students in need of financial aid should contact Jay Ellison at 702.8609.

Equivalent Course(s): HUMA 02980

**SOSC 21100-21200. Music in Western Civilization I-II.**

This two-quarter sequence explores musical works of broad cultural significance in Western civilization. We study pieces not only from the standpoint of musical style but also through the lenses of politics, intellectual history, economics, gender, cultural studies, and so on. Readings are taken both from our music textbook and from the writings of a number of figures such as St. Benedict of Nursia and Martin Luther. In addition to lectures, students discuss important issues in the readings and participate in music listening exercises in smaller sections.

**SOSC 21100. Music in Western Civilization I: To 1750. 100 Units.**

This two-quarter sequence explores musical works of broad cultural significance in Western civilization. We study pieces not only from the standpoint of musical style but also through the lenses of politics, intellectual history, economics, gender, cultural studies, and so on. Readings are taken both from our music textbook and from the writings of a number of figures such as St. Benedict of Nursia and Martin Luther. In addition to lectures, students discuss important issues in the readings and participate in music listening exercises in smaller sections.

Instructor(s): Robert Kendrick
Terms Offered: Winter

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

Equivalent Course(s): HIST 12700, MUSI 12100

**SOSC 21200. Music in Western Civilization II: 1750 to the Present. 100 Units.**

No description available.

Terms Offered: Spring

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

Equivalent Course(s): HIST 12800, MUSI 12200

**SOSC 22000-22100-22200. Islamic Thought and Literature I-II-III.**

This sequence meets the general education requirement in civilization studies. Taking these courses in sequence is recommended but not required.

**SOSC 22000. Islamic Thought and Literature I. 100 Units.**

This course covers the period from ca. 600 to 950, concentrating on the career of the Prophet Muhammad: Qur’an and Hadith; the Caliphate; the development of Islamic legal, theological, philosophical, and mystical discourses; sectarian movements; and Arabic literature.

Instructor(s): Staff
Terms Offered: Autumn

Equivalent Course(s): NEHC 30601, RLST 20401, HIST 25610, HIST 35610, ISLM 30601, NEHC 20601

**SOSC 22100. Islamic Thought and Literature II. 100 Units.**

This course covers the period from ca. 950 to 1700, surveying works of literature, theology, philosophy, sufism, politics, history, etc., written in Arabic, Persian and Turkish, as well as the art, architecture and music of the Islamicate traditions. Through primary texts, secondary sources and lectures, we will trace the cultural, social, religious, political and institutional evolution through the period of the Fatimids, the Crusades, the Mongol invasions, and the “gunpowder empires” (Ottomans, Safavids, Mughals).

Instructor(s): F. Lewis
Terms Offered: Winter

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

Equivalent Course(s): NEHC 30602, RLST 20402, ISLM 30602, CMES 30602, NEHC 20602

**SOSC 22200. Islamic Thought and Literature III. 100 Units.**

This course covers the period from ca. 1700 to the present, exploring works of Arab intellectuals who interpreted various aspects of Islamic philosophy, political theory, and law in the modern age. We look at diverse interpretations concerning the role of religion in a modern society, at secularized and historicized approaches to religion, and at the critique of both religious establishments and nation-states as articulated by Arab intellectuals. Generally, we discuss secondary literature first and the primary sources later.

Instructor(s): A. El Shamsy
Terms Offered: Spring

Note(s): This course does not apply to the medieval studies major or minor.

Equivalent Course(s): NEHC 30603, RLST 20403, NEHC 20603
SOSC 23000-23100. Introduction to the Civilizations of South Asia I-II.  
This sequence introduces core themes in the formation of culture and society in South Asia from the early modern period until the present. This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.

