

The Curriculum

The University of Chicago College curriculum has three components: general education requirements, a major, and electives. Credit for forty-two 100-unit courses is required for the undergraduate degree.

General Education (1500 units) (p. 1). These requirements, which are outlined below, consist of integrated, often interdisciplinary, sequences. They cannot be replaced by other courses (except in the sciences as indicated below) and they should be completed by the end of the second year. Please note that substitutes for general education courses are rarely approved (1) to accommodate a second major or a minor or (2) to avoid curricular and scheduling conflicts that result from postponing general education requirements until a student's third or fourth year.

Majors (900–1900 units) (p. 10). Majors complement the breadth of the UChicago general education requirements with an opportunity to come to grips with the depth of knowledge and the complexities of developing knowledge in a particular area of inquiry. Each major is described in detail in the Programs of Study (collegecatalog.uchicago.edu/thecollege/programsofstudy) section of the catalog.

Electives (800–1800 units) (p. 12). These courses provide scope to a student's work in the College. Students choose electives to pursue interests, wherever they fall in the College catalog, that are not covered by their general education sequences or their major. Electives typically comprise about one-third of the degree program, including any minor (p. 13) the student may pursue. Students are also required to complete a language competence requirement (p. 15), the course work for which ordinarily contributes to the elective totals.

Students choose courses across the curriculum in consultation with College advisers and faculty counselors. Students may count each 100-unit quarter course only once in the degree program of forty-two courses. Courses valued at less than 100 units may not be used to satisfy degree requirements.

General Education

The fifteen 100-unit courses that comprise a student's general education requirements fall into three broad categories:

1. Humanities, Civilization Studies, and the Arts (6 quarter courses) (p. 2)

- Humanities (p. 2)

- Civilization Studies (p. 3)
- Arts (p. 5)

2. Natural and Mathematical Sciences (6 quarter courses) (p. 6)

- Physical Sciences (p. 7)
- Biological Sciences (p. 7)
- Mathematical Sciences (p. 8)

3. Social Sciences (3 quarter courses) (p. 9)

1. Humanities, Civilization Studies, and the Arts (6 quarter courses; 600 units)

An essential component of general education is learning how to appreciate and analyze texts intellectually, historically, and aesthetically. Through this general education requirement, students learn how to interpret literary, philosophical, and historical texts in depth; how to identify significant intellectual problems posed by those texts; and how to discuss and write about them perceptively and persuasively. They also learn how to study a visual or performing art form and how to study texts and art forms within a specific cultural and chronological frame.

Students take a total of six quarter courses in this category, distributed in the following way: at least two quarters in the humanities, at least two quarters in civilization studies, and at least one quarter in the arts. The remaining (sixth) course may be taken in any one of these categories.

Humanities

All humanities courses that meet general education requirements engage students in the pleasure and challenge of humanistic works through the close reading of a broad range of literary, historical, and philosophical texts. These are not survey courses; rather, they work to establish methods for appreciating and analyzing the meaning and power of exemplary texts.

In combination with these courses, students take HUMA 19100 Humanities Writing Seminars, which introduces the analysis and practice of expert academic writing.

All HUMA 10000-level sequences that meet general education requirements are available as either a two-quarter sequence (Autumn, Winter) or as a three-quarter sequence (Autumn, Winter, Spring). Once students begin a sequence, they are expected to remain in the same

sequence. NOTE: Students registered in any of the sequences below must attend the first and second class sessions or their registration will be dropped.

For students preparing for medical school: A three-quarter sequence in humanities is recommended. Those able to complete only a two-quarter sequence in their first year should plan to take a writing-intensive English course when their schedule allows. This English course, however, cannot be applied to the general education requirement in the humanities.

