

HISTORY

Department Website: <https://history.uchicago.edu>

PROGRAM OF STUDY

The Department of History at the University of Chicago teaches skills and habits of mind that prepare students for a wide field of endeavors—from law, government, and public policy to the arts and business. Majoring in history prepares students to become producers of knowledge and responsible consumers of the same. As a history major, you will explore large-scale social, cultural, and political processes, locate the primary and secondary sources necessary to develop answers to critical historical questions, and, with the assistance of dedicated faculty, transform your research into historical arguments that shed light on the multiple ways our world, our very reality, has changed over time.

GOALS OF THE HISTORY MAJOR

By the end of their studies, history majors should be able to:

- Distinguish between primary and secondary sources, and know how to use each for historical analysis.
- Identify key inflection points within at least one geographical, temporal, and/or thematic subfield of history.
- Construct a viable historical question and create a plan for answering that question.
- “Think historically” — that is, understand causality, context, and change-over time.
- Interpret and analyze contemporary events within an appropriate context (i.e. become better “consumers of history”).

THE HISTORY MAJOR

Students interested in a history major should consult the Department of History’s Associate Director of Undergraduate Studies before the end of the second year. It is, however, possible to join the major as a third-year student. Students must declare their track by the end of sixth week of Winter Quarter of their third year. In order to pursue the Thesis Track or Capstone Track, students must submit an application to the Thesis or Capstone Track no later than the end of the sixth week of Winter Quarter of their Third Year, including a short description of the proposed thesis or capstone project.

Students may choose from three tracks:

- **Thesis Track**—Students produce a piece of original historical scholarship of approximately 40 to 60 pages in length. The thesis is a three-quarter-long research project in which students develop a significant and original interpretation of a historical issue of their choosing. Theses are due the second Friday of Spring Quarter at 4 p.m. Students in the Thesis Track are eligible for departmental honors.
- **Capstone Track**—Students produce a piece of original historical scholarship through a project that can take many forms other than a thesis, such as a documentary, a podcast, an art installation, a historical novella, a video game, etc. The capstone is a three-quarter-long research project in which students develop a significant and original historical proposal of their choosing. Capstone projects are due the second Friday of Spring Quarter at 4 p.m. Students in the Capstone Track are eligible for departmental honors.
- **Colloquium Track**—Students are not required to produce a final thesis or project and instead take additional electives. Students complete 12 courses, including Historiography and the Research Colloquium.

MAJOR REQUIREMENTS

Major Field

Courses 1–6

Regardless of track, each history major chooses a major field, which can be geographic or thematic.

Approved major fields are listed below. However, students may propose another major field in consultation with the Department of History’s Associate Director of Undergraduate Studies. Students take six courses in the major field.

Geographic Fields: Africa, Ancient Mediterranean, Atlantic and Caribbean, East Asia, Europe, Latin America, Middle East, North America, Russia, South Asia

Thematic Fields: Economic, Empire, Environment, Gender/Sexuality, Intellectual, Legal, Political, Race, Religion, Science/Technology/Medicine, Urban

Historiography (HIST 29803)

Course 7

Historiography, the Department’s historical methods seminar, is required of all history majors and is generally offered every quarter. Students must indicate their intention to enroll in Historiography to the Department of History’s Associate Director of Undergraduate Studies by the sixth week of the preceding quarter and seats will be allocated based on seniority/the urgency with which students need the course for graduation.

For all students, but especially those who plan to pursue the Thesis Track or Capstone Track, we recommend taking Historiography in the third year.

Research Colloquium

Course 8

Students in all three tracks must take a Research Colloquium (HIST 296xx-numbered course), which is a research- and writing-intensive seminar. These are offered every quarter on a variety of topics. For all students, but especially those who plan to pursue the Capstone Track or Thesis Track, it is strongly recommended that this course be taken in the third year.

Tracks

Courses 9–12

- **Thesis Track** students must take BA Thesis Seminar I (HIST 29800), BA Thesis Seminar II (HIST 29801 and HIST 29802), and two (2) HIST-numbered electives to complete the major. Students must receive a B+ grade in BA Seminar I (HIST 29800) to continue in the Thesis Track and enroll in BA Thesis Seminar II. Students must also have a B+ grade at the end of the Autumn Quarter of BA Thesis Seminar II (HIST 29801) to enroll in the Winter Quarter of BA Thesis Seminar II (HIST 29802) and complete the thesis.
- **Capstone Track** students must take BA Thesis Seminar I (HIST 29800), Capstone Seminar (HIST 29804 and HIST 29805), and two HIST-numbered electives to complete the major. Students must receive a B+ grade in BA Thesis Seminar I (HIST 29800) to continue in the Capstone Track and enroll in the Capstone Seminar. Students must also receive a B+ grade at the end of the Autumn Quarter of the Capstone Seminar (HIST 29804) to enroll in the Winter Quarter of Capstone Seminar II (HIST 29805) and complete the capstone project. Note: Depending on the number of students completing Capstone projects, Capstone Track students may need to enroll in BA Seminar II (HIST 29801 and HIST 29802) instead of Capstone Seminar (HIST 29804 and HIST 29805).
- **Colloquium Track** students must take four HIST-numbered electives to complete the major.

Summary of Requirements for the Major

Six HIST-numbered electives distributed by field *		600
HIST 29803	Historiography	100
HIST 296xx	Research Colloquium	100
Total Units		800

* See below for distribution requirements

Additional Requirements: Thesis Track

HIST 29800	BA Thesis Seminar I	100
HIST 29801	BA Thesis Seminar II (Autumn)	000
HIST 29802	BA Thesis Seminar II	100
Two HIST-numbered electives		200
Total Units		400

Additional Requirements: Capstone Track

HIST 29800	BA Thesis Seminar I	100
HIST 29804	Capstone Seminar (Autumn)	000
HIST 29805	Capstone Seminar	100
Two HIST-numbered electives		200
Total Units		400

Additional Requirements: Colloquium Track

Four HIST-numbered electives		400
Total Units		400

Distribution Requirements

- At least one course that treats history before 1800 and at least one course that treats history after 1800.
- Courses must cover at least two different geographic areas.

Note: A single course cannot satisfy both distribution requirements, and a research colloquium cannot satisfy this requirement. No more than three Civilization Sequence courses can be applied toward the major.

OTHER COURSE INFORMATION

Course Numbering

History courses numbered 10000 to 29999 are intended for College students; 10000-level courses are introductory. Some 20000-level courses have 30000-level equivalents when they are open to graduate students. To register for 20000/30000 cross-listed courses, undergraduates must use the undergraduate number (20000). History courses numbered 40000 to 49999 are intended primarily for graduate students but are open to advanced College students with the consent of the instructor. Undergraduates registered for 40000-level courses are held to the graduate-level requirements. Courses numbered 50000 or above are open only to graduate students.

Reading and Research Courses

Students interested in pursuing a program of study that cannot be met by means of regular courses have the option of devising a HIST 29700 Readings in History course that is taken individually and supervised by a member of the Department of History faculty. Such a course requires the approval of the Department of History's Associate Director of Undergraduate Studies and the prior consent of the instructor with whom the student would like to study. Note: Enrollment in HIST 29700 is open only to students who are doing independent study that is not related to the research or writing of the BA thesis. As a general rule, only one reading and research course can be counted toward the history major.

Grading

The Research Colloquium (HIST 296xx-numbered courses), BA Seminar I-II, and the Capstone Seminar must be taken for quality grades. In exceptional circumstances, students who are majoring in history may petition to allow a course taken for a pass/fail grade to count toward other the requirements of the major. Students wishing to do so should consult with the Department of History's Associate Director of Undergraduate Studies. A pass grade is to be given only for work of C- quality or higher. Students should also consult with their College adviser about the appropriateness of pass/fail grading options in their larger program of study.