SOSC 23000. Introduction to the Civilizations of South Asia I. 100 Units.  
The first quarter focuses on Islam in South Asia, Hindu-Muslim interaction, Mughal political and literary traditions, and South Asia's early encounters with Europe.  
Instructor(s): M. Alam  
Terms Offered: Winter  
Equivalent Course(s): ANTH 24101, HIST 10800, SASC 20000, SALC 20100

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

SOSC 23500-23600-23700. Introduction to the Civilizations of East Asia I-II-III.  
This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

SOSC 23500. Introduction to the Civilizations of East Asia I. 100 Units.  
East Asian Civilizations I covers China.  
Instructor(s): G. Alitto  
Terms Offered: Summer, Winter  
Prerequisite(s): Open to undergraduates only.  
Note(s): Taking these courses in sequence is not required.  
Equivalent Course(s): CRES 10800, EALC 10800, HIST 15100

SOSC 23600. Introduction to the Civilizations of East Asia II. 100 Units.  
East Asian Civilizations II covers Japan.  
Instructor(s): J. Ketelaar  
Terms Offered: Autumn, Summer  
Prerequisite(s): Open to undergraduates only.  
Note(s): Taking these courses in sequence is not required.  
Equivalent Course(s): CRES 10900, EALC 10900, HIST 15200

SOSC 23700. Introduction to the Civilizations of East Asia III. 100 Units.  
East Asian Civilizations III covers Korea.  
Instructor(s): Staff  
Terms Offered: Spring  
Prerequisite(s): Open to undergraduates only.  
Note(s): Taking these courses in sequence is not required.  
Equivalent Course(s): CRES 11000, EALC 11000, HIST 15300

SOSC 24000-24100. Introduction to Russian Civilization I-II.  
This two-quarter sequence, which meets the general education requirement in civilization studies, provides an interdisciplinary introduction to Russian civilization. The first quarter covers the ninth century to the 1870s; the second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual and cultural life; the relationship between center and periphery; systems of social and political legitimation; and symbols and practices of collective identity.

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

Instructor(s): F. Hillis
Terms Offered: Winter
Note(s): Taking these courses in sequence is recommended but not required.
Equivalent Course(s): REES 26012,HIST 14000

**SOSC 24001-24002-24003. Colonizations I-II-III.**
This sequence meets the general education requirement in civilization studies. This three-quarter sequence approaches the concept of civilization from an emphasis on cross-cultural/societal connection and exchange. We explore the dynamics of conquest, slavery, colonialism, and their reciprocal relationships with concepts such as resistance, freedom, and independence, with an eye toward understanding their interlocking role in the making of the modern world.

**SOSC 24001. Colonizations I. 100 Units.**
Themes of slavery, colonization, and the making of the Atlantic world are covered in the first quarter.
Terms Offered: Autumn,Winter
Note(s): This sequence meets the general education requirement in civilization studies. This course is offered every year. These courses can be taken in any sequence.
Equivalent Course(s): ANTH 24001,HIST 18301,CRES 24001

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

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

**SOSC 25090. Anthropology of Olympic Sport. 100 Units.**
If cultural differences are as powerful as Anthropology has conventionally stressed, how is it possible that over 200 national and innumerable sub-national and transnational cultural formations have found common cause in the modern Olympic Games? This course explores, theoretically and historically, the emergence of the Olympic Games as the liturgy of the world system of nation states and the current dialectic between the Olympic Movement and the Olympic Sports Industry. Extensive reading and an independent research paper will be required.
Instructor(s): John J MacAloon
Terms Offered: Winter
Note(s): 3rd and 4th year undergraduates only
Equivalent Course(s): ANTH 20420,ANTH 30420,MAPS 47501

**SOSC 25100. Urban Structure and Process. 100 Units.**
This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past American experience as a way of developing urban policy both in this country and elsewhere.
Instructor(s): F. Stuart
Terms Offered: Spring
Equivalent Course(s): CRES 20104,GEOG 22700,GEOG 32700,SOCI 30104,SOCI 20104

**SOSC 26100-26200-26300. Introduction to Latin American Civilization I-II-III.**
Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. This sequence is offered every year. This course introduces the history and cultures of Latin America (e.g., Mexico, Central and South America, and the Caribbean Islands).