HUMA 11000-11100-11200	Readings in World Literature I-II-III	300
HUMA 11500-11600-11700	Philosophical Perspectives I-II-III	300
HUMA 12050-12150-12250	Greece and Rome: Texts, Traditions, Transformations I-II-III	300
HUMA 12300-12400-12500	Human Being and Citizen I-II-III	300
HUMA 13500-13600-13700	Introduction to the Humanities I-II-III	300
HUMA 14000-14100-14200	Reading Cultures: Collection, Travel, Exchange I-II-III	300
HUMA 16000-16100-16200	Media Aesthetics: Image, Text, Sound I-II-III	300
HUMA 17000-17100-17200	Language and the Human I-II-III	300
HUMA 18000-18100-18200	Poetry and the Human I-II-III	300

Civilization Studies

Each sequence provides an in-depth examination of the development and accomplishments of one of the world's great civilizations through direct encounters with some of its most significant documents and monuments. All sequences have at least two courses; most have a third course available for students who took only two courses in the humanities and one in the arts. Once students begin a sequence, they are expected to remain in the same sequence. NOTE: Not all of the sequences that follow are offered every year and some may be taken out of order; consult listings in the Civilization Studies (collegecatalog.uchicago.edu/thecollege/civilizationstudies) section of this catalog for details.

CRES 24001-24002-24003	Colonizations I-II-III	300
EALC 10800-10900-11000	Introduction to the Civilizations of East Asia I-II-III	300

GNSE 15002-15003	Gender and Sexuality in World Civilizations I-II	200
HIPS 17300-17400-17402-17403-17404-17405-17406-17407-17408-17409-17410-17411-17412-17413-17414-17415-17416-17417-17418-17419-17420-17421-17422-17423-17424-17425-17426-17427-17428-17429-17430-17431-17432-17433-17434-17435-17436-17437-17438-17439-17440-17441-17442-17443-17444-17445-17446-17447-17448-17449-17450-17451-17452-17453-17454-17455-17456-17457-17458-17459-17460-17461-17462-17463-17464-17465-17466-17467-17468-17469-17470-17471-17472-17473-17474-17475-17476-17477-17478-17479-17480-17481-17482-17483-17484-17485-17486-17487-17488-17489-17490-17491-17492-17493-17494-17495-17496-17497-17498-17499-17500	Science, Culture, and Society in Western Civilization I-II-II-II-III-III-III-IV ⁺	800
HIST 10101-10102	Introduction to African Civilization I-II	200
HIST 13001-13002-13003	History of European Civilization I-II-III ⁺	300
HIST 13100-13200-13300	History of Western Civilization I-II-III	300
HIST 13500-13600-13700	America in World Civilization I-II-III	300
HIST 16700-16800-16900	Ancient Mediterranean World I-II-III	300
HMRT 10100-10200	Human Rights in World Civilizations I-II	200
JWSC 20120 through 20199 AND 20220 through 20299.	Jewish Civilization ^{*+}	
LACS 16100-16200-16300	Introduction to Latin American Civilization I-II-III	300
MUSI 12100-12200	Music in Western Civilization I-II	200
NEHC 20001-20002-20003	Ancient Near Eastern History and Society I-II-III	300
NEHC 20004-20005-20006	Ancient Near Eastern Thought and Literature I-II-III	300
NEHC 20011-20012-20013	Ancient Empires I-II-III	300
NEHC 20416-20417-20418	Semitic Languages, Cultures, and Civilizations I-II-III	300
NEHC 20501-20502-20503	Islamic History and Society I-II-III	300
NEHC 20601-20602-20603	Islamic Thought and Literature I-II-III	300
SALC 20100-20200	Introduction to the Civilizations of South Asia I-II	200

⁺ This notation indicates sequences with optional courses, and/or those providing students a choice of courses that fulfill the sequence. Review the description for more detail about sequence options and requirements.

^{*} This course numbering system for Jewish Civilization was new in 2015–2016. One course from 20120 through 20199 must be paired with one course from 20220 through 20299 to complete a sequence. Consult the Jewish Studies (collegecatalog.uchicago.edu/thecollege/jewishstudies) page of this catalog for specifics.

