

CIVILIZATION STUDIES

THE CIVILIZATION STUDIES CORE REQUIREMENT

Civilization studies provide an in-depth examination of the development and accomplishments of one of the world's great civilizations through direct encounters with significant and exemplary documents and monuments. These sequences complement the literary and philosophical study of texts central to the humanities sequences, as well as the study of synchronous social theories that shape basic questions in the social science sequences. Their approach stresses the grounding of events and ideas in historical context and the interplay of events, institutions, ideas, and cultural expressions in social change. The courses emphasize texts rather than surveys as a way of getting at the ideas, cultural patterns, and social pressures that frame the understanding of events and institutions within a civilization. And they seek to explore a civilization as an integrated entity, capable of developing and evolving meanings that inform the lives of its citizens.

Unless otherwise specified, courses should be taken in sequence. Note the prerequisites, if any, included in the course description of each sequence. Some civilization sequences are two-quarter sequences; others are three-quarter sequences. Students may meet the civilization requirement with two courses from a three-quarter sequence. Additionally, fulfillment of this requirement is contingent upon completion of at least one course from a UChicago Civilization Studies sequence; the requirement cannot be met exclusively with credit from a direct enrollment program offered by Study Abroad.

Because civilization studies sequences offer an integrated, coherent approach to the study of a civilization, students cannot change sequences. Students can neither combine courses from a civilization sequence with a freestanding course nor combine various freestanding courses to create a civilization studies sequence. Students who wish to use such combinations are seldom granted approval to their petitions, including petitions from students with curricular and scheduling conflicts who have postponed meeting the civilization studies requirement until their third or fourth year in the College.

CIVILIZATION STUDIES CORE COURSES ON CAMPUS

GNSE 15002-15003. Gender and Sexuality in World Civilizations I-II-III.

This two-quarter sequence, with an optional 3rd quarter, aims to expand students' exposure to an array of texts—theoretical, historical, religious, literary, visual—that address the fundamental place of gender and sexuality in the social, political, and cultural creations of different civilizations. The first two quarters of the sequence must be taken to meet the general education requirement in civilization studies. In the Spring Quarter students have the option of taking a third unit, a course whose topics will vary year to year (GNSE 1500X).

GNSE 15002. Gender and Sexuality in World Civilizations I. 100 Units.

The first quarter of the GNSE Civ sequence offers a historical examination of bodies, sex, and gender. Through a series of readings that include historical primary sources and examples of cultural production from antiquity to the present, we will investigate how bodies across a variety of cultures become sexed and gendered. In particular, we will ask how the very categories of sex and gender not only produce social meaning from bodies and their anatomical differences but may also be complicit in acts of violence, oppression, and colonization. Thematically we will pay attention to the emergence and critique of the distinction between sex and gender; resistances to the gender binary; the relationship between gender, power, and authority; feminism and critiques of Western feminism; the category of woman as an object of scientific knowledge; and the flourishing of and violence against trans life. Finally, while we will be dealing with historical accounts in this course, the aim is to understand how the regulation of bodies in the past has informed and may challenge our understanding of the diversity of embodied experience in the present.

Instructor(s): Staff Terms Offered: Autumn

Note(s): This sequence meets the general education requirement in civilization studies. This course is not available for First Year Preregistration.

GNSE 15003. Gender and Sexuality in World Civilizations II. 100 Units.

The second half of the civ sequence will extend our earlier interrogation of bodies, sex, and gender into an examination of sexualities and socialities. Through an encounter with theoretical texts, literature, and art, we will investigate a series of important critiques of biopower, or statist strategies for regulating bodies and controlling populations. These interventions include critiques of nationalism, colonialism, capitalism, and heteronormativity, all of which, as we will see, contribute to our understanding of sexuality. Throughout the course, feminist and queer critique will fundamentally frame our analyses of power, desire, and sexuality.

PQ: GNSE 15002.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): GNSE 15002

Note(s): This sequence meets the general education requirement in civilization studies.

RDIN 24001-24002-24003. Colonizations I-II-III.

This sequence meets the general education requirement in civilization studies. This three-quarter sequence critically unsettles the concept of 'civilization' by focusing on the histories and discourses of power, resistance, and political possibility that have given shape to the modern world. We explore modern forms of colonialism across the globe: their dynamics of dispossession, exploitation and domination; their contradictions

and unforeseen consequences; their relationships with processes of resistance, revolution, freedom and independence; and their legacies in the present. The sequence also centers colonialism's fundamental entanglement with capitalism and with the processes of race/racialization, labor/class, gender, and sexuality that have come to configure political identities today. Courses in this sequence may be taken in any order.

RDIN 24001. Colonizations I: Colonialism, Enslavement and Resistance in the Atlantic World. 100 Units.

This quarter examines the making of the Atlantic world in the aftermath of European colonial expansion. Focusing on the Caribbean, North and South America, and western Africa, we cover the dynamics of invasion, representation of otherness, enslavement, colonial economies and societies, as well as resistance and revolution.

Instructor(s): Staff Terms Offered: Autumn Spring Winter

Note(s): This sequence meets the general education requirement in civilization studies. This course is offered every year. These courses can be taken in any sequence.

Equivalent Course(s): SOSC 24001, HIST 18301, LACS 24001, ANTH 24001

RDIN 24002. Colonizations II: Imperial Expansion, Anti-Imperialism, and Nation in Asia. 100 Units.

This quarter addresses the histories of modern European and Japanese colonialism in Asia and their interconnection within the Pacific and Indian Ocean worlds. Themes examined include the logics and dynamics of imperial expansion and rule; Orientalist discourses; uprisings and anti-imperial movements; the rise of nationalisms; and paths to decolonization in the region.

Instructor(s): Staff Terms Offered: Autumn Spring Winter

Equivalent Course(s): SALC 24002, ANTH 24002, HIST 18302, SOSC 24002

RDIN 24003. Colonizations III: Decolonization, Revolution, Freedom. 100 Units.

The third quarter of the Colonizations sequence considers the processes and consequences of decolonization both in newly independent nations and former colonial powers. Through an engagement with postcolonial studies, we explore the problematics of freedom and sovereignty; anti-colonial movements, thinking and struggles; nation-making and nationalism; and the enduring legacies of colonialism.

Instructor(s): Staff Terms Offered: Autumn Spring Winter

Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.

Equivalent Course(s): SOSC 24003, ANTH 24003, HIST 18303, SALC 20702

HIPS 18300, HIPS 18400–18403, and HIPS 18500–18503 Science, Culture, and Society in Western Civilization

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

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

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

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

Part one considers literary, oral, linguistic, and material sources to investigate African societies and states from the early Iron Age through the emergence of the Atlantic World. Case studies include: the empires of Ghana and Mali, the Swahili Coast, Great Zimbabwe, Nok of Nigeria, and medieval Ethiopia. We also consider religious and spiritual transformation, including Islam in Africa, as well as the origins and effects of European contact, and the emergence of the transatlantic trade in enslaved human beings. Students examine these times and places through primary sources (such as cultural artifacts, visual representations, myths, and memoirs) which illuminate African perspectives on these different places and times. Assignments: oral presentations, document analyses, essays, and team projects.