Petitioning for Outside Credit

The Department of History offers a wide variety of courses each quarter, and majors are strongly encouraged to take history courses to fulfill the requirements of the major. In some instances, courses that originate outside the department can be used to fulfill the course requirements of the major. To receive history credit for non-departmental courses, you must petition the Undergraduate Studies Committee for approval. Petitions are reviewed by the Undergraduate Studies Committee once per quarter in Week 6. Approval of petitions is not guaranteed, and students who need a history course to complete their major are strongly encouraged to instead seek out a course with HIST course numbers. A few things to keep in mind:

- Petitions must include a course description, a syllabus, and a narrative explanation of the historical content and/or approach of the course.
- Petitions will be assessed based on the extent to which the course was taught within the discipline of History (that is, courses simply about the past will not be approved.)
- Students may not submit petitions in their final quarter prior to graduation.
- Courses taken abroad may also be used toward the major, pending approval of a petition; however, more than half of the requirements for the major must be met by registering for courses bearing University of Chicago course numbers.
- Generally, no more than two petitions per student will be approved.

History minors may not petition for outside courses to count for history credit.

HONORS

Students pursuing the Thesis and the Capstone Tracks are eligible for departmental honors. The distinction of honors requires a minimum 3.7 GPA in the major and a final A grade on the thesis or capstone project, given by the faculty advisor.

DOUBLE MAJORS AND BA/MA STUDENTS

Students planning to double major in history and another discipline are encouraged to do so, with the following stipulations:

- Double-counting: Double majors may double-count courses that are cross-listed between their two major departments toward their history major. History does not limit the number of double-counted courses, though other majors may.
- Double majors pursuing the BA Thesis Track are welcome to use one thesis to fulfill two majors provided the other major also approves.
- Similarly, BA/MA students may submit one thesis to fulfill requirements of both the BA and MA programs.
- Students completing joint theses must fulfill the requirements pertaining to the History BA thesis, including having an advisor in the Department of History, taking BA Thesis Seminar I and BA Thesis Seminar II, and meeting History's assignment and thesis deadlines.

MINOR IN HISTORY

The history minor requires six total courses: Historiography (HIST 29803) and five HIST-numbered electives. Some students may choose to specialize in a particular geographic or thematic area, while others may choose to take courses in a wide range of fields and geographies. Minor courses may not be double-counted with other majors or minors.

Summary of Requirements for the Minor

HIST 29803	Historiography	100
Five HIST-numbered electives		500
Total Units		600

STUDY ABROAD

The Department of History strongly supports study abroad. Students are allowed to apply up to six history courses taken abroad at peer institutions toward the history major, including a maximum of two tutorial-style courses (for students studying at Oxford or Cambridge). Students who would like to pursue the Thesis or Capstone but plan to study abroad in the Spring Quarter of the third year may file a petition to be exempted from BA Seminar I. These petitions must be filed before the end of Winter Quarter of the third year and will be approved on a case-by-case basis. Students studying abroad in the Autumn or Winter Quarter of the fourth year cannot complete a Thesis or Capstone and should choose the Colloquium Track.

HISTORY COURSES

HIST 10600. Power and Resistance in the Black Atlantic. 100 Units.

Beginning with the arrival of European explorers on the West African coast in the fifteenth century and culminating with the stunning success of radical abolitionist movements across the Americas in the nineteenth century, the formation of the Black Atlantic irrevocably reshaped the modern world. This class will examine large-scale historical processes, including the transatlantic slave trade, the development of plantation economies, and the birth of liberal democracy. Next, we will explore the lives of individual Africans and their American descendants, the communities they built, and the cultures they created. We will consider the diversity of the Black Atlantic by examining the lives of a broad array of individuals, including black intellectuals, statesmen, soldiers, religious leaders, healers, and rebels. We will examine African diasporic subjects as creative rather than reactive historical agents and their unique contributions to Atlantic cultures, societies, and ideas. Within this geographically and temporally expansive history students will explore a key set of animating questions: What is the Black Atlantic? How can we understand both the commonalities and diversity of the experiences of Africans in the Diaspora? What kinds of communities, affinities, and identities did Africans create after being uprooted by the slave trade? What methods do scholars use to understand this history? And finally, what is the historical and political legacy of the Black Atlantic?

Instructor(s): M. Hicks Terms Offered: Winter
Equivalent Course(s): RDIN 10600, DEMS 10600, LACS 10600

HIST 10601. How Sugar Conquered The World. 100 Units.

This class explores how and why an uncommon delicacy, originally cultivated in the Middle East as a medicinal, came to dominate global commodity markets and lead to revolutionary transformations in land use, labor, dietary habits, and consumer cultures. As one of the principal drivers of European colonization of the Americas from the seventeenth century onward, sugar created fortunes while also leaving an unparalleled path of destruction in its wake, as enslaved workers were mobilized to undertake the arduous work of growing and harvesting it. In order to populate sugar plantations, Europeans spurred a demographic revolution in the Americas, bringing millions of Africans to colonial shores to grow the crop. Prized for its flavor and dazzling color, sugar soon overtook not only all other sweeteners in popularity and prestige among elites but quickly became a cornerstone of the diets of everyday workers in industrializing Europe. In the 20th century, sugar would become one of the world's most traded items and a major source of calories for global populations. Taking a vertical approach to the study of sugar, this class will examine every facet of its production and consumption. We will explore its symbolic representations and chemical properties. A major focus will be on how sugar cultivation inspired a range of developments in agricultural labor and technology. Students will be asked to analyze a range of primary sources and work on both individual and group assignments.

Instructor(s): M. Hicks Terms Offered: Spring

HIST 11004. Gender and Sexuality in World Civilizations III: South Asia. 100 Units.

This course will explore major themes in the history of women, gender, and sexuality in modern South Asia. We will address reform, legislation, nationalism, and rights discourses across periods of colonialism and independence in the nineteenth and twentieth century. This includes examining how colonial reforms and criminal codes impacted women with respect to education, marriage, abortion, infanticide, and prostitution, as well as how laws targeted gender expression and criminalized forms of queerness. In independent South Asia, we will consider the development of gender and queer rights discourses and how these have been shaped by the politics of patriarchy, religion, caste, and class. We will also examine instances of gendered and sexual violence during moments of rupture such as the Partition of India and the Bangladesh Liberation War. Students in this course will draw on a range of primary and secondary texts across written and visual mediums to critically

think about the place of women and gender/sexual minorities and their expressions of resilience and defiance in modern South Asia.

Instructor(s): Zoya Sameen Terms Offered: Spring

Note(s): This is an optional 3rd quarter of GNSE Civ. Students must have taken the first two quarters to be able to count this as a Core class.

Equivalent Course(s): SALC 15005, GNSE 15005

HIST 11703. Jewish Civilization III - Jewish Spaces and Places, Imagined and Real. 100 Units.

What makes a ghetto, a ghetto? What defines a Jewish neighborhood? What determined the architectural form of synagogues? Taught in Special Collections in Regenstein Library and making extensive use of the textual and visual sources there, this course will analyze how Jews (in all their diversity) and non-Jews defined Jewish spaces and places. Sources will include: Jewish law and customary practice, cookbooks, etiquette guides, prints, films, novels, maps, memoirs, architectural drawings and photographs, and tourist guides. We may also take a field trip to the Oak Woods Cemetery. The focus will be on Europe in the 19th and 20th centuries, but we will also venture back into the early modern period and across the Mediterranean to Palestine/Israel and North Africa and the Atlantic to the Caribbean and the Americas. We will study both actually existing structures and texts and visual culture in which Jewish places and spaces are imagined or vilified. Parallel to our work with primary sources we will read in the recent, very rich, scholarly literature on this topic. This is not a survey course; we will undertake a series of intensive case-studies through which we will address the larger issues. Assignments include: presentations (individual or collaborative), short papers, Canvas postings, and there will also be the option of making a digital map or an on-line exhibition. This is a limited-enrollment, discussion-based course. No previous knowledge of Jewish history is expected.

Instructor(s): Leora Auslander Terms Offered: Spring. Not offered in 2025–26

Note(s): In order for a Jewish Civilization III course to qualify as a civilization course for the general education requirement, the student must also take Jewish Civilization I and II. A Jewish Civilization III course, however, may also be taken as an independent elective.

Equivalent Course(s): JWSC 12006, NEHC 12006, RLST 22015

HIST 12103. Pirates, Renegades, and Refugees in the Early Modern Mediterranean. 100 Units.