Study Abroad: Students may also meet the civilization studies requirement with one of the College's study abroad programs listed below, each of which is equivalent to a

three-quarter sequence. For more information about these programs, see the Study Abroad (collegecatalog.uchicago.edu/thecollege/offcampusstudyprograms) section of this catalog or visit study-abroad.uchicago.edu. Eligible Study Abroad programs include:

- Athens: Greek Antiquity and Its Legacy I-II-III
- Barcelona: Civilization in the Western Mediterranean I-II-III
- Barcelona: La Civilization en el Mediterraneo Occidental I-II-III, taught in Spanish
- Beijing: East Asian Civilizations I-II-III
- Cairo/Rabat: Middle Eastern Civilizations I-II-III
- Dakar: African Civilizations I-II-III
- Hong Kong: Colonizations I-II-III
- Istanbul: Middle Eastern Civilizations I-II-III (*For 2017–18 this program will be held in Granada, Spain.*)
- Jerusalem: Jerusalem in Middle Eastern Civilizations I-II-III
- Oaxaca: Mexico in Latin American Civilizations I-II-III
- Paris: European Civilization I-II-III
- Paris: Civilisation Européenne I-II-III, taught in French
- Paris: African Civilizations: Colonialism, Migration, Diaspora I-II-III
- Paris: Russian Civilizations I-II
- Pune: South Asian Civilization in India I-II-III
- Rome: Rome, Antiquity to Baroque I-II-III
- Vienna: Vienna in Western Civilization I-II-III

Arts

These courses provide an introduction to methods for analyzing, comprehending, and appreciating works of dramatic, musical, or visual art by examining their formal vocabularies and how these vocabularies are used to create meaning. This is accomplished either by the intensive study of selected masterpieces or by producing original works. Students with expertise in one particular area of the arts should, and in some cases are required to, pursue course work in a different area.

The courses that meet this requirement, listed below, are not specialized introductions to one single field or creative practice, but instead are expressly designed to broadly investigate the arts through study and practice. For that reason, only these courses can be used to satisfy the general education requirement in the arts. NOTE: Substitutes, including upper-level electives, will not be approved.

ARTH 10100	Introduction to Art	100
ARTH 14000 through 16999	Art Surveys	
ARTH 17000 through 18999	Art in Context	
ARTV 10100	Visual Language: On Images	100
ARTV 10200	Visual Language: On Objects	100

ARTV 10300	Visual Language: On Time and Space	100
CMST 14400	Film and the Moving Image	100
CMST 14500 through 14599. Topics in Cinema and Media Studies		
CRWR 12100 through 12199. Introduction to Genres or Reading As a Writer		
MUSI 10100	Introduction to Western Art Music	100
MUSI 10200	Introduction to World Music	100
MUSI 10300	Introduction to Music: Materials and Design	100
MUSI 10400	Introduction to Music: Analysis and Criticism	100
TAPS 10100	Drama: Embodiment and Transformation	100
TAPS 10200	Acting Fundamentals	100
TAPS 10300 through 10699. Text and Performance		
TAPS 10700	Introduction to Stage Design	100

Beginning in Autumn Quarter 2016, TAPS 28400 and 28401 History and Theory of Drama I and II no longer satisfy the general education requirement in the arts. Students who completed one of these courses prior to Autumn Quarter 2016 may still count the course toward the general education requirement.

2. Natural and Mathematical Sciences (6 quarter courses; 600 units)

Courses and sequences in the natural sciences are designed to explore significant features of the natural universe and to examine the exciting process of scientific inquiry. These courses consider the powers and limitations of diverse forms of scientific observation, scientific reasoning, and natural laws. Courses in the mathematical sciences develop the powers of formal reasoning through use of precise artificial languages found in mathematics, computer science, statistics, or formal logic.

Students take a total of six quarter courses in this category, distributed in the following way: at least two quarters of physical sciences, at least two quarters of biological sciences, and at least one in mathematical sciences. The remaining (sixth) course may be taken in any one of these categories, unless calculus is being used to satisfy the requirement in mathematical sciences. In that case, the student must take two calculus courses for the general education requirement.

Students should choose among the following options based on their major and/or preparation for the health professions. General education courses in the sciences are sometimes offered abroad (<http://study-abroad.uchicago.edu>) or through University of Chicago affiliates like the Marine Biological Laboratory (<https://college.uchicago.edu/academics/college-marine-biological-laboratory-mbl>).