Instructor(s): Staff Terms Offered: Autumn

Equivalent Course(s): SOSC 20101, MDVL 10101, ANTH 20701

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

This course examines the transformations of African societies in the long nineteenth century. At the beginning of the era, European economic and political presence was mainly coastal, but by the end, nearly the entire continent was colonized. This course examines how and why this process occurred, highlighting the struggles of African societies to manage internal reforms and external political, military, and economic pressures. Students examine these processes through various primary sources (such as visual and material sources, cultural artifacts, and personal accounts) that highlight African perspectives on these processes.

Instructor(s): Staff Terms Offered: Winter

Equivalent Course(s): SOSC 20202, ANTH 20702

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

African Civilization III examines Africa and the African diaspora in the modern era. Topics may include the end of colonialism and decolonization, the legacies of slavery and its racial logics, identity and cultural expression, theories of personhood, gender and sexuality, migration, governance, and language. Readings vary widely, including primary sources by African and diasporic authors, social theory, and works of art and literature - written, spoken, and performed.

Instructor(s): S. Fury Childs Daly and A. Olugbuyiro Terms Offered: Spring

Prerequisite(s): This sequence meets the general education requirement in civilization studies.

Note(s): Taking these courses in sequence is recommended but not required.

Equivalent Course(s): SOSC 20203, ANTH 20703

HIST 13001-13002-13003. History of European Civilization I-II-III.

Has Europe ever been civilized? This sequence, which satisfies the general education requirement in civilization studies, invites students to discuss the simultaneously creative and destructive forces inherent in centuries of European history. While resisting shallow critiques and caricatures of Europe's role in the world, students examine in depth major themes in the history of European ideas about civilization, including the interplay of faith, reason, and secularism; the individual, family, and mass society; and monarchy, revolution, and democracy. Students not only grapple with big questions and transformative ideas but also consider unique perspectives and ordinary people by reading a variety of different kinds of historical evidence. The sequence provides students with foundational skills and knowledge for the University of Chicago general education core curriculum more broadly, which owes much of its intellectual project to European ideas of knowledge and education. In keeping with the traditions of the core curriculum, students contextualize and interrogate sources in small, rigorous, and textually immersive classes. Learn to think historically! There are three parts to this sequence. Parts I and II cover the period from approximately the fall of Rome to the present and should be taken in sequence in the Autumn-Winter or Winter-Spring Quarters. The optional Part III treats specialized topics in greater depth in the Spring Quarter.

HIST 13001. History of European Civilization I. 100 Units.

The first part of the sequence examines the period from approximately 500 to 1700 in European history. It challenges students to question two-dimensional, rigid narratives about the fall of Rome, the Dark Ages, the Renaissance and Reformation, and the early Enlightenment by reading historical sources with empathy and attention to their authors' own perspectives. For example, we explore the entanglement of the political, economic, and religious by reading a chronicle written by a monk; we examine gender relations and daily life by reading men's and women's personal letters; and we investigate the earliest contacts between Europeans and the peoples of the Americas by reading eyewitness accounts of their interactions. In the process of recovering the lived experiences of medieval and early modern Europeans, the course engages with the sophisticated societies and cultures of premodern Europe, which many subsequent generations post-1700 would come to label backwards and uncivilized.

Instructor(s): Staff Terms Offered: Autumn Winter

Note(s): Students must take a minimum of two quarters of European Civilization to fulfill the general education requirement. The two-quarter sequence may also be supplemented by a third quarter, in which students will have the opportunity to explore in greater depth a particular topic in the history of European civilization.

Equivalent Course(s): SOSC 28001

HIST 13002. History of European Civilization II. 100 Units.

The second part of the sequence examines the period from approximately 1700 to the present in European history. Major topics include the Enlightenment, the French Revolution, industrialization, the world wars, and the European Union. This course challenges students to do more than simply define conceptual terms like imperialism, nationalism, liberalism, capitalism, and communism. We situate these and other grand narratives in new ideas of progress, new technologies and forms of knowledge production, and the material transformations of everyday life. Changes in media (newspapers, radio, films, etc.) and the rise of mass production and consumption in these centuries were both the cause and effect of many of the events we will be discussing. Sources include nineteenth-century novels, eyewitness accounts to revolution and the Holocaust, and speeches and manifestos of the political and cultural avant-garde. Throughout the course, we will continuously examine the paradoxes that have shaped modern Europe: its resilience and fragility, its great experiments in liberty and tragic acts of violence.

Instructor(s): Staff Terms Offered: Spring Winter

Prerequisite(s): HIST 13001

Note(s): The two-quarter sequence may also be supplemented by a third quarter, in which students will have the opportunity to explore in greater depth a particular topic in the history of European civilization.

Equivalent Course(s): SOSC 28002

HIST 13003. History of European Civilization III: Europe in Ruins: After 1945. 100 Units.

Students who plan to complete a three-quarter sequence register for HIST 13003 in Spring Quarter after completing HIST 13001-13002. This course charts the devastation of European society in the Second World War, and its reconstruction in this conflict's aftermath. We will begin in wartime, focusing on how

the final years of mass violence shaped the possibilities for the postwar period. We will then turn to the social, political, cultural, and economic dynamics that contributed to the creation of a "new Europe" from 1945 through the present, including: the Cold War, European integration, decolonization, migration, revolutionary movements, memory cultures, and human rights. In our exploration of these themes, we will be particularly attentive to the legacies of the first half of the twentieth century in its second half, considering in particular how the history of total warfare, fascism, and genocide has shaped contemporary European society, and Europe's place in the world today. We will also ask how postwar Europe was shaped by deeper pasts, such those students have encountered in the first two quarters of the European Civilization sequence. For this reason, the course is particularly suited for students who have completed Euro Civ 1 and 2, and it fulfills the third quarter civilization requirement. However, students who have not completed this sequence are also welcome. Assessment will be based on class participation, short assignments, a midterm, and a final. Instructor(s): A. Goff Terms Offered: Spring
Prerequisite(s): For the 3-qtr sequence register for HIST 13003 after completing HIST 13001-13002. Only HIST 13001-13002 complete the 2-qtr sequence.
Note(s): Students may not combine HIST 13003 with one other quarter of European Civilization to fulfill the general education requirement.
Equivalent Course(s): JWSC 23203, SOSC 28003

HIST 13100-13200-13300. History of Western Civilization I-II-III.

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

HIST 13100. History of Western Civilization I. 100 Units.

This first course of the History of Western Civilization sequence focuses on the history of classical civilization, beginning with the world of Homer and ending with the world of St. Augustine. Key topics covered through discussions of texts include the development of the Greek Polis and the Peloponnesian War; the Roman Republic and Empire; and the development of Christianity in the Roman Empire. Instructor(s): K. Weintraub, Autumn; J. Boyer, Summer Terms Offered: Autumn Summer
Prerequisite(s): These courses must be taken in sequence.
Equivalent Course(s): SOSC 28110

HIST 13200. History of Western Civilization II. 100 Units.