An enslaved Italian woman becomes the de facto ruler of the Ottoman Empire. A Muslim diplomat expelled from Spain exchanges letters with a renowned Dutch Orientalist. A Spanish soldier held captive for five years in Algeria returns home to write the first modern novel. In the sixteenth and seventeenth centuries, the encounter between Christians, Muslims, and Jews in the Mediterranean made thousands of lives like these possible, men and women who traversed the borders between countries, languages, and religions. This course will examine cross-cultural encounters in the early modern Mediterranean world by focusing on three closely related dynamics: piracy, captivity, and religious conversion. We will explore questions such as: How did an upsurge of piracy contribute to the enslavement of millions of people on both shores of the Mediterranean? How did captives advocate for themselves and write about their experiences? What motivated early modern people to adopt a new faith? By reading firsthand accounts from captives, travelers, and migrants, we will look closely at the processes that made early modernity a time of unprecedented mobility for people around the globe. This course is open to all students in the College, and no prior knowledge of early modern history is required.

Instructor(s): K. Randazzo Terms Offered: Winter

Equivalent Course(s): RLST 27393

HIST 12203. Italian Renaissance: Petrarch, Machiavelli, and the Wars of Popes and Kings. 100 Units.

Florence, Rome, and the Italian city-states in the age of plagues and cathedrals, Petrarch and Machiavelli, Medici and Borgia (1250-1600), with a focus on literature, philosophy, primary sources, the revival of antiquity, and the papacy's entanglement with pan-European politics. We will examine humanism, patronage, politics, corruption, assassination, feuds, art, music, magic, censorship, education, science, heresy, and the roots of the Reformation. Writing assignments focus on higher level writing skills, with a creative writing component linked to our in-class role-played reenactment of a Renaissance papal election (LARP). First-year students and non-History majors welcome.

Instructor(s): A. Palmer Terms Offered: Spring

Prerequisite(s): Graduate students by consent only.

Equivalent Course(s): HIST 32202, CLCV 22216, KNOW 12203, RLST 22203, ITAL 16000, FNDL 22204, ITAL 32202, SIGN 26034, MDVL 12203, RENS 12203

HIST 12204. Beyond the Vitruvian Man: Architecture and the Body in the Italian Renaissance. 100 Units.

With its ideal proportions inscribed in perfect geometry, the Vitruvian Man long served as the iconic model of early modern architecture, inspiring Renaissance designers to reimagine buildings and cities in pursuit of its ideal form. Yet this abstract male figure, often framed as a symbol of human dignity, conceals the vital multiplicity essential to both human and urban life and obscures the diverse experiences of early modern populations. This course challenges students to consider how the human body—both as a cultural construct and a site of lived experience—shaped the design and reception of early modern architecture. While the Vitruvian Man serves as our point of departure, we will move beyond its idealised geometry to explore how sensory experience and embodied practice animated and reconfigured Renaissance architectural space, paying particular attention to urban inhabitants who negotiated, reshaped, and at times overturned the harmonious projections of architects and designers. Students will engage with canonical architects such as Michelangelo, Alberti, and Leonardo alongside ordinary inhabitants—including artisans, women, Jewish communities, and travellers—who deployed

their eyes, ears, hands, mouths, and feet to rewrite the meaning of urban space and inscribe their own presence in the fabric of Renaissance cities. With their support, we will also explore the potential for historical urban experience to inform, unsettle, or inspire the way we imagine cities today.

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

Prerequisite(s): This course is an art in context core course. This course fulfills the following requirements in the ARTH major and minor: European and American pre-1800

Equivalent Course(s): ARTH 17551

HIST 12307. The World in Paris and Paris as the World: Paris and its Expositions Universelles. 100 Units.

Beginning with the Great Exhibition of 1851, World's Fairs (Expositions Universelles) emerged as defining spectacles of modernity, showcasing technological progress, imperial ambitions, and competing visions of the future. Drawing millions of visitors, these large-scale events blended innovation, nationalism, and global exchange, effectively serving as "miniature worlds" that reflected both the promises and contradictions of their time. While cities such as Chicago, Barcelona, and New York City hosted influential fairs, Paris became the archetype of the Exposition Universelle. This course uses Paris as a living classroom, examining how these events shaped the city's landscape and global identity. Students will also consider connections to the World's Columbian Exposition, whose legacy remains visible in Chicago's Midway and Jackson Park. The course introduces the broader history of World's Fairs before focusing on three major Paris expositions: 1889, marked by the construction of the Eiffel Tower; 1900, reflecting on a century of progress; and 1937, which revealed rising political tensions preceding World War II. Combining lectures with site visits, students will engage directly with Paris as both text and terrain. For the final project, students will explore a specific theme—such as architecture, science, art, or international representation—through a paper or creative format (e.g., presentation, podcast, or video).

Instructor(s): M. Tenorio Terms Offered: Summer, September Term

HIST 12603. Modern German History, 1740-Present. 100 Units.

This course introduces students to topics in German history from the nineteenth century to the present.

Beginning with the fade of the Holy Roman Empire and ending with the Federal Republic in contemporary Europe, we will follow the transformation of the German lands from a loose federation of small and provincial states into a unified nation and a global power. Wednesday lectures will engage visual, material, and audio sources to explore events and themes including nation-building, the colonial empire, the World Wars, National Socialism, the Holocaust, the Cold War, and re-unification. Friday discussions will center on close readings of primary source texts and films that document the ruptures and discontinuities that define German history in the modern period: the successes and failures of revolution; the construction and destruction of walls; the formation of mass politics; the trauma of genocide; the construction of plural German identities in and beyond the German national state. We will approach these subjects from a variety of registers of experience, keeping open two fundamental questions: What is German? What is history? A Languages Across the Curriculum (LxC) section will be available pending interest. Assignments: short creative writing assignments throughout the quarter and a final exam.

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

Prerequisite(s): No background in German or European history is required.

Equivalent Course(s): GRMN 12603

HIST 12702. Queer Modern Europe. 100 Units.

Queer Modern Europe" provides an overview of queer European history from the mid-nineteenth century to the present. Beginning with early sexologists, we will explore topics ranging from the scandals of fin-de-siècle metropolises to the vibrant interwar era, from the devastation of two world wars to modern liberation movements. Students will analyze a diverse array of primary sources, including court transcripts, medical texts, postcards, films, and manifestos. Rather than seeking fixed or essential identities, the course will encourage students to explore how ideas of sexuality and queerness were constructed in specific geographic and temporal contexts. Our focus on modern Europe will extend beyond its geographical boundaries, prompting students to consider Europe as a porous entity with complex, mutually constitutive relationships with the rest of the world. Throughout the term, we will also engage with contemporary works that draw inspiration from historical figures and events. We will consider how historians, filmmakers, and artists touch queer histories and ask what their methods and objectives reveal about the politics of queer historical storytelling. Course assignments will center on queer archives, allowing students to critically examine how the queer past is documented and represented. What kinds of questions can we ask of queer archival materials, and how can we use them to illuminate broader historical frameworks?

Instructor(s): Madeline Adams Terms Offered: Spring

Note(s): This course counts as a Foundations course for GNSE majors

Equivalent Course(s): GLST 22142, GNSE 12142

HIST 12706. Diaspora(s) 100 Units.

This class will orient students to the practices, frameworks, and geographies of diasporic communities from the early modern period to the present. The term's initial origins in Jewish experiences of forced dispersal and migration underscores how its meaning is shaped by histories of collective displacement and loss, as well as invention and heritage. The discourse of diaspora remains foundational for several interdisciplinary fields, including Black studies, Asian American studies, Indigenous studies, Latinx studies, and more. Within these intellectual orientations, diasporic identities are notably expansive and unfixed. As observed by the late cultural

theorist Stuart Hall, "diaspora identities are those which are constantly producing and reproducing themselves anew, through transformation and difference," bridging old and new traditions of worldmaking, resistance, and solidarities within and across distinct diasporic sensibilities." Students in this class will work with scholarly, literary, sonic, and visual materials demonstrating how use of diaspora alternately mobilizes and roots people, in ways that claim pasts and futures at once.