Physical Sciences

Students are required to take at least two courses in the physical sciences to satisfy the general education requirement. This requirement may be met by taking an introductory sequence in Chemistry, Geoscience, or Physics, or by taking an acceptable pairing of Physical Sciences (PHSC) courses, which generally have a broader focus than the disciplinary sequences. Detailed course and sequence descriptions may be found in the Physical Sciences (collegecatalog.uchicago.edu/thecollege/physicalsciences) section of this catalog. Once students begin a sequence, they are expected to remain in the same sequence.

The physical sciences sequences are intended to be taught with a high level of intellectual rigor but at a level accessible to students without prior exposure to the physical sciences or mathematics beyond algebra and geometry. A given course should meet at least some of the following goals:

1. To instill the confidence to be a life-long learner in areas involving numbers, scientific concepts, and technology;
2. To develop an ability to evaluate strengths and weaknesses of arguments based on the use of data, technical claims, and scientific theories;
3. To gain an understanding of the intellectual beauty of the subject, that is, understanding why some people devote their lives to the field;
4. In some courses, to master at least one area in real depth.

Biological Sciences

Detailed course and sequence descriptions may be found in the Biological Sciences (collegecatalog.uchicago.edu/thecollege/biologicalsciences) section of this catalog. The requirement should be completed by the end of the second year. Once students begin a sequence, they are expected to remain in the same sequence.

Students choose one of the following options to meet the general education requirement for the biological sciences:

1. For nonmajors: A two-quarter general education sequence. Students may choose to take BIOS 10130 Core Biology as their first course. For their second quarter, students then choose from a menu of topics courses (BIOS 11000–19999) that are comprehensive reviews of specialized topics in the biological sciences. Nonmajors are encouraged to enroll in additional biological sciences courses that cover topics of interest to them. See the Biological Sciences (collegecatalog.uchicago.edu/thecollege/biologicalsciences) section for additional options for nonmajors.

Multiple sections of BIOS 10130 Core Biology are taught throughout the year. Sections are taught from a different perspective based upon the specialty of the instructor. The student should register for the section that best suits his or her interests based upon the descriptions in the Biological Sciences (collegecatalog.uchicago.edu/thecollege/biologicalsciences) section.

2. For nonmajors preparing for the health professions: A Fundamentals Sequence or the Pre-Med Sequence for non-science majors described in the Biological Sciences (collegecatalog.uchicago.edu/thecollege/biologicalsciences) section.

3. For students majoring in Biological Sciences: BIOS 20150 How Can We Understand the Biosphere? and BIOS 20151 Introduction to Quantitative Modeling in Biology (Basic) or BIOS 20152 Introduction to Quantitative Modeling in Biology (Advanced). The Advanced Biology sequence may satisfy this requirement for some Biological Sciences majors.

4. A few majors have Biological Sciences requirements that deviate from these categories. Please see each major's page under Programs of Study (collegecatalog.uchicago.edu/thecollege/programsofstudy) to confirm specific requirements.

Mathematical Sciences

These courses present broadly applicable techniques for formulating, analyzing, and solving problems, and for evaluating proposed solutions. Mathematical sciences courses may investigate a number of different lines of inquiry, including formal reasoning through use of precise artificial languages, methods for learning about the world using imperfect or incomplete data, and developing approaches to quantifying and characterizing natural processes.

Students may select from the following list of courses to fulfill the requirement in the mathematical sciences. Students must meet this requirement with the first two quarters of a calculus sequence if they are preparing for the health professions or if they anticipate majors in the physical or biological sciences, Economics, Psychology, or Public Policy Studies. Other restrictions may apply. Students should consult their College adviser or departmental counselor about course choices.