This second course of the History of Western Civilization sequence explores major themes in the Middle Ages, the Renaissance, and the Reformation. Key topics explored through discussions of texts include the development of monasticism; the structures of manorialism and feudalism; the consolidation of the papacy and the Holy Roman Empire; and the challenges to these structures seen in the ideas of the humanists and reformers. Instructor(s): J. Boyer Terms Offered: Winter
Prerequisite(s): These courses must be taken in sequence.
Equivalent Course(s): SOSC 28210

HIST 13300. History of Western Civilization III. 100 Units.

This third course of the History of Western Civilization undertakes a detailed study of the French Revolution and charts the rise of liberal, anti-liberal, and post-liberal states and societies in nineteenth- and twentieth-century European history. The sequence closes with an appraisal of the condition of European politics, culture, and society at the end of the twentieth century. Instructor(s): D. Koehler Terms Offered: Spring
Prerequisite(s): These courses must be taken in sequence.
Equivalent Course(s): SOSC 28310

HIST 13500-13600-13700. America in World Civilization I-II-III.

The America in World Civilization sequence examines America as a contested idea and a contested place by reading and writing about a wide array of primary sources. In the process, students gain a new sense of historical awareness and of the making of America. The course is designed both for history majors and non-majors who want to deepen their understanding of the nation's history, encounter some enlightening and provocative voices from the past, and develop the analytical methods of historical thinking. This sequence meets the general education requirement in civilization studies in one of two ways. Students who take HIST 13500 (I) must also take HIST 13600 (II) and 13700 (III) to meet the general education requirement via three civilization courses. Students who take HIST 13600 (II) and 13700 (III) will meet the general education requirement via two civilization courses. While it is recommended, the courses do not need to be taken in sequence.

HIST 13500. America In World Civilization I. 100 Units.

America in World Civilization I examines foundational texts and moments in American culture, society, and politics, from early European incursions into the New World through the early republic of the United States, roughly 1500-1800. We will examine encounters between Native Americans and representatives of imperial powers (Spain, France, and England) as well as the rise of African slavery in North America before 1700. We will consider the development of Anglo-American society and government in the eighteenth century, focusing especially on the causes and consequences of the American Revolution.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): This sequence meets the general education requirement in civilization studies in one of two ways. Students who take HIST 13500 (I) must also take HIST 13600 (II) and 13700 (III) to meet the general education requirement via three civilization courses. Students who take HIST 13600 (II) and 13700 (III) will meet the general education requirement via two civilization courses. While it is recommended, the courses do not need to be taken in sequence.

Equivalent Course(s): AMER 13500, SOSC 28500

HIST 13600. America in World Civilization II. 100 Units.

The nineteenth-century quarter of America in World Civilization explores the confrontation of democracy with inequality. This course focuses on themes and problems that include empire and indigenous-US relations; slavery, antislavery, the Civil War, and emancipation; reform and revivalism; women's rights; and the development of industrial capitalism, consumer culture, and urbanism.

Instructor(s): Staff Terms Offered: Summer Winter

Prerequisite(s): This sequence meets the general education requirement in civilization studies: Students who take HIST 13600 (II) must also take HIST 13700 (III) to meet the general education requirement. HIST 13500 (I) is an optional third course for those who wish to take a third Civilization Studies course for their core requirement. While it is recommended, the courses do not need to be taken in sequence.

Equivalent Course(s): SOSC 28600

HIST 13700. America in World Civilization III. 100 Units.

The third quarter America in World Civilization focuses on multiple definitions of Americanism in a period characterized by empire, transnational formations, and America's role in the world. We explore the construction of social order in a multicultural society; culture in the shadow of war; the politics of race, ethnicity, and gender; the rise and fall of new social movements on the left and the right; the emergence of the carceral state and militarization of civil space; and the role of climate change and the apocalyptic in shaping imagined futures.

Instructor(s): Staff Terms Offered: Spring Summer

Prerequisite(s): This sequence meets the general education requirement in civilization studies in one of two ways. Students who take HIST 13500 (I) must also take HIST 13600 (II) and 13700 (III) to meet the general education requirement via three civilization courses. Students who take HIST 13600 (II) and 13700 (III) will meet the general education requirement via two civilization courses. While it is recommended, the courses do not need to be taken in sequence.

Equivalent Course(s): SOSC 28700

HIST 13900-14000-14100. Russia and Eurasia: Empires, Societies, Cultures I-II-III.

This sequence is an introduction to the histories of Russia and Eurasia between the ninth century and the present. Rather than treat Russia as a stable entity, we ask how Russia was constituted under different political formations. What political and cultural notions animated Russian expansionism and Russia's relations with other countries and neighboring peoples? What role did violence play in the making of Russian and Soviet polities, societies, and empires? How did literature and the arts represent the social order, interact with power, and condition individual choices and identities? And how did individuals, Russian and non-Russian alike, shape their lives within, and against, social, political, and imperial structures? In pursuing these questions, we take a comparative view, locating Russia in regional and transnational contexts. We analyze a wide array of primary sources: oral legends, hagiographies, and iconic literary texts; political treatises, diplomatic missives, government decrees, and secret police reports; city plans, paintings and photographs, film, and pop and rock music. We read authors who wrote in Russian about Russia, and also about Bashkortostan, Chechnya, Ukraine, Kazakhstan, Estonia, Uzbekistan, and more. And we examine authors, artists, and filmmakers who spoke about themselves--and about Russia--in Georgian, Ukrainian, Yiddish, Uzbek, Armenian, Latvian, and Estonian. All readings are in English translation.

HIST 13900. Russia and Eurasia: Empires, Societies, Cultures I (formerly Introduction to Russian Civilization) 100 Units.

The first quarter spans the centuries between early medieval Rus', which furnished modern Ukraine, Russia, and Belarus with a story of origins, to the intellectual, social, and national mobilization in the mid-19th century. Major themes include: the influence of Byzantine, Mongol-Tataric, and Western cultures; medieval principalities, city-states, and the rise of the centralized state, its oversized role in Russian and regional social and economic development, its hyper-modernizing schemes and its periodic collapse; cross-cultural interactions in the steppe and the Baltic and Black Seas littorals; Russia's wars and the emergence of the Russian empire; varieties of resistance, from peasant uprisings and flight to religious dissent to aristocratic opposition, and the emergence of the repressive machinery of the state; forces of change and continuity in political, intellectual, and cultural life.

Instructor(s): Staff Terms Offered: Autumn

Note(s): Taking these courses in sequence is recommended but not required. When taken with HIST 14000, HIST 13900 meets the two-quarter general education requirement in Civilization Studies.

Equivalent Course(s): SOSOC 24000, REES 26011

HIST 14000. Russia and Eurasia: Empires, Societies, Cultures II (formerly Introduction to Russian Civilization) 100 Units.

The second quarter focuses on nearly two centuries of upheaval, from the radical movements of the late 19th century to the birth, life, and death of the Soviet Union and the emergence of post-Soviet states. Our topics include Russian imperialism, colonial conquests, and the reconstitution of the Russian empire as the Soviet Union; systems of social and political legitimization; political violence, the evolution of the repressive machinery, and the enduring problem of the rule of law; religious, national, and sexual minorities, practices of everyday life, social order and disorder; resistance, dissent, and liberation movements; creativity, experimentation, and self-expression under censorship.

Instructor(s): Staff Terms Offered: Winter

Note(s): Taking these courses in sequence is recommended but not required. When taken with HIST 13900, HIST 14000 meets the two-quarter general education requirement in Civilization Studies.