Instructor(s): Adom Getachew Terms Offered: Winter

Equivalent Course(s): RDIN 12200, PLSC 22200, GLST 22700

HIST 14601. Twentieth-Century China through Great Trials. 100 Units.

This course surveys China's turbulent twentieth century through the lens of great trials. From communist show trials to international courts, from struggle sessions to investigative journalism, and from trial by mob to trial by media, students will witness public and private "justice" in action both in and beyond the courtroom and across the long century's radically different governmental regimes. Our view of China will explore both the sweeping events of revolution and individual experiences. There is no prerequisite for this course.

Instructor(s): J. Ransmeier Terms Offered: Autumn

Equivalent Course(s): LLSO 24600, EALC 14601

HIST 15006. Histories of the Bomb. 100 Units.

In the long history of the planet, the years since 1945 have a remarkable and unique geological signature: one left by the creation and testing of atomic weapons, medicine, and energy. This class explores the intellectual, social, economic, and political histories of nuclear research, including topics such as transnational scientific migrations; the Manhattan Project; weapons testing and development; the rise of "Big Science"; postcolonial histories of nuclear development; domestic and international anti-nuclear activism; and ecological and environmental impacts of fallout, waste, and nuclear accidents. Drawing on both primary and secondary sources, we will consider how the story we tell about the history of the nuclear age and the rise of science came to be, and how that story has transformed at different points in the twentieth century.

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

Equivalent Course(s): HIPS 15006

HIST 15007. History of Biotech. 100 Units.

In 2007, the physicist Freeman Dyson declared that while the twentieth century had been the "century of physics," the twenty-first century would belong to biology. This course explores the scientific, social, economic, and political histories of biology and biotechnology in the twentieth and twenty-first centuries, including topics such as the birth of Mendelian genetics; the discovery of DNA; eugenics and population science; synthetic biology and genetic engineering; the sequencing of the human genome; and the explosive growth of corporate and commercial biotechnology and the patenting of life itself. Drawing on primary and secondary sources, including scientific papers, legal decisions, corporate reports, and popular fiction, we will explore how our present "Century of Biology" came to be.

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

Equivalent Course(s): HIPS 15007, CEGU 25007

HIST 15604. 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, NEHC 20013

HIST 15802. Country and City in the Modern Middle East. 100 Units.

In *The Country and the City*, Raymond Williams surveyed a dizzying repertoire of literary and visual imagery to show that this seemingly elemental conceptual binary was a product of industrial capitalism. Rather than "the country" being a primitive and unsullied domain infringed upon by "the city," an exogenous modernizing juggernaut, Williams invited us to consider how both categories were made and remade, relationally, through a crescendo of interconnected, social and economic processes. As in Williams' area of study, England, the modern Middle East similarly underwent a dramatic reordering of space, place and conceptual vocabulary as it was incorporated unevenly into the global economy from the 18th through the 20th centuries. With some notable exceptions, the urban and rural parts of this transformation have been covered separately in the historiography. This course aims to consider them synthetically and to explore the prospects for theorizing, with the benefit of a range of interdisciplinary case studies, a shared conceptual framework for the transformation of city and country in the Modern Middle East.

Instructor(s): I. Hand Terms Offered: Spring

HIST 16604. Ancient Conceptions of the World and its Peoples. 100 Units.

An examination of how ancient cultures—including ancient Egypt, the Greco-Roman Mediterranean, India, and China—envisioned the world in which they lived and the diverse peoples that inhabited it. Students will explore a

variety of textual and material sources; they will investigate not only how different ancient cultures understood the mechanics of the universe, but how they envisioned and represented those who dwelled beyond the realm of the familiar.

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

Equivalent Course(s): CLCV 26604

HIST 17000. Myth and Its Critics. 100 Units.

Myth is essential to how humans make sense of the world: our foundational stories explain the nature of the world; they justify and explore social and sexual difference; they teach and test the limits of human agency. The course will survey contexts and uses of myth-making in the ancient Mediterranean world. We will also explore the many traditions of critique and anxiety about myth-making, among philosophers, literary critics and religious authorities.

Instructor(s): C. Ando Terms Offered: Spring, Spring 2027

Equivalent Course(s): RLST 28498, SIGN 26037, CLCV 15000

HIST 17002. Ancient Sicily: History, Archaeology, Culture, Landscape. 100 Units.

Standing at the crossroads of the Mediterranean, the island of Sicily played a crucial role-geographically, politically, economically, and culturally-in the history of the ancient world, often as the site of intense contestation and cultural interaction between different peoples and cultures (whether indigenous Sicilian, Greek, Punic, or Roman). In this course, we will explore the history, archaeology, culture, and landscape of ancient Sicily from the archaic period to late antiquity, through the study of texts, archaeological sites, and objects. Topics and themes to be explored along the way include ecology and landscape; colonization and identity (e.g., "Hellenization," "Romanization"); cultural, technological, and artistic developments and trends (including drama, athletics, and architecture); tyranny, empire, and government; myth and religion; agriculture, slavery, and villa culture.

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

Equivalent Course(s): CLCV 27002

HIST 17401. Science, Culture, and Society II - Medieval and Early Modern Science. 100 Units.

This course considers the global history of science from the eleventh to the eighteenth centuries, looking at the relationship between science, power, and the state in shaping the making of knowledge about nature in the medieval and early modern world. Topics will include the histories of astronomy, botany, medicine, navigation, alchemy, and mechanics, as well as dynamics of translation, transmission, and circulation and the relationship between science and religion. At the same time, this is also a class about how we think and write about the history of science itself, including what "counts" as science, where science can be said to begin, and whether there was such a thing as a "Scientific Revolution" at all.

Instructor(s): Emily Kern Terms Offered: Autumn. Offered in Autumn 2025

Equivalent Course(s): HIPS 18404

HIST 17405. Science, Culture, and Society in Western Civ III: History of Science and Technology in Russia. 100 Units.

In "History of Science and Technology in Russia," students will study the process of entry and formation of Russian science as a part of European and ultimately global science. We will explore how science and scientists fared under different political regimes, ideologies, and social structures. We will also consider the quality of scientific education and the contributions of Russian scientists in the 18th-20th centuries. What has the world given Russian science and what has Russian science brought to the world? What was unique about the constitution of Russian science, and what were the similarities between scientific and educational problems and institutions in Russia (Russian Empire, USSR) and those in Europe and the United States?

Instructor(s): A. Shokareva Terms Offered: Spring. Offered in Spring 2026

Equivalent Course(s): HIPS 18509, REES 28509

HIST 17800. Formations of Indigeneity. 100 Units.

Whose land are we on? What does it mean to be "Indigenous" for generations past and in the twenty-first century? From debates over claims to Indigenous ancestry and pretensions to land-based struggles to protect sacred sites from development and resource extraction, understanding the stakes of these concerns for Indigenous Peoples is more relevant than ever. This seminar-part of the undergraduate major sequence in the Department of Race, Diaspora, and Indigeneity-introduces students to core terms, texts, and tiffs in the field of Critical Indigenous Studies. Topics will include: settler colonialism; imperialism; sovereignty; recognition; blood, racialization, and self-indigenization; Indiannesses and the nation; land, property, and the environment; feminism and queerness; diasporas; internationalism and self-determination; and radical relationalities for solidarity, decolonization, and liberation.

Instructor(s): Uahikea Maile Terms Offered: Winter

Equivalent Course(s): ANTH 12800, RDIN 32301, RDIN 12300, CHST 12300

HIST 17809. The United States since 1920. 100 Units.

This is a thematic lecture course on the past one hundred years of US history. The main focus of the lectures will be politics, broadly defined. The readings consist of novels and nonfiction writing, with a scattering of primary sources.

Instructor(s): J. Dailey Terms Offered: Autumn

Equivalent Course(s): LLSO 25909, AMER 17809

HIST 17906. Haunted Histories: Slavery and Memory. 100 Units.

This course draws on an eclectic range of primary sources, historical monographs, and interdisciplinary texts to examine the creative and deeply contested modes of remembering (and forgetting) chattel slavery in the United States. It begins with a brief introduction to the history of slavery before pivoting to particularly telling episodes of representation, reinterpretation, and erasure. Specific topics to be addressed include public history, dark tourism, cultural performances, early reparations movements, and popular culture. In placing these episodes into their historical contexts, we better appreciate the ways in which debates over depictions of slavery themselves illuminate the contested history of race and resistance.