CMSC 10200	Introduction to Programming for the World Wide Web II	100
CMSC 11000-11100	Multimedia Programming as an Interdisciplinary Art I-II	200
CMSC 12100-12200	Computer Science with Applications I-II	200
CMSC 15100-15200	Introduction to Computer Science I-II	200
CMSC 16100-16200	Honors Introduction to Computer Science I-II	200
MATH 11200-11300	Studies in Mathematics I-II	200

MATH 13100-13200	Elementary Functions and Calculus I-II *	200
MATH 15100-15200	Calculus I-II *	200
MATH 16100-16200	Honors Calculus I-II *	200
MATH 16110 & MATH 16210	Honors Calculus I (IBL) and Honors Calculus II (IBL) *	200
One of the following courses:		100
STAT 20000	Elementary Statistics	
STAT 22000	Statistical Methods and Applications	
Statistics AP credit		

* MATH 13100 Elementary Functions and Calculus I, MATH 15100 Calculus I, MATH 16100 Honors Calculus I, and MATH 16210 Honors Calculus II (IBL) may be used to meet the general education requirement in mathematical sciences only if MATH 13200 Elementary Functions and Calculus II, MATH 15200 Calculus II, MATH 16200 Honors Calculus II, or MATH 16210 Honors Calculus II (IBL) is also taken. Statistics AP credit may not be used in combination with a calculus course, with STAT 20000 Elementary Statistics, or with STAT 22000 Statistical Methods and Applications.

3. Social Sciences (3 quarter courses; 300 units)

Each of these year-long sequences cultivates an understanding of fundamental concepts, theories, and philosophies in the social sciences and demonstrates how the social sciences formulate basic questions and inquire about the nature of social life through acts of imagination as well as through systematic analysis. All of the sequences present some of the main ideas, theories, and inquiries of the social sciences and show how they enhance our understanding of central issues facing the world. Classical social-scientific texts and methodologies are given close attention in discussion and lecture settings.

Courses must be taken in sequence. Once students begin a sequence, they are expected to remain in the same sequence. NOTE: Students registered in any of the sequences below must attend the first and second class sessions or their registration will be dropped.

SOSC 11400-11500-11600 Power, Identity, Resistance I-II-III concentrates on various aspects of power, from the roles of markets and states to the social structures that determine individual, class, and gender inequalities.

SOSC 12100-12200-12300 Self, Culture, and Society I-II-III 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 13100-13200-13300 Social Science Inquiry I-II-III 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 course's objective is to convey both the promise and the pitfalls of social science and a sense of its uses and abuses.

SOSC 14100-14200-14300 Mind I-II-III 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.

SOSC 15100-15200-15300 Classics of Social and Political Thought I-II-III 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.

A general education sequence in the social sciences is occasionally offered abroad. See study-abroad.uchicago.edu for details.

Major Programs

More than a set of course credits, a sound major is an effort to understand the methods and experience of a discipline or interdisciplinary field. Majors range from nine to nineteen courses, though the majority of them require between ten and fourteen courses.

More than half of the requirements for a major must be met by registering for courses bearing University of Chicago course numbers. Courses used to meet general education requirements cannot also be counted toward a major.

Students officially declare a major through the student portal (my.uchicago.edu), but they should meet with their College adviser and with the director of undergraduate studies in the department as part of that process. Students may declare a major starting in their second

year; unless otherwise specified by the department, the deadline for declaring a major is Spring Quarter of a student's third year.

The following major programs are available:

In the Biological Sciences Collegiate Division (BSCD)

Biological Sciences:

- Biological Sciences
- Biological Sciences with Specialization in Cancer Biology
- Biological Sciences with Specialization in Cellular and Molecular Biology
- Biological Sciences with Specialization in Ecology and Evolution
- Biological Sciences with Specialization in Endocrinology
- Biological Sciences with Specialization in Genetics
- Biological Sciences with Specialization in Global Health Sciences
- Biological Sciences with Specialization in Immunology
- Biological Sciences with Specialization in Microbiology
- Biological Sciences with Specialization in Neuroscience

Neuroscience

In the Humanities Collegiate Division (HCD)