Equivalent Course(s): REES 26012, SOSOC 24100

HIST 14100. Russia and Eurasia: Empires, Societies, Cultures III, Russia and the West, 18th to 21st centuries. 100 Units.

The third quarter is thematic, rather than chronological, and offers an in-depth or comparative exploration of special topics. Topics vary from year to year. There are few problems as enduring and central to Russian history as the question of the West-Russia's most passionate romance and most bitter letdown. In this course we will read and think about Russia from the eighteenth to the twenty-first centuries through the lens of this obsession. We will study the products of Russian interactions with the West: constitutional projects, paintings, scientific and economic thought, the Westernizer-Slavophile controversy, and revolutions. We will consider the presence of European communities in Russia: German and British migrants who filled important niches in state service, trade, and scholarship; Italian sculptors and architects who designed some of Russia's most famous monuments; French expatriates in the wake of the French Revolution; Communist workers and intellectuals, refugees from Nazi Germany; and Western journalists who, in the late Soviet decades, trafficked illicit ideas, texts, and artworks. In the end, we will follow émigré Russians to Europe and the United States and return to present-day Russia to examine the anti-Western turn in its political and cultural discourse.

Instructor(s): E. Gilburd Terms Offered: Spring

Note(s): When taken with HIST 13900 and HIST 14000, HIST 14100 meets the three-quarter general education requirement in Humanities, Civilization Studies, and the Arts. HIST 14100 does not meet the two-quarter Civilization Studies requirement and cannot be combined with HIST 13900 or HIST 14000 for Civilization Studies credit.

Equivalent Course(s): REES 26015, SOSOC 24200

HIST 15411-15412-15413. East Asian Civilization I-II-III.

A historically organized, sequential introduction to the civilization of East Asia from ancient times to the present. Two consecutive quarters of the sequence meet the College's general education requirement in civilization studies. The focus is on the region as a whole, on understanding its formation through the use of a wide variety of texts—from canonical works of philosophy and literature to private letters and internal government documents to modern scholarship on the region—and on mastering the tools required to assess all of these sources critically. The course format includes two lectures and one discussion section per week, with discussions typically focused on intensive discussion of one or more readings.

HIST 15411. East Asian Civilization I, Ancient Period-1600. 100 Units.

This course examines the politics, society, and culture of East Asia from ancient times until c. 1600. Our focus will be on examining key historical moments and intellectual, social, and cultural trends with an emphasis on viewing the region as a whole. Students will read and discuss culturally significant texts and be introduced to various approaches to analyzing them. This will include discussions of differences in how we approach textual and non-textual evidence (such as archaeological artifacts and reconstructed climate data), and especially the challenges of recovering other meanings from texts that were written and/or later used to legitimate particular regimes, or to project current practices back into the distant past so that they seem to be manifestations of a society's defining traditions.

Instructor(s): K. Pomeranz and S. Burns Terms Offered: Autumn

Prerequisite(s): HIST 15411-15412-15413 meets the general education requirement in civilization studies via three civilization courses. HIST 15411-15412, HIST 15411-15413, or HIST 15412-15413 meets the general education requirement in civilization studies via two civilization courses.

Equivalent Course(s): SOSOC 25411, EALC 15411

HIST 15412. East Asian Civilization II, 1600-1895. 100 Units.

Second quarter of East Asian civilization sequence covering what are now China, Japan, and Korea from roughly 1600-1895. Major themes include demographic and economic change, plus the social and cultural effects of widespread but uneven commercialization; state formation, rebellion, and political change;

migration, urbanization, and territorial expansion; changes in family and gender roles; changes in the "natural" environment, particularly as related to agricultural expansion; changes in religion, ideology, and relationships between "elite" and "popular" culture; and increasingly consequential encounters with Western Europeans, Russians, and Americans, especially in the 19th century. The course aims to treat East Asia as a single, interacting region, rather than as three (or more) sharply separated proto-nations; however, it will also call attention to the enormous diversity both among and within China, Japan, and Korea, treating those differences as constantly evolving, and as something to be explained rather than assumed.

Instructor(s): S. Burns and K. Pomeranz Terms Offered: Winter

Prerequisite(s): HIST 15411-15412-15413 meets the general education requirement in civilization studies via three civilization courses. HIST 15411-15412, HIST 15411-15413, or HIST 15412-15413 meets the general education requirement in civilization studies via two civilization courses.

Equivalent Course(s): EALC 15412, SOSC 25412

HIST 15413. East Asian Civilization III, 1895-Present. 100 Units.

The third quarter of the East Asian civilization sequence covers the emerging nation-states of China, Korea, and Japan in the context of Western and Japanese imperialism and the rise of an interconnected global economy. Our themes include industrialization and urbanization, state strengthening and nation-building, the rise of social movements and mass politics, the impact of Japanese colonialism on the homeland and the colonies, East Asia in the context of US-Soviet rivalry, and the return of the region to the center of the global economy in the postwar years. Similar to the first and second quarters, we will look at East Asia as an integrated region, connected by trade and cultural exchange even when divided into opposing blocs during the Cold War. As much as possible, we will look beyond nation-states and their policies to explore the underlying trends shared by the three East Asian nations, such as mass culture, imperialism, and the impact of the cold war.

Instructor(s): Y. Dong & J. Eyferth Terms Offered: Spring

Prerequisite(s): HIST 15411-15412-15413 meets the general education requirement in civilization studies via three civilization courses. HIST 15411-15412, HIST 15411-15413, or HIST 15412-15413 meets the general education requirement in civilization studies via two civilization courses.

Equivalent Course(s): EALC 15413, SOSC 25413

HIST 16700-16800-16900. Ancient Mediterranean World I-II-III.

Available as a three-quarter sequence (HIST 16700-16800-16900) or as a two-quarter sequence (16700-16800 or 16800-16900). This sequence meets the general education requirement in civilization studies. It surveys the social, economic, and political history of Greece to the death of Alexander the Great (323 BC), the Roman Republic (509 to 27 BC), and late antiquity (27 BC to the fifth century AD).

HIST 16700. Ancient Mediterranean World I: Greece. 100 Units.

This course surveys the social, economic, and political history of Greece from prehistory to the Hellenistic period. The main topics considered include the development of the institutions of the Greek city-state, the Persian Wars and the rivalry of Athens and Sparta, the social and economic consequences of the Peloponnesian War, and the eclipse and defeat of the city-states by the Macedonians.

Instructor(s): J. Hall and A. Kaldellis Terms Offered: Autumn

Prerequisite(s): This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): SOSC 27710, CLCV 20700

HIST 16800. Ancient Mediterranean World II: Rome. 100 Units.

Part II surveys the social, economic, and political history of Rome, from its prehistoric beginnings in the twelfth century BCE to the end of the Severan dynasty in 235 CE. Throughout, the focus will be upon the dynamism and adaptability of Roman society, as it moved from a monarchy to a republic to an empire.

The course will also cover the questions of social organization (free and unfree people, foreigners), gender relations, religion, and specific forms of the way of life of the Romans. It will be based both on lectures and on discussions of textual or archaeological documents in smaller discussion groups.