Instructor(s): R. Johnson Terms Offered: Winter

HIST 17908. African-American History to 1865. 100 Units.

This introductory undergraduate lecture course examines histories of people of African descent in continental North America from the colonial period to the US Civil War. relationship between slavery and republicanism in the early United States. With an interdisciplinary approach and transnational perspective, it considers the contested role of chattel slavery in the creation of US political systems, market relations, social hierarchies, and cultural productions. We will use primary sources and secondary literature to consider the possibilities and limits of archival research; contingent histories of race-making; the relationship between slavery and capitalism; the workings of domination, agency, and resistance; and black "freedom dreams" in the antebellum United States.

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

Equivalent Course(s): AMER 17909, DEMS 17908, RDIN 17908

HIST 18002. War, Diplomacy, and Empire in US History since 1898. 100 Units.

Although the American political tradition has been defined against European empire and great power politics since the Revolution, the US has in fact been a leading global power since the late Gilded Age. This course surveys the modern history of US foreign relations from the bottom up as well as the top-down, with an eye to the social politics, culture wars, and power struggles that drove its international commitments. It also considers how causation flowed in the opposite direction, from the outside in and from the political to the social, with overseas adventures and investments shaping the prospects of everything from immigration and economic development to individual freedom, dissent, social justice, and democracy itself. Coursework includes a midterm and a final exam, as well as a project curating primary documents on US global power.

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

HIST 18003. The Civil War and Reconstruction in the Atlantic World. 100 Units.

The U.S. Civil War was among the most consequential in world history. It led to the final crisis of chattel slavery in the Western hemisphere, the conquest of millions of acres of indigenous lands, and the dawn of new regimes of racial segregation across the Atlantic World. In this course, we will approach the Civil War and its aftermath as part of an Atlantic revolution. Topics include the pre-war rise of the U.S. as a leader of the proslavery international order; the relationship between abolitionism and settler colonialism; the international revolutionary crisis unleashed by U.S. emancipation; and the hemispheric origins of Jim Crow. Throughout the semester, students will read Atlantic histories of the nineteenth-century United States that situate U.S. social and political history within comparative and transnational frameworks.

Instructor(s): S. Payne Terms Offered: Autumn

HIST 18405. Histories of Native America. 100 Units.

Modern Americans often think of their history beginning with the European discovery of the "New World." But those Europeans did not "discover" anything. In the Americas, they encountered an Old World filled with diverse Indigenous peoples, cultures, and polities; a world alive with its own dynamic histories. This course explores the world of Native North America from the evolution of complex city-states in the centuries before European invasion to the seismic changes that Indigenous peoples have navigated in the era of colonization (1492-present). Topics include Native struggles to create a shared world with settlers in the seventeenth century; movements to maintain independence from European empires and the new United States; nineteenth-century experiences of conquest, removal, confinement to reservations, and coercive assimilation; twentieth-century resurgence, battles in the courts, and "Red Power" activism; and twenty-first century struggles for sovereignty, self-determination, and environmental justice. Students will engage with a variety of primary and secondary sources, focusing on texts produced by Native people and centering Native points of view.

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

Equivalent Course(s): RDIN 18405

HIST 18702. Race, Politics, and Sports in the United States. 100 Units.

Kneeling or standing for the national anthem? Breaking the glass ceiling, coming out of the closet, or crossing the color line in sports? This course will take up the question of why sports are so central to American identity and what historic role sports and athletes have played in American political life. Muhammad Ali, Billie Jean King, Jackie Robinson, and Bill Russell are only a few of the athletes who fought for freedom, inclusion, and equality in sports and American life. Through close critical readings of popular and scholarly writing, memoirs, and visual culture (film and television), we will examine the seminal overlapping events in sports history and American history to understand the collision and convergence of our politics and sports culture.

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

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

Equivalent Course(s): RDIN 18702

HIST 19402. Economic History II: The Early Modern World, circa 1300-1800. 100 Units.

This course both describes preindustrial economic life and weighs the models used to explain fundamental changes to it. We will begin by describing some of the basic structures that determined patterns of production, exchange, and consumption in a period of low and easily reversible growth. These include agricultural productivity, demographic constraints, modes of transportation, and the social structures that governed the distribution of what little surplus premodern societies produced. Turning to the sources of economic dynamism that may have contributed to later industrialization, we will first examine the growth of long-distance trade networks starting in the late fourteenth century. How were traditional economies characterized by limited movement stimulated by the circulation of people, goods, and money from afar? We will then move to a discussion of the factors leading to (or frustrating) transformational patterns of economic growth: agricultural productivity, institutions, "proto-industrial" production in an era of limited urban growth, and changing norms of consumption. This course is part of the College Course Cluster program: Economic History, from Sumer to the Global World.

Instructor(s): P. Cheney and K. Pomeranz Terms Offered: Spring

Equivalent Course(s): ECON 12210

HIST 19902. Workers of the World: Global Labor History, 1600-present. 100 Units.

Workers of the world, unite!" But who are the workers of the world? Why would such a diverse group be considered as one? In this class, we look at the making of the modern world from below, through the perspectives, experiences, and movements of those who worked the plantations, mills, mines, and households where capitalism was forged. How did diverse experiences of free and unfree labor relate to each other? What have been the historical relationships between class, gender, race, and nationality? How have workers' movements related to the great ideological struggles between liberalism, socialism, fascism, and colonialism? We will both study the social history and political economy of work—who did what jobs where, when, under what circumstances?—and the efforts to make common political meaning out of those diverse experiences of work.

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

Equivalent Course(s): CCCT 19902, DEMS 19902, LLSO 29902

HIST 19903. Central banking history. 100 Units.

This course canvases topics in the long history of central banking. How does the law construct money? What are the economic mechanics of liquidity provision? and what political role have central banks played in nations and empires? Readings from historians, political scientists, legal scholars, economists, and anthropologists will explore the origins and evolution of central banking from the early modern period to today.

Instructor(s): Nic Johnson

Prerequisite(s): ECON 10200

Equivalent Course(s): ECON 13010, LLSO 25750

HIST 19904. The History of the Digital Economy. 100 Units.

This course offers a historical exploration of the digital economy—its origins, infrastructures, and far-reaching social and economic consequences. Rather than treating the digital world as a sudden rupture, the course situates it within a much longer history of human efforts to mechanize and automate labor, exchange, and thought. Drawing on readings from intellectual history, political economy, history of science, and media studies, students will examine how ideas of computation, automation, and connectivity evolved from early modern period to the age of artificial intelligence.

Instructor(s): Z. Fang Terms Offered: Spring

HIST 19905. Circulations: European Imperialisms and the Beginnings of Globalization, c.1492-1800. 100 Units.

We live today in a dramatically interconnected world, which social scientists often study through the lens of globalization. Why did our globe begin to become so radically interconnected, and when did this process start? Is the history of globalization the same as "global history?" Using the lens of rapidly geographically expanding European empires in the early modern world, our course will explore these questions and more. Rather than being a strictly economic or commercial history of early modern European imperialism, our course will examine three topics which have drawn the attention of historians in recent years: the circulation of people, the circulation of goods, and the circulation of ideas around the globe through the networks of European empire in the early modern period. Through developing our shared understandings of tools, evidence, and arguments historians have used to tackle these complex topics, we will grow our capacity for evaluating wide-ranging claims about the past as well as our knowledge of a dynamic and vibrant field of current historical research.

Instructor(s): M. McCord Terms Offered: Spring

HIST 19906. Democracy Against Itself: From Antiquity to Modernity. 100 Units.