- Art History
- Cinema and Media Studies
- Classical Studies
- Comparative Literature
- Creative Writing
- East Asian Languages and Civilizations
- English Language and Literature
- Gender and Sexuality Studies
- Germanic Studies
- Interdisciplinary Studies in the Humanities
- Jewish Studies
- Linguistics
- Medieval Studies
- Music
- Near Eastern Languages and Civilizations
- Philosophy:
 - Philosophy
 - Philosophy and Allied Fields
- Romance Languages and Literatures
- Russian and East European Studies
- South Asian Languages and Civilizations
- Theater and Performance Studies
- Visual Arts

In the New Collegiate Division (NCD)

Fundamentals: Issues and Texts

Law, Letters, and Society (*accepting no new students until Spring Quarter 2018*)

Religious Studies

Tutorial Studies

In the Physical Sciences Collegiate Division (PSCD)

Biological Chemistry

Chemistry

Computational and Applied Mathematics

Computer Science

Environmental Science

Geophysical Sciences

Mathematics:

 Applied Mathematics

 Mathematics

 Mathematics with Specialization in Economics

Molecular Engineering

Physics:

 Physics

 Physics with Specialization in Astrophysics

Statistics

In the Social Sciences Collegiate Division (SSCD)

Anthropology

Comparative Human Development

Comparative Race and Ethnic Studies

Economics

Environmental and Urban Studies

Geographical Studies

Global Studies

History

History, Philosophy, and Social Studies of Science and Medicine

Latin American Studies

Political Science

Psychology

Public Policy Studies

Sociology

Electives

The number of courses required for a major primarily determines the number of electives required for an individual student. A student needs forty-two 100-unit courses to graduate: fifteen toward general education and twenty-seven more split between the major and

electives. Programs that specify thirteen courses require fourteen electives; twelve-course majors require fifteen electives, and so on.

Additionally, the amount of credit (<http://collegecatalog.uchicago.edu/thecollege/examinationcreditandtransfercredit>) by examination (e.g., AP, IB, placement credit, etc.) may also impact the number of electives required. For students matriculating in Autumn 2017 or later, of the 4200 units required to graduate, at least 3800 units must be completed via course enrollment, i.e., not credit by examination. For example, a student who satisfies more than 400 units of general education or major requirements through examination may increase the number of electives required.

Elective courses may be taken in any subject matter or discipline, including the same discipline as the student's major. They provide each student the opportunity to shape their studies toward their distinctive curiosities and interests. At their broadest, they provide an opportunity to explore freely across the richness of opportunities for learning at Chicago.

Courses taken in exploration of alternative majors and in study abroad programs, as well as course requirements completed by examination, are often included in electives. Some students also choose to use groups of electives to create minors (<http://collegecatalog.uchicago.edu/thecollege/thecurriculum/#Minor>) or second majors. These options, though suitable ways to formalize students' interests outside their major, should not be undertaken in the mistaken belief that they necessarily enhance a student's transcript. Courses taken as electives should not displace courses in, and should not displace attention to, the student's general education program and major.

Credit for language courses, whether it is earned by course registration or petition, is usually counted toward electives, unless a major requires or permits language courses for credit as part of the major. Courses used to satisfy the language competence requirement (<http://collegecatalog.uchicago.edu/thecollege/thecurriculum/#Language>) ordinarily contribute to the elective totals.

Minor Programs

Some majors offer minors to students in other fields of study, and a few programs offer minors only. A minor requires five to seven courses, all of which count toward the student's general elective totals. Courses in a minor cannot be (1) double counted with the student's major(s) or with other minors or (2) counted toward general education requirements. Courses in a minor must be taken for quality grades, and more than half of the requirements for a minor must be met by registering for courses bearing University of Chicago course numbers. For specific requirements, see the descriptions of the programs listed below that appear elsewhere in this catalog.

Students can indicate their interest in a minor via the student portal (my.uchicago.edu), but can only officially declare a minor by meeting with the director of undergraduate studies in the department and with their College adviser. Students submit to their College adviser the director's approval for the minor on a form obtained from the adviser. The deadline for declaring a minor is Spring Quarter of a student's third year.