Instructor(s): C. Ando and S. Finnigan Terms Offered: Winter

Prerequisite(s): This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): CLCV 20800, SOSC 16800

HIST 16900. Ancient Mediterranean World III: Late Antiquity. 100 Units.

Part III examines late antiquity, a period of paradox. The later Roman emperors established the most intensive, pervasive state structures of the ancient Mediterranean, yet yielded their northern and western territories to Goths, Huns, Vandals, and, ultimately, their Middle Eastern core to the Arab Muslims.

Imperial Christianity united the populations of the Roman Mediterranean in the service of one God, but simultaneously divided them into competing sectarian factions. A novel culture of Christian asceticism coexisted with the consolidation of an aristocratic ruling class notable for its insatiable appetite for gold. The course will address these apparent contradictions while charting the profound transformations of the cultures, societies, economies, and political orders of the Mediterranean from the conversion of Constantine to the rise of Islam.

Instructor(s): J. Simmons and E. Walsh Terms Offered: Spring

Prerequisite(s): This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): SOSC 27910, MDVL 16900, CLCV 20900, RLST 20690

HIST 17521-17522. Energy in World Civilizations.

This two-quarter course sequence explores the historical roots of climate change and other global environmental problems by focusing on the social use of energy over time. Part I covers energy systems across the world from prehistory to the end of the nineteenth century. Part II investigates global energy systems from the early twentieth century to the present. The courses should be taken in chronological sequence. Taken together, they fulfill the general education requirement in civilization studies.

HIST 17521. Energy in World Civilizations I. 100 Units.

This two-quarter course explores the historical roots of climate change and other global environmental problems with a special attention to how energy use shapes human societies over time. Part I covers energy systems across the world from prehistory to the end of the nineteenth century.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): Parts I and II should be taken in sequence. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): HIPS 17521, CEGU 27521, SOSC 27521

HIST 17522. Energy in World Civilizations II. 100 Units.

This two-quarter course explores the historical roots of climate change and other global environmental problems with a special attention to how energy use shapes human societies over time. Part II covers energy systems across the world from the early twentieth century to the present, examining themes such as the uneven globalization of energy-intensive lifestyles, the changing geopolitics of energy, and possible futures beyond fossil-fuel dependence.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): Parts I and II should be taken in sequence. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): ANTH 17522, HIPS 17522, CEGU 27522, SOSC 27522

HMRT 10100-10200. Human Rights in World Civilizations I-II.

This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.

HMRT 10100. Human Rights in World Civilizations I. 100 Units.

The first quarter begins with a set of conceptual problems and optics designed to introduce students to the critical study of human rights, opening up questions of the universal, human dignity, and the political along with the practices of witness and testimony. It is followed by two thematic clusters. "Anti-Slavery, Humanitarianism, and Rights" focuses on the late eighteenth and early nineteenth centuries to historicize notions of dignity, sympathy, and witness. "Declarations as a Human Rights Genre" examines revolutionary eighteenth-century rights declarations in France, the United States, and Haiti against the aspirations of the 1948 UN Universal Declaration of Human Rights.

Instructor(s): B. Laurence, A. Wang, Staff Terms Offered: Autumn

Note(s): This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.

Equivalent Course(s): SOSC 24900

HMRT 10200. Human Rights in World Civilizations II. 100 Units.

Four thematic clusters structure the second quarter. "Migration, Minorities, and Refugees" examines minority rights, the evolution of legal norms around refugees, and human trafficking. "Late Twentieth Century Human Rights Talk" explores the contestations between rights claims in the political-civil and socio-economic spheres, calls for sexual rights, and cultural representations of human rights abuses. "Global Justice" considers forms of international criminal law, transitional justice, and distributive justice. "Indigenous Rights as Human Rights" takes up the relatively new domain of the rights of indigenous peoples and how they relate to contemporary human rights practice.

Instructor(s): B. Laurence, A. Wang, N. Gonzalez, Staff Terms Offered: Winter

Prerequisite(s): SOSC 24900

Note(s): This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence; students must have taken SOSC 24900 to enroll in this course.

Equivalent Course(s): SOSC 24901

JWSC 12000. Jewish Civilization I: Ancient Beginnings to Medieval Period. 100 Units.

This course provides an interdisciplinary introduction to some transformations (textual, geo-political, social, economic, religious, cultural, and historical) between the first millennium BCE and the middle of the second millennium CE that Jewish communities, and the scholars who study them, draw upon, interpret, investigate, and disagree about, when talking about "Jewish Civilization." Working both chronologically and thematically, it covers a range of primary textual sources-biblical, Talmudic, philosophical, literary, mystical, epistolary, and others-to better understand the histories of Jewish communities as constituted through mutually influencing exchanges with, and attempts at differentiation from, neighboring, dominant populations, as well as contestation about the possible trajectories of Jewish life internal to Jewish communities. It will also address questions of method and genre in the study of Judaism-namely, what sorts of artifacts can be or should be called upon to study a "civilization," how such artifacts should be approached, and whose authority shapes (and ought to shape) such decisions.

Instructor(s): Larisa Reznik, James Adam Redfield Terms Offered: Autumn
Equivalent Course(s): HIST 11701, MDVL 12000, NEHC 22010, RLST 22010

JWSC 12001. Jewish Civilization II: Early Modern Period to 21st Century. 100 Units.

Introduction to Jewish thought, experience, creativity, conflict, and relations with others from the 17th century to the present in Europe, the Middle East, and the Americas. Ranging across Sephardi and Ashkenazi life, religious and secular culture, philosophy and the arts, politics and the everyday, we focus on three key questions. First, how have Jews faced the theological, intellectual, and normative challenges that modernity has posed to Judaism, and what forms of Jewishness have they created in response? Second, how have Jews confronted the challenges, opportunities, and grave dangers presented to them by the modern political ideologies of liberalism, nationalism, socialism and antisemitism, and how have Jewish political efforts changed or failed to change Jews' condition? Third, what defines the Jewish present after a century marked by extremes of assimilation and extrusion, possibility and violence? We study the unprecedented integration Jews have enjoyed in the US and the radically new forms of Jewish life taking shape in Israel, where a state devoted to cultivating Jewish nationhood and the formation of a majority-Jewish Hebrew-speaking national society have profoundly impacted the lives of both Jews and Palestinians. Our study of the Jewish present engages both conflict and creativity: the violent Israeli-Palestinian conflict, Jewish confrontations with spiraling global tensions, the divides that wrack Jewish life within, and new forms of Jewish art and thought.

Instructor(s): Orit Bashkin Larisa Reznik Terms Offered: Winter
Equivalent Course(s): RLST 22011, HIST 11702, NEHC 22011

LACS 16100-16200-16300. Introduction to Latin American Civilization I-II-III.

This is a three-quarter course sequence that introduces students to the history and cultures of Latin America, an area of the world that includes Mesoamerica (Mexico and Central America), South America, and the Caribbean. Taking these courses in chronological sequence is not required. This sequence meets the general education requirement in civilization studies. This sequence is offered every year.

LACS 16100. Introduction to Latin American Civilization I. 100 Units.