How can we make sense of the global democratic crisis that dominates today's headlines? What do the historical and political transformations of democracy, from its ancient beginnings to its modern forms, reveal about our current moment? Across the United States, Europe, Asia, and the Middle East, democratic institutions seem increasingly fragile, with widespread discontent impacting public life. Whereas the ancients related to democracy in more direct terms, its modern trajectory has been marked by paradoxes obscuring our understanding of democratic ideals. This course traces the history of democracy from its origins in classical antiquity to its transformations with the rise of modern society. Starting with Ancient Greece, we examine the ideals and shortcoming of Athenian democracy through Aristotle's *Politics*, Thucydides' account of the

Peloponnesian War, and Aristophanes' comic critiques. We will then focus on the emergence of bourgeois democracy in the age of revolutions, with close readings of the American Declaration of Independence, Alexis de Tocqueville's *Democracy in America*, and key texts of the French Revolution to parse out the potential of democracy rooted in the ideals of equality and liberty. Finally, the course considers the rise and crisis of capitalist democracy, through the failed revolutions of 1848 and the emergence of mass society in the twentieth century to mark the problematic rise of nationalism and authoritarian democracy."

Terms Offered: Summer

Equivalent Course(s): SOSC 25316

HIST 19907. Circulations: European Imperialisms and the Beginnings of Globalization, c.1492-1800. 100 Units.

We live today in a dramatically interconnected world, which social scientists often study through the lens of globalization. Why did our globe begin to become so radically interconnected, and when did this process start? Is the history of globalization the same as "global history?" Using the lens of rapidly geographically expanding European empires in the early modern world, our course will explore these questions and more. Rather than being a strictly economic or commercial history of early modern European imperialism, our course will examine three topics which have drawn the attention of historians in recent years: the circulation of people, the circulation of goods, and the circulation of ideas around the globe through the networks of European empire in the early modern period. Through developing our shared understandings of tools, evidence, and arguments historians have used to tackle these complex topics, we will grow our capacity for evaluating wide-ranging claims about the past as well as our knowledge of a dynamic and vibrant field of current historical research.

Instructor(s): M. McCord Terms Offered: Spring

HIST 19908. Race, Caste, and Slavery. 100 Units.

Bourgeois modernity promised freedom, but the reproduction of hierarchies has been a constant feature of modern life. There has been a lot of talk recently about the similarities between "race" and "caste" as systems of hierarchy. Books and articles have been written aplenty, and films have been made. Nevertheless, the grounds for comparison and the meanings derived from such an endeavor remain vague at best. This seminar takes a historical approach to the problem of comparison. Instead of assuming pre-given hierarchies and seeking to define "caste" and "race" at the outset, we shall delve into the processes, practices, and historical conjunctures that make the production and reproduction of hierarchies possible. For instance, we will ask: Why and how did caste and race emerge as categories for organizing social life? Were there any similarities in these processes? How have the content and meaning of these terms changed over time and for what contextual reasons? What have been the practical effects of these systems of domination? Readings will include both primary and secondary sources; assignments consist of two take-home essay exams and a final paper. At the end of the class, students will be able to critically approach contemporary discourses around race and caste, and grasp what is at stake in analyzing these ascribed identities historically.

Instructor(s): A. Karak

Prerequisite(s): No prior knowledge of either caste in India or race in the Atlantic world is required, but students must have satisfied their SOSC core requirement to enroll.

HIST 20007. Africa in the Middle East and the Middle East in Africa. 100 Units.

From Mansa Musa's Hajj in 1324 to the contemporary Afrobeats scene in Dubai, African and Middle Eastern societies share long histories of interconnection. This course examines these interconnections from the early modern to the contemporary era through a series of case studies ranging from traditions of exchange on the Swahili Coast, to the Ottoman Scramble for Africa, to the creation of a long-standing Lebanese diaspora in West Africa and a more recent Ethiopian Jewish community in Israel. Students will examine debates that animate this field of scholarship including conversations about race; histories of slavery and its legacies; conceptions of indigeneity, nativism, and settler colonialism; religious encounters; gender and society; shared and divergent experiences of European colonialism and struggles for independence; and transnational collective-building projects such as Pan-Africanism and Pan-Arabism. In addition to scholarship based on textual analysis, students will develop skills to investigate cultural sources such as music, photography, film, fashion, literature, and sports. No prior coursework in Middle Eastern or African studies is required. However, a background in African Civ, Islamic History and Society Civ, or Islamic Thought and Literature Civ is recommended.

Instructor(s): K. Hickerson Terms Offered: Spring

Equivalent Course(s): RDIN 20007

HIST 20091. Field Archaeology. 100 Units.

Students will learn the basics of survey, mapping, excavation techniques, and excavation recording relevant to the project; they will supervise work in one or more trenches, including daily decision making, managing local workforce, and recording. They will work on one or more type of material culture or other collections (e.g., archaeozoological materials) as part of the team, recording, weighing, measuring, illustrating, photographing and/or describing, as needed. They will also be expected to become familiar with the history of excavation of the relevant site and the project aims. Assessment will be based on the student's field notebook, trench summary and other records, and a critical evaluation of the projects aims and methods.

Instructor(s): Derek Kennet - Augusta McMahon Terms Offered: Winter

Equivalent Course(s): NEAA 20091, ANTH 26612, CLAS 30091, CLCV 20091

HIST 20407. Roman Civil War between History, Memory, and Representation. 100 Units.

Civil war (bellum civile) looms large in studies of Roman history, involving some of Rome's most well-known historical protagonists (Marius, Sulla, Pompey, Caesar, Antony, and Octavian-Augustus, to name a few). In this seminar, we will explore the broader role that civil war played in shaping major political, social, economic, religious, and cultural developments in the Roman world, with a particular focus on the late Republic, as well as the various ways in which ancient Romans encountered, commemorated, and grappled with the trauma of civil strife (and its legacies) in the textual and material record. To what extent can we speak of a Roman "culture of civil war" during the first century BCE? Can we describe the impacts of these upheavals not only on political life, but also on social identities and hierarchies, literature, religion, and art-as a "Roman Revolution"? To what extent was civil war embedded within Roman cultural memory? In considering these questions, we will read ancient literature in both prose and verse as well as modern scholarship; additionally, we will draw on the evidence of ancient coins, inscriptions, and material culture. This course will also incorporate an in-class role-playing game, in which students will embody various Roman personae during a particular sociopolitical flashpoint of the mid-first century BCE.

Instructor(s): E. Heintges Terms Offered: Autumn

Equivalent Course(s): CLCV 20407

HIST 20509. Collecting the Ancient World: Museum Practice and Politics. 100 Units.

Where is this artifact from? Who does it belong to? How did it get here? Who's telling its story? Critical inquiry into the practice and politics of museums has reached a new zenith in contemporary discourse. From discussions of acquisition and repatriation to provenience (archaeological findspot) and provenance (an object's ownership history) and the ethics of curation and modes of display, museum and art professionals-and the general public alike-are deliberating on the concept of museums and the responsibilities of such institutions towards the collections in their care. This course will explore the early history of museums and collecting practices and their impact on the field today, with a focus on cultural heritage collections from West Asia and North Africa. We will first spend time on such topics as archaeological exploration of "the Orient," colonial collecting practices, and the antiquities trade, as well as the politics of representation and reception in the nineteenth and twentieth centuries. Next, we will look at critical issues presently facing museums, including ethical collection stewardship, provenance research, repatriation, community engagement, and public education. The course will be structured in a seminar format, with lectures devoted to the presentation of key themes by the instructor and critical discussion as a group. Meetings will include visits to the ISAC Museum at UChicago.

Instructor(s): K. Neumann Terms Offered: Winter

Prerequisite(s): This course fulfills the following requirements in the ARTH major and minor: Theory and Historiography, Asian, premodern (pre-1800), and African

Equivalent Course(s): NEHC 34815, NEHC 24815, ARTH 34815, HIST 30509, ARTH 24815

HIST 21006. The Present Past in Greece Since 1769. 100 Units.

This discussion-based course will explore how conceptions of the ancient past have been mobilized and imagined in the political, social, and cultural discourses of modern Greece from the lead up to the War of Independence through to the present day. Among the themes that will be addressed are ethnicity and nationalism, theories of history, the production of archaeological knowledge, and the politics of display.

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

Equivalent Course(s): HIST 31006, CLAS 31915, ANCM 31915, CLCV 21915

HIST 21012. The Ancient Silk Road and World of the Indian Ocean. 100 Units.