Minor programs are offered in the following areas:

Art History:

Architectural Studies

Art History

Astronomy and Astrophysics

Biological Sciences:

Biological Sciences

Computational Neuroscience

Cinema and Media Studies

Classical Studies

Comparative Race and Ethnic Studies

Computer Science

East Asian Languages and Civilizations

English and Creative Writing

Environmental and Urban Studies

Gender and Sexuality Studies

Germanic Studies

History

History, Philosophy, and Social Studies of Science and Medicine

Human Rights

Jewish Studies

Latin American Studies

Linguistics

Mathematics

Medieval Studies

Molecular Engineering:

Molecular Engineering

Molecular Engineering Technology and Innovation

Music

Near Eastern Languages and Civilizations

Norwegian Studies

Philosophy

Physics

Religious Studies

Romance Languages and Literatures

Russian and East European Studies

South Asian Languages and Civilizations

Statistics

Theater and Performance Studies

Visual Arts

While not a minor, the Booth School of Business offers the Dougan Scholars Certificate Program (<http://www.chicagobooth.edu/programs/full-time/admissions/early-career-candidates/dougan-scholars-program>), a selective program for undergraduate students. The Chicago Studies Program (<http://chicagostudies.uchicago.edu>) also offers a certificate for students who complete a series of courses and cocurricular activities related to the city of Chicago.

Language Competence

Students in the College are required to possess understanding of more than one culture and to demonstrate competence in a language other than English. The language competence requirement must be met by demonstrating linguistic proficiency equivalent to one year of college-level study. For information about which languages are currently being taught and which may be used to meet the language competence requirement, visit humanities.uchicago.edu/about/languages-uchicago.

Students who matriculate in or after September 2009 may meet the language competence requirement in one of the following ways:

- passing a College-administered competency examination. The language competency exams are given each Winter Quarter; students can sign up through their advisers. Students must have placed into the second year of a given language in order to take the competency exam in that language;
- completing (with a quality grade) a first-year language sequence or higher-level course offered at the University of Chicago;
- receiving a score of 3 or higher on an AP examination in French, German, Italian, Latin, or Spanish; or receiving a score of 4 or higher on an AP examination in Chinese or Japanese. To meet the language competence requirement using IB test scores, students should consult with their advisers or with Catherine Baumann in the Chicago Language Center ([ccbauman@uchicago.edu](mailto:cdbauman@uchicago.edu)) regarding individual languages;
- placing into 10300 or higher in a foreign language offered at the University of Chicago, then participating in one of the College's study abroad programs (visit study-abroad.uchicago.edu for more information) where that language is spoken and completing (with a quality grade) a language course at the intermediate or advanced level;
- participating in a College-approved one-quarter foreign language study abroad program and completing all required courses with a quality grade (visit study-abroad.uchicago.edu for more information); or
- passing one of the College's Advanced Language Proficiency exams in a foreign language. File the Language Petition, using the second option, to complete the requirement.

Students who are foreign nationals may meet the language competence requirement if their formal schooling experience in a country other than the United States enables them to demonstrate the criteria of cultural understanding and language competence described above. They must submit a petition to Catherine Baumann (C 214, 773.702.8008, cbauman@uchicago.edu). Supporting documentation must also be provided; the requirement is not automatically waived.

NOTE: Students are strongly urged to complete the language competence requirement in their first two years in the College. Students who wish to establish language proficiency via summer course work should see the Summer Language Institute (<https://summerlanguages.uchicago.edu>)'s offerings.

After meeting the language competence requirement, students may work toward an Advanced Foreign Language Proficiency Certificate. For more information, visit college.uchicago.edu/academics-advising/academic-opportunities/advanced-language-proficiency.

Physical Education

Physical education is not required for an undergraduate degree. However, students are encouraged to pursue physical fitness as part of their College experience. For further information on the fitness opportunities, visit athletics.uchicago.edu.

Archived Catalogs

Students fulfill requirements that are in place when they enter the College. For more information on the requirements for students who entered the College between 1995 and 2015, refer to the appropriate archived editions of the College Course Catalog (collegecatalog.uchicago.edu/archives).



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.