Autumn Quarter examines the origins of native civilizations in Latin America, with a focus on the political, social, and cultural dimensions of the major pre-Columbian civilizations (the Maya, the Inca, and the Aztecs); the causes and consequences of the Spanish and Portuguese conquests; and the establishment of colonial societies and economies in the 16th century.

Instructor(s): Kouri; Brittenham; TBD Terms Offered: Autumn

Note(s): Fulfills the following requirements in the ARTH major and minor: Latin American
Equivalent Course(s): ANTH 23101, SOSC 26100, RDIN 16100, HIST 16101

LACS 16200. Introduction to Latin American Civilization II. 100 Units.

Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.

Instructor(s): Hicks; Schwartz-Francisco; TBD Terms Offered: Autumn Winter

Equivalent Course(s): ANTH 23102, HIST 16102, RDIN 16200, SOSC 26200

LACS 16300. Introduction to Latin American Civilization III. 100 Units.

Spring Quarter focuses on the twentieth century, with emphasis on how Latin American peoples and nations have grappled with the challenges of development, inequality, imperialism, revolution, authoritarianism, racial difference, migration, urbanization, citizenship, violence, and the environment.

Instructor(s): Schwartz-Francisco; staff Terms Offered: Spring

Equivalent Course(s): ANTH 23103, HIST 16103, RDIN 16300, SOSC 26300

MUSI 12100-12200. 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.

MUSI 12100. Music and Euro-American Cultures. 100 Units.

As part of the Social Sciences Civ core, this course looks at musics in different moments of Euro-American history and the social contexts in which they originated, with some comparative views on other world traditions. It aims to give students a better understanding of the social contexts of European music over this period; aids for the basic sound structures of pieces from these different moments; and convincing writing in response to prompts based on source readings or music pieces. Our first quarter (MUS 12100 etc.) spans roughly the period between Charlemagne's coronation as Holy Roman Emperor (800 CE) and the dissolution of the Empire (1806) with the triumph of Napoleon across Western Europe.

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

Note(s): Prior music course or ability to read music not required. Students must confirm enrollment by attending one of the first two sessions of class. This two-quarter sequence meets the general education requirement in civilization studies; it does not meet the general education requirement in the arts. Please note that MUSI 12100-12200 will not be offered on campus in 2024-25. The sequence will be offered in Vienna through Study Abroad in Autumn 2025 and Spring 2027.

Equivalent Course(s): SOSC 21100, HIST 12700

MUSI 12200. Music and Euro-American Cultures II (1810-present) 100 Units.

As part of the Social Sciences Civ core, this course looks at musics in different moments of Euro-American history and the social contexts in which they originated, with some comparative views on other world traditions. It aims to give students a better understanding of the social contexts of European music over this period; aids for the basic sound structures of pieces from these different moments; and convincing writing in response to prompts based on source readings or music pieces. Our second quarter (MUS 12200 etc.) runs from the beginning of European Romanticism around 1800 to the turn of the 21st century.

Terms Offered: Winter

Note(s): Prior music course or ability to read music not required. Students must confirm enrollment by attending one of the first two sessions of class. This two-quarter sequence meets the general education requirement in civilization studies; it does not meet the general education requirement in the arts. Please note that MUSI 12100-12200 will not be offered on campus in 2024-25. The sequence will be offered in Vienna in Spring 2025 and 2027.

Equivalent Course(s): SOSC 21200, HIST 12800

NEHC 20001. Ancient Near Eastern History and Society I: Egypt. 100 Units.

This course surveys the political, social, and economic history of ancient Egypt from pre-dynastic times (ca. 3400 B.C.) until the advent of Islam in the seventh century of our era.

Instructor(s): Brian Muhs, Robert Ritner Terms Offered: Autumn

Equivalent Course(s): NEHC 30001, SOSC 20001

NEHC 20002. Ancient Near Eastern History and Society II. 100 Units.

This course offers an overview of the history of Mesopotamia from its origins down to the Achaemenid and Hellenistic periods, when Mesopotamia became part of larger empires. Weeks 1 to 5, preceding mid-term exam, cover the periods ranging from the late Chalcolithic down to the end of the Middle Bronze age (late fifth to mid-second millennia BCE). Weeks 6 to 10 study the developments of the Late Bronze and Iron Ages, from the period of the archives of El-Amarna in the fourteenth century BCE down to the time of Alexander the Great in the late fourth century BCE.

Instructor(s): Hervé Reculeau Terms Offered: Winter

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

Equivalent Course(s): NEHC 30002, SOSC 20002

NEHC 20004-20005-20006. Ancient Near Eastern Thought and Literature I-II-III.

This sequence surveys the thought and literature of the Near East. Each course in the sequence focuses on a particular culture or civilization. Texts in English. This sequence meets the general education requirement in civilization studies. Taking these courses in sequence is not required.

NEHC 20004. Ancient Near Eastern Thought and Literature I: Mesopotamian Literature. 100 Units.

This course gives an overview of the richness of Mesopotamian Literature (modern Iraq) written in the 3rd-1st millennium BC. We will read myths and epics written on clay tablets in the Sumerian and Akkadian language in English translation and discuss content and style, but also the religious, cultural and historic implications. Particular focus will be on the development of stories over time, the historical context of the literature and mythological figures. The texts treated cover not only the famous Epic of Gilgamesh, but also various legends of Sumerian and Akkadian kings, stories about Creation and World Order, and destruction. The topics covered range from the quest for immortality, epic heroes and monsters, sexuality and love.

Instructor(s): Susanne Paulus Terms Offered: Autumn

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

Equivalent Course(s): SOSC 20004

NEHC 20005. Ancient Near Eastern Thought & Literature II: Anatolian Lit. 100 Units.

The goal of this class is to get an overview of Hittite literature, as "defined" by the Hittites themselves, in the wider historical-cultural context of the Ancient Near East. Some of the most important questions we can ask ourselves in reading ancient texts are: why were they written down, why were they kept, for whom were they intended, and what do the answers to these questions (apart from the primary content of the texts themselves) tell us about - in our case - Hittite society?

Instructor(s): Burgin, James Terms Offered: Winter

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

Equivalent Course(s): SOSC 20005

NEHC 20006. Ancient Near Eastern Thought & Literature III: Ancient Egyptian Literature. 100 Units.

This course explores the rich body of literature surviving from ancient Egypt, covering texts spanning ca. 2500 BCE-100 CE. We will read texts in English translation from a variety of genres-from adventure tales, to love poetry, to autobiographies and the Book of the Dead-asking throughout the quarter how the ancient Egyptians understood the concept of literature, how translation affects our experiences of the texts, who the authors and audiences were, and how the texts relate to their social, historical, and cultural contexts. We will

also explore how literary conventions changed over time and what they reveal about broader societal shifts in ancient Egypt.

Instructor(s): Margaret Geoga Terms Offered: Spring

Equivalent Course(s): SOSC 20006

NEHC 20011. Ancient Empires I: The Hittite Empire. 100 Units.

This course introduces students to the Hittite Empire of ancient Anatolia. In existence from roughly 1750-1200 BCE, and spanning across modern Turkey and beyond, the Hittite Empire is one of the oldest and largest empires of the ancient world. We will be examining their history and their political and cultural accomplishments through analysis of their written records - composed in Hittite, the world's first recorded Indo-European language - and their archaeological remains. In the process, we will also be examining the concept of "empire" itself: What is an empire, and how do anthropologists, archaeologists, and historians study this unique kind of political formation?