An investigation of an interconnected Afro-Eurasian world in antiquity. This course explores trade routes and cultural exchange conducted by land (the so-called "Silk Road") and sea (the western Indian Ocean) from the Bronze Age through the early centuries CE. Students will learn how ancient political economies interlock, encounter the ideologies and faiths born of the exchange of ideas, trace the movement of commodities across vast distances, and celebrate the human agents that facilitated these connections across space and time.

Instructor(s): J. Simmons Terms Offered: Spring

Equivalent Course(s): HIST 31012

HIST 21013. Plunder, Theft, Forgery: Crime and Cultural Property in the Ancient Mediterranean and Today. 100 Units.

Who owns antiquity? In this seminar, we will interrogate this question by examining ancient cases of antiquities theft and more contemporary appropriations and destructions of cultural heritage in the Greco-Roman world. We will focus predominantly on three interrelated phenomena: 1) state-sanctioned plunder and spoils of war; 2) private collecting, theft, and looting; and 3) "fakes"/"forgeries" and the demands of the antiquities market. Students will develop an interdisciplinary methodology for analyzing a wide array of source material (whether textual or archaeological) as well as gain familiarity with key themes and topics across several fields, from Roman cultural imperialism to modern archaeological ethics. We will also visit and engage with collections of antiquities in Chicago to gain first-hand experience with material objects as a counterpoint to our regular class sessions.

Instructor(s): E. Heintges Terms Offered: Autumn

Equivalent Course(s): ARTH 21013, CLCV 21013

HIST 21014. Forma Urbis: Architecture, Topography, and Urban Life in Ancient Rome. 100 Units.

Rome wasn't built in a day. How did historical, sociopolitical, cultural, and economic developments lead to its transformation over time into the city considered to be the *caput mundi* ('head of the world')? In this seminar, we will explore the archaeological and architectural remains of ancient Rome from the 8th century BCE to the imperial period in order to understand how Romans constructed and experienced the urban environment of their capital city. We will consider not only public spaces and monuments (e.g., temples, roads, shops, theaters, baths, the Forum, triumphal arches, aqueducts, etc.) but also the domestic sphere (from elite houses to apartment blocks) to interrogate the ways in which space and architectural form can delineate and articulate social hierarchies, cultural identities, and political ideologies. Readings will include both ancient textual sources and modern scholarship. This course will also examine comparative material from other cities in ancient Italy (e.g., Pompeii, Herculaneum, and Ostia).

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

Equivalent Course(s): CLCV 21014

HIST 21015. Fiat Luxus: Luxury and its Discontents in the Roman World. 100 Units.

Roman sources often vilify luxury (from the Latin *luxus*), deeming it an external force that takes over prosperous societies and renders their citizens weak. Popular depictions of Roman notables past and present often highlight their decadence as a key part of their licentiousness. This course wrestles with this tricky concept, disentangling it from narratives of decline and moral turpitude. While denigrated in ancient and modern thought as both a superfluous and corrupting aspect of life—something that distracts from our understanding of more pure "daily life"—luxury played crucial roles in enacting status, reinforcing social relationships, and fulfilling personal desires. Students will learn to interrogate sources for their biases, as well as the lasting legacies of their assumptions, which have given rise to noxious ideologies in our own times.

Instructor(s): J. Simmons Terms Offered: Autumn

HIST 21016. The Ancient Economy. 100 Units.

An investigation of the many factors of economic life in the ancient world: its ecological and demographic bases; production, trade, and consumption; the role of technology, infrastructure, and institutions; and the extent of inequality. We will focus on the societies of the Mediterranean basin but will also engage in comparisons with other parts of the world when relevant. Students will immerse themselves into the contentious scholarly debates over these topics, wrestling with the promise and limitations of methodologies and models that differ from later periods of analysis. All the while, we will interrogate just what abstract metrics mean for our understanding of the lived experience in antiquity.

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

HIST 21307. Religion, Resistance, and Rebellion in Early Modern Britain. 100 Units.

Early modern Britain was a society in the grip of profound flux. From 1500 through to 1660, Henry VIII changed his country's religion with almost as little care as he changed wives; Mary I established a reputation as 'Bloody Mary' for her burning of hundreds of English Protestants at the stake; entire swathes of the country regularly erupted in rebellion and armed resistance culminating in civil war and regicide; Oliver Cromwell presided over an astonishing period of religious freedom in which radical sects sprang up in their dozens; and, amid the chaos and cacophony, thousands of puritans left Old England for New England during the Great Migration. Historians still debate the significance and causes of these events today, and they have continued resonance in contemporary British life, as illustrated by the frequent comparisons between Brexit and the Henrician Reformation made by English media outlets in 2016. This course offers an overview of early modern Britain in the period from 1500 to 1660, with an especial focus on religion, resistance, and rebellion.

Instructor(s): Kirsten Macfarlane Terms Offered: Autumn

Equivalent Course(s): RLST 22606

HIST 21354. Democrazy! Politics in postcolonial India. 100 Units.

India is famously known as the world's largest democracy. This course investigates what constitutes democracy in the Global South, the preconditions that have informed its development in India over the last seven decades, and the impossibility of a unidimensional definition for a phenomenon that affects the lives of one and a half billion people every day. We will take up themes which address the elements that goes into the creation of a democratic state - such as the constitution and elections; governance and international relations; law and questions of identity; people and popular culture. With each category, we will ask - What is so distinctively democratic about it? How does it relate to and deviate from conventional understanding of democracy (that is, the rule of the people)? How are they informed by India's colonial and precolonial past? Who are the stake holders of such democracy and whose voice remains marginalized in the process? By attending to some of the most crucial events in independent India - from wars, Emergency, globalization, and emergence of varying shades of political ideologies - we will collectively seek to understand the many lives of democracy that exists from the corridors of the parliament house to a roadside tea stall. In the process, we hope to grasp the extent of the heterogeneity of postcolonial India.

Instructor(s): Titas De Sarkar Terms Offered: Spring

Equivalent Course(s): DEMS 21354, SALC 21354

HIST 21601. Eastern Christianity: The First Thousand Years. 100 Units.

This course introduces students to Eastern Christianity from Late Antiquity to the Middle Ages. We will start with contextualizing Eastern Christianity's diverse, global, and multilingual trajectories. We will then turn to

review select themes of Eastern Christian history. We will cover the shaping of orthodoxy in the Byzantine world in the contexts of both inter-religious debates and intra-Christian concerns over heresy. We will explore the Christological Controversies of Late Antiquity, which continue to fracture Eastern Christianity until this very day. We will review the rise of Islam, its divergent Eastern Christian responses, and its broader theological, social, and cultural implications on medieval Middle Eastern religions. The translation movements under the #Abbasids will occupy us next and will further reveal the contributions of Eastern Christians to the intellectual and religious landscapes of the medieval Middle East. We will conclude with Eastern Christianity's position in the Middle Eastern world between the Crusades and the Mongol conquests, historical developments whose reverberations can still be felt in the present-day world where many Eastern Christian communities are spread across an increasingly global diaspora.

Instructor(s): Omri Matarasso Terms Offered: Winter

Note(s): This course meets the HS Committee distribution requirement for Divinity students.

Equivalent Course(s): RLST 20120, NEHC 30122, HIST 31601, CLAS 30120, HCHR 30120, CLCV 20120, MDVL 20120, NEHC 20122

HIST 22000. State Formation in Britain and America. 100 Units.

The course explores the dynamics and consequences of state formation in both Britain and America. The course looks at critical moments - founding moments, second founding moments, the rise of Reagan and Thatcher, and the consequences of Brexit and Trump's elections. It will also address some key themes such as empire, race, and economic development.

Instructor(s): Steve Pincus, Desmond King Terms Offered: Spring

Equivalent Course(s): HIST 32010, PLSC 32000, PLSC 22000

HIST 22110. Renaissance Demonology. 100 Units.