**SOSC 26100. Introduction to Latin American Civilization I. 100 Units.**
May be taken in sequence or individually. This sequence meets the general education requirement in civilization studies. This course is offered every year. Autumn Quarter examines the origins of civilizations in Latin America with a focus on the political, social, and cultural features of the major pre-Columbian civilizations of the Maya, Inca, and Aztec. The quarter concludes with an analysis of the Spanish and Portuguese conquest, and the construction of colonial societies in Latin America.
Instructor(s): E. Kourí
Terms Offered: Autumn
Equivalent Course(s): ANTH 23101,CRES 16101,HIST 16101,HIST 36101,LACS 34600,LACS 16100
SOSC 26200. Introduction to Latin American Civilization II. 100 Units.
May be taken in sequence or individually. This sequence meets the general education requirement in civilization studies. This course is offered every year. Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.
Instructor(s): D. Borges Terms Offered: Winter
Equivalent Course(s): ANTH 23102,CRES 16102,HIST 16102,HIST 36102,LACS 34700,LACS 16200

SOSC 26300. Introduction to Latin American Civilization III. 100 Units.
Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. This sequence is offered every year. This course introduces the history and cultures of Latin America (e.g., Mexico, Central and South America, and the Caribbean Islands). The third quarter focuses on the twentieth century, with special emphasis on economic development and its political, social, and cultural consequences.
Instructor(s): B. Fischer Terms Offered: Spring
Equivalent Course(s): ANTH 23103,CRES 16103,HIST 16103,HIST 36103,LACS 34800,LACS 16300

SOSC 29500. Readings in Social Sciences in a Foreign Language. 100 Units.
Students are required to make arrangements with appropriate instructors and obtain consent of senior adviser. Students are required to submit the College Reading and Research Course Form.
Instructor(s): Staff Terms Offered: Autumn,Spring,Winter
Prerequisite(s): At least one year of language

SOSC 29700. Independent Study in the Social Sciences. 100 Units.
No description available.
Instructor(s): Staff Terms Offered: Autumn,Spring,Winter
Prerequisite(s): Consent of instructor and senior adviser
Note(s): Students are required to submit the College Reading and Research Course Form.

SOSC 29900. BA Paper in Russian Civilization. 100 Units.
This is a reading and research course for independent study related to BA research and BA paper preparation.
Instructor(s): Staff Terms Offered: Autumn,Spring,Summer,Winter
Prerequisite(s): Consent of instructor and undergraduate program chair
Note(s): Students are required to submit the College Reading and Research Course Form.

SOSC 34500-34600. Anthropology of Museums I-II.
Anthropology of Museums

SOSC 34500. Anthropology of Museums I. 100 Units.
Using anthropological theories and methodology as a conceptual framework, this seminar will explore the organizational and ideological aspects of museum culture(s). The course includes visits to museums with guest museum professionals as guides into the culture of museums.
Instructor(s): M. Fred Terms Offered: Autumn,Winter
Prerequisite(s): Advanced standing and consent of instructor
Note(s): CHDV Distribution: C
Equivalent Course(s): ANTH 34502,CRES 34501,MAPS 34500,CHDV 34501,ANTH 24511

SOSC 34600. Anthropology of Museums II. 100 Units.
No description available.
Instructor(s): M. Fred Terms Offered: Spring
Prerequisite(s): Advanced standing or consent of instructor
Equivalent Course(s): CRES 34502,ANTH 24512

SOSC 39000. Anthropology of Disability. 100 Units.
This seminar undertakes to explore "disability" from an anthropological perspective that recognizes it as a socially constructed concept with implications for our understanding of fundamental issues about culture, society, and individual differences. We explore a wide range of theoretical, legal, ethical, and policy issues as they relate to the experiences of persons with disabilities, their families, and advocates. The final project is a presentation on the fieldwork.
Instructor(s): M. Fred Terms Offered: Autumn
Prerequisite(s): Third- or fourth-year standing

Collegiate Courses in Civilization Studies Abroad
For more information about collegiate courses offered through Study Abroad, consult the Study Abroad section of this catalog or visit study-abroad.uchicago.edu.
Font Notice

This document should contain certain fonts with restrictive licenses. For this draft, substitutions were made using less legally restrictive fonts. Specifically:

- Times was used instead of Trajan.
- Times was used instead of Palatino.

The editor may contact Leepfrog for a draft with the correct fonts in place.