Instructor(s): James Osborne Terms Offered: Winter

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

Equivalent Course(s): HIST 15602, SOSC 20011, CLCV 25700

NEHC 20012. Ancient Empires II: The Ottoman Empire. 100 Units.

The Ottomans ruled in Anatolia, the Middle East, South East Europe and North Africa for over six hundred years. The objective of this course is to understand the society and culture of this bygone Empire whose legacy continues, in one way or another, in some twenty-five contemporary successor states from the Balkans to the Arabian Peninsula. The course is designed as an introduction to the Ottoman World with a focus on the cultural history of the Ottoman society. It explores identities and mentalities, customs and rituals, status of minorities, mystical orders and religious establishments, literacy and the use of the public sphere.

Instructor(s): Theo Knights Terms Offered: Autumn

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

Equivalent Course(s): CLCV 25800, HIST 15603, SOSC 20012, MDVL 20012

NEHC 20013. Ancient Empires III :The Egyptian Empire of the New Kingdom. 100 Units.

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

Instructor(s): Faculty Terms Offered: Spring

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

Equivalent Course(s): SOSC 20013, CLCV 25900, HIST 15604

NEHC 20014. Ancient Empires IV: the Achaemenid Empire. 100 Units.

This course introduces students to the Achaemenid Empire, also known as the First Persian Empire (ca. 550-330 BCE). We will be examining the political history and cultural accomplishments of the Achaemenids who, from their homeland in modern-day Iran, quickly rose to become one of the largest empires of the ancient world, ruling from North Africa to North India at their height. We will also be examining the history of Greek-Persian encounters and the image of the Achaemenids in Greek and Biblical literature. The students will visit the Oriental Institutes' archive and object collection to learn more about the University of Chicago's unique position in the exploration, excavation, and restoration of the Persian Empire's royal architecture and administrative system through the Persian Expedition carried out in the 1930s.

Instructor(s): Mehrnoush Soroush Terms Offered: Autumn

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

Equivalent Course(s): HIST 25602, CLCV 21722

NEHC 20015. Ancient Empires V: The Umayyad. 100 Units.

The Umayyads ruled over the last "great empire" of late antiquity: the early Islamic empire, spanning from the Atlas to the Hindu Kush, from the Atlantic to the Amu Darya, and embracing regions with different cultural and political traditions. This course introduces to the history of the Umayyad caliphate, focusing on some of the visible legacies its inhabitants left behind: texts, objects, and monumental buildings that are still standing in cities of the Middle East and Europe. But we will also reflect upon less material legacies: for example, cities with a long-lasting urban culture, infrastructures for communicating across a vast empire, the consolidation of religious traditions, and exchanges and cohabitation of different religious groups.

Instructor(s): Cecilia Palombo Terms Offered: Winter

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

Equivalent Course(s): RLST 20315, HIST 25706

NEHC 20016. Ancient Empires VI: The Assyrian Empire. 100 Units.

This course will examine the concept and definition of empire and the practices of imperial control through a case study of Mesopotamia's best-known empire, the Neo-Assyrian (first half of the 1st millennium BCE). At its peak, the Assyrians ruled a vast area covering most of modern Iraq and Syria, plus parts of Iran, Turkey and the Levant, with aspirations to control Egypt. The gradual expansion of this empire from late 2nd millennium BCE beginnings and its extremely rapid collapse in ca. 612 BCE provide an excellent example of the tensions within trajectories of empire. The course themes include warfare and political strategies, identity and ethnicity, imperial bureaucracy, and the practical and ideological purposes of infrastructure building. Evidence examined will include texts (in translation) and the archaeological record at various scales, from settlements through artworks. We will also examine paradoxes, such as the contrast between textual claims of hegemony and limited archaeological evidence for this, and the power of visual propaganda versus its select audience.

Instructor(s): Augusta McMahon Terms Offered: Spring

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

Equivalent Course(s): HIST 20405

NEHC 20017. Ancient Empires VII: Sumerians and Akkadians. 100 Units.

The course introduces students to the first 'empires' in the ancient Middle East. We will study the earliest attempts under both Sumerian and Akkadian leadership at unifying the old Sumerian city states in what is today southern Iraq in the mid-third millennium BCE. Our focus will then be on the two successful empires that arose from these attempts, namely the one founded by Sargon of Akkade in ca. 2300 BCE and the one ruled by the Third Dynasty of Ur from 2092-2033 BCE. While exploring a rich variety of sources, both textual and from archaeological contexts, we will pay particular attention to understanding expansionist efforts, strategies of empire building, the establishment of a centralized state bureaucracy, ideologies of kingship, ethnicity and identity, as well as rebellions against the new political system and theories about why these early empires began to crumble after only a few generations. Since these new forms of dominion were tested and developed for the first time in this formative period and kings of these dynasties acquired a special status in Mesopotamian cultural memory, this course provides a solid base for understanding the later development of ancient Middle Eastern history but can also be studied for the sake of understanding early empire formation.

Instructor(s): Jana Matuszak Terms Offered: Spring

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

Equivalent Course(s): HIST 20406

NEHC 20018. Ancient Empires VIII: Arabia and the Arabs - on the edge of empire (3000 BCE to the 7th century CE) 100 Units.

This course will explore the development of the Arabian Peninsula and Arab identity from the earliest times to shortly after the rise of Islam. Using mainly archaeological evidence, but considering also epigraphic, textual, and linguistic evidence, it will examine a range of case studies chosen to provide an overview of regional developments from the Bronze Age to the Late Antique period. A key text will be Hoyland's (2001) *Arabia and the Arabs*; from the Bronze Age to the coming of Islam, which will be brought up to date through examination of recent archaeological and epigraphic evidence. The course will also examine the way in which the empires and powers surrounding Arabia (eg Mesopotamia, the Indus, Rome/Byzantium, the Persian empires) affected the development of a this relatively marginal (in economic terms) region, leading to the rise of Islamic/Arab empire in the 7th century.

Instructor(s): Derek Kennet Terms Offered: Spring

Equivalent Course(s): HIST 25604

NEHC 20416. Semitic Languages, Cultures, and Civilizations I. 100 Units.

This course looks at the attestations of Semitic, the development of the language family and its individual languages, the connection of language spread and political expansions with the development of empires and nation states (which can lead to the development of different language strata), the interplay of linguistic innovation and archaism in connection with innovative centers and peripheries, and the connection and development of language and writing.

Terms Offered: TBD

Equivalent Course(s): NEHC 30416, SOSC 20416, HIST 15702

NEHC 20417. Semitic Languages, Cultures, and Civilizations II. 100 Units.

This course explores various peoples of the ancient Near East from the third through the first millennium BC. The shared characteristic of those peoples is their use of Semitic languages. The focus is on major cultural traditions that later become of interest for the modern Middle East and for the Western world. This course provides a background to understand contemporary problems in a historical context. This includes a close examination and discussion of representative ancient sources, as well as readings in modern scholarship to help us think of interpretative frameworks and questions. Ancient sources include literary, historical, and legal documents. Texts in English.

Terms Offered: TBD

Note(s): Not open to first-year students

Equivalent Course(s): HIST 15703, NEHC 30417, SOSC 20417

NEHC 20418. Semitic Languages, Cultures, and Civilizations III. 100 Units.

The course studies how various groups in the Middle East imagined the ancient Semitic heritage of the region. We examine how Semitic languages (in particular, Arabic and Hebrew) came to be regarded as the national markers of the peoples of the Middle East. We likewise explore the ways in which archeologists, historians, novelists, and artists emphasized the connectivity between past and present, and the channels through which their new ideas were transmitted. The class thus highlights phenomena like nationalism, reform, and literary and print capitalism (in both Hebrew and Arabic) as experienced in the Middle East.

Terms Offered: TBD

Note(s): Not open to first-year students

Equivalent Course(s): NEHC 30418, JWSC 21100, SOSC 20418, HIST 15704

NEHC 20501. Islamic History and Society I: The Rise of Islam and the Caliphate. 100 Units.

This course covers the period from ca. 600 to 1100, including the rise and spread of Islam, the Islamic empire under the Umayyad and Abbasid caliphs, and the emergence of regional Islamic states from Afghanistan and eastern Iran to North Africa and Spain.

Instructor(s): Ahmed El Shamsy Terms Offered: Autumn

Equivalent Course(s): RLST 20501, SOSC 20501, CMES 30501, MDVL 20501, NEHC 30501, HIST 25704, HIST 35704, ISLM 30500

NEHC 20503. Islamic History and Society III: The Modern Middle East. 100 Units.

This course covers the period from ca. 1750 to the present, focusing on Western military, economic, and ideological encroachment; the impact of such ideas as nationalism and liberalism; efforts at reform in the Islamic states; the emergence of the "modern" Middle East after World War I; the struggle for liberation from Western colonial and imperial control; the Middle Eastern states in the cold war era; and local and regional conflicts.

Instructor(s): Holly Shissler Terms Offered: Spring

Prerequisite(s): Not open to first-year students

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

Equivalent Course(s): HIST 35904, SOSC 20503, HIST 25904, NEHC 30503

NEHC 20601-20602-20603. Islamic Thought and Literature I-II-III.

This sequence explores the thought and literature of the Islamic world from the coming of Islam in the seventh century C.E. through the development and spread of its civilization in the medieval period and into the modern world. Including historical framework to establish chronology and geography, the course focuses on key aspects of Islamic intellectual history: scripture, law, theology, philosophy, literature, mysticism, political thought, historical writing, and archaeology. In addition to lectures and secondary background readings, students read and discuss samples of key primary texts, with a view to exploring Islamic civilization in the direct voices of the people who participated in creating it. All readings are in English translation. No prior background in the subject is required. This course sequence meets the general education requirement in civilization studies. Taking these courses in sequence is recommended but not required.

NEHC 20601. Islamic Thought and Literature I. 100 Units.

In the first quarter of Islamic Thought and Literature, students will explore the intellectual and cultural history of the Islamic world in its various political and social contexts. Chronologically, the course begins with emergence of Islam in the 7th century CE and continues through the Mongol conquests until the rise of the "gunpowder empires" circa 1500. Students will leave the course with a historical and geographical framework for understanding the history of the Middle East and a familiarity with the major forms of premodern Islamic cultural production (e.g., history-writing, scriptural exegesis, poetry, philosophy, jurisprudence, etc.). Students will also develop the skills and contextual knowledge necessary for analyzing these sources in English translation; they will thus come to appreciate premodern Islamic cultural products on their own terms while engaging in the collective work of historical interpretation. No prior background in the subject is required. This sequence meets the general education requirement in civilization studies.

Instructor(s): O'Malley, Austin, Jack Buredn Terms Offered: Autumn

Equivalent Course(s): SOSC 22000, HIST 25610, RLST 20401, MDVL 20601

NEHC 20602. Islamic Thought and Literature II. 100 Units.

In the second quarter of Islamic Thought and Literature, students will explore the Islamic world in its various political, social, and intellectual aspects. Chronologically, the course begins with the consolidation of the "gunpowder empires" in the 16th Century and continues into the modern era. Students will leave the course with a historical and geographical framework for understanding the history of the Middle East and a familiarity with the major debates such as state reform efforts, Islamic modernism, and nationalism; new genres (e.g., the novel); and new modes of communication, such as journals and newspapers. No prior background in the subject is required. Participation in the first quarter of the sequence is assumed. This sequence meets the general education requirement in civilization studies.

Instructor(s): Holly Shissler, Murat Bozluolcay 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): RLST 20402, MDVL 20602, SOSC 22100, HIST 25615

NEHC 20603. Islamic Thought & Lit III - Education, Students and Protests in the modern MENA. 100 Units.

In the modern MENA, universities, schools and campuses were important arenas of intellectual life, political formations, and democratic, anticolonial and feminist struggles. In these educational venues, professors and teachers encouraged debates about Islam as a faith, a civilization, and a culture. This class will thus follow the history of MENA educational institutions, like the Syrian Protestant College (later the American University of Beirut), and the ways in which they shaped ideas about Enlightenment, science and modernity. We will likewise explore the careers and writings of teachers, pedagogues and theoreticians of education, like Butrus al-Bustani, Khalil al-Sakakini, Mary Ajami, Sati al-Husri, Taha Hussein, and Ghassan Kanafani. In tandem, we will look at students' activism in the Middle East. Some of the case studies we will examine include: students in the Levant who defended a professor persecuted for his support of Darwinism in 1882; anticolonial student activism in Egypt in 1919; students' demonstrations against the British and French mandates and the spread of Zionism, which took place in Baghdad, Jerusalem, and Damascus during the interwar period; campus activism of nationalists, communists, and Muslim Brothers in the 1940s and 1950s and the radicalization of universities and schools following the Nakba and global processes of decolonization; and education in Palestinian refugee camps and Israeli transit camps.

Instructor(s): Orit Bashkin Terms Offered: Spring

Equivalent Course(s): MDVL 20603, SOSC 22200, RLST 20403, HIST 25616

SALC 20100-20200. 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.

SALC 20100. 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): Andrew Ollett Terms Offered: Winter

Equivalent Course(s): MDVL 20100, SALC 30100, HIST 10800, SOSC 23000, ANTH 24101

SALC 20200. Introduction to the Civilizations of South Asia II. 100 Units.

The second quarter analyzes the colonial period (i.e., reform movements, the rise of nationalism, communalism, caste, and other identity movements) up to the independence and partition of India.

Instructor(s): Dipesh Chakrabarty Terms Offered: Spring

Prerequisite(s): SALC 20100, ANTH 24101, HIST 10800, SOSC 20000, SOSC 23000

Equivalent Course(s): HIST 10900, SALC 30200, SOSC 23100, ANTH 24102

CIVILIZATION STUDIES CORE STUDY ABROAD PROGRAMS

Students may also complete their civilization studies requirement by participating in one of the College's Study Abroad programs. For more information regarding which programs qualify and when they are offered, consult the Study Abroad (<http://collegecatalog.uchicago.edu/thecollege/offcampusstudyprograms/>) section of this catalog or visit study-abroad.uchicago.edu (<http://study-abroad.uchicago.edu>).