In this course we analyze the complex concept of demonology according to early modern European culture from a theological, historical, philosophical, and literary point of view. The term 'demon' in the Renaissance encompasses a vast variety of meanings. Demons are hybrids. They are both the Christian devils, but also synonyms for classical deities, and Neo-platonic spiritual beings. As far as Christian theology is concerned, we read selections from Augustine's and Thomas Aquinas's treatises, some complex exorcisms written in Italy, and a recent translation of the infamous "Malleus maleficarum," the most important treatise on witch-hunt. We pay close attention to the historical evolution of the so-called witch-craze in Europe through a selection of the best secondary literature on this subject, with special emphasis on Michel de Certeau's "The Possession at Loudun." We also study how major Italian and Spanish women mystics, such as Maria Maddalena de' Pazzi and Teresa of Avila, approach the issue of demonic temptation and possession. As far as Renaissance Neoplatonic philosophy is concerned, we read selections from Marsilio Ficino's "Platonic Theology" and Girolamo Cardano's mesmerizing autobiography. We also investigate the connection between demonology and melancholy through a close reading of the initial section of Robert Burton's "Anatomy of Melancholy" and Cervantes's short story "The Glass Graduate" ("El licenciado Vidriera").

Instructor(s): Armando Maggi Terms Offered: Not offered this academic year

Equivalent Course(s): RLST 26501, ITAL 26500, CMLT 27602, GNSE 26504

HIST 22207. The Social History of Alcohol in Early Modern Europe. 100 Units.

This course will examine the multifaceted role that beer, wine, cider, and spirits played in European society and will challenge students to consider how a seemingly familiar commodity was a key component in shaping early modern social relations. It will focus on several major themes that have guided historical inquiry and show how hard drink intersects with and entangles these histories. Major themes will include alcohol and gender relations; state legality and taxation; moral policing; environmental projects and crises; labor and technology; and colonialism. Using both primary and secondary sources will push students to look below the surface to see how drink alternately challenged or reinforced social hierarchies, much as it continues to do in the present time.

Instructor(s): C. Rydell

Equivalent Course(s): HIPS 22207, HLTH 22207

HIST 22213. Seminar: Without a Label: The emergence of modern Jewish self in the 19th century. 100 Units.

How does one come to comprehend and mediate themselves in a society that does not presuppose their existence as autonomous, dignified subjects? As Europe was transitioning from absolutist monarchies to nation-states, Jewish communities were trying to reinvent themselves in a world where their very existence challenged the new premises about a "proper" society. In between, there were individuals who tried to understand their Jewishness in this new, changing reality. The course will concentrate on modernized Jewish individuals, predominantly in Central and Eastern Europe, who fashioned new models of modern Jewish existence in the 19th century. Paradoxically, their literature was written in languages and through literary models that weren't adjusted to convey the story of Jewish modernity. During the course, through detailed analysis of the literature and the existential conditions of the Jews, we will discuss the dynamics of modern self-fashioning and the role of literature in this process.

Instructor(s): S. Natkovich Terms Offered: Autumn

Equivalent Course(s): JWSC 23413, HIST 32213

HIST 22315. The Witch Craze in 17th-Century Europe: Scotland, Poland-Lithuania, Russia, and Moravia. 100 Units.

In this course, we look carefully at the reasons for and repercussions of the "witch craze" in the long 17th-century, focussing on primary texts such as trial reports, legal literature, pamphlets, woodcuts, scholarly dissent, and other paraphernalia. The course follows a sweep of the craze from Lancashire in Scotland, where trials began in the 1590s, to Poznań in the Polish-Lithuanian Commonwealth, to the Russian village of Lkh on the outskirts of Moscow, where between 1656 and 1660 over twenty-five individuals, most of them male, were tried and several executed, and finally to Northern Moravia under Habsburg rule where inquisitor Hetman Boblig presided over the burning of almost 100 "witches." In each region, trials followed different customs-Protestant, Eastern Orthodox, Catholic-and answered to different legislative discourse-ecclesiastical, laic, secular-yet all can be said to be the product of a common desire and collective fear. To supplement our understanding of the multifaceted anxieties that are expressed in works such as King James' *Daemonologie* (1597), and to ask more questions of the intersectional phobias around gender, sexuality, religion, and class (rural-urban; colony-metropole), we take up theory from Foucault, Federici, and Mbembe, and others.

Instructor(s): Malynne Sternstein Terms Offered: Autumn

Equivalent Course(s): GNSE 24426, REES 34426, GNSE 34426, HIST 32315, REES 24426

HIST 22316. Rousseau Social and Political Thought. 100 Units.

Jean-Jacques Rousseau, self-styled "Citizen of Geneva," was a musical composer, best-selling novelist, paranoic, herborizing botanist, professional solitary, chronic exhibitionist and likely the most intensively studied political philosopher of all time. He left his mark on the Enlightenment through discussions of, among other things: consumerism, inequality, education, aesthetics, democracy, the role of women, and geopolitics. He is blamed for the Terror in the French Revolution-the alleged result of the excesses of Enlightenment rationalism; but he was also, simultaneously, worshipped as an icon of anti-modernist, Romantic revolt. Thinkers such as Karl Marx and Sigmund Freud found inspiration in his writing, while movements as diverse as free love, environmentalism, totalitarianism, and Montessori schooling are attributed to his influence. We will explore this fertile set of contradictions through reading and in-class discussion of several of his works.

Instructor(s): P. Cheney Terms Offered: Winter

Equivalent Course(s): FNDL 20016

HIST 22409. Studying Medieval History. 100 Units.

This course will introduce students to the study of medieval European history as a dynamic exercise in crafting and evaluating theories and narratives in conversation with the primary sources. We will consider why the Middle Ages have played the role that they do in modern historiography; ways in which the Middle Ages underpin major theoretical movements in the social sciences; and how medieval historians have challenged these theorizations. We will begin with an overview of the periodization of the Middle Ages from Late Antiquity to the Later Middle Ages, visit Special Collections to meet some of the primary sources, and test what we have learned against some of the main arguments about what happened to transform ancient Rome into early modern Europe.

Instructor(s): R. Fulton Brown Terms Offered: Autumn

Equivalent Course(s): MDVL 22409, HIST 32409

HIST 22410. Europe in the High Middle Ages. 100 Units.

In the centuries following the turn of the first millennium, Europe went from a backwater of the fallen Roman Empire to an urbanized center of intellectual, cultural, political, and economic development. Drawing on primary sources, digital mapping, visual images, and architecture, this course traces this development across multiple domains, including law, religion, government, and commerce. Highlights include the origins of the kingdoms of France, Germany, and England; the monastic revival and the formation of the friars; the twelfth-century Renaissance and its scholastic fruits; and the rise and fall of the Crusades. Course requirements will include developing innovative formats of information display, as well as a short research paper on a topic of your choice.

Instructor(s): R. Fulton Brown Terms Offered: Autumn

Equivalent Course(s): HIST 32410

HIST 22411. Debt, Spirituality, and the Marketplace. 100 Units.

Debt and the forgiveness of debts are central to the mystery of Christianity, as medieval theologians like Anselm of Canterbury and Thomas Aquinas made clear. This course considers the medieval response to the problem of debt within its doctrinal, commercial, and institutional context. Themes include the role of slavery, money, markets, and usury in the development of the medieval economy; the response of heretics and friars like the Franciscans and Dominicans to this economy; and the language of debt as it appears in liturgy and prayer. A primary goal of the course is to reconsider the relationship between the economic and spiritual power of debt, the ways in which debt enables and enslaves, and the reason for the petition in the Lord's Prayer, "Forgive us our debts as we forgive our debtors," as necessary for salvation. Course requirements will include intensive reading in primary sources and relevant scholarship, as well as a final research paper.

Instructor(s): R. Fulton Brown Terms Offered: Winter

Equivalent Course(s): HIST 32411

HIST 22611. Paris from Victor Hugo to the Liberation, c. 1830-1950. 100 Units.

Starting with the grim and dysfunctional city described in Victor Hugo's "Les Misérables," the course will examine the history of Paris over the period in which it became viewed as the city par excellence of urban modernity through to the testing times of Nazi occupation and then liberation (c. 1830-1950). As well as focussing

on architecture and the built environment, we will examine the political, social, and especially cultural history of the city. A particular feature of the course will be representations of the city-literary (Victor Hugo, Baudelaire, Zola, etc.) and artistic (impressionism and postimpressionism, cubism, surrealism). We will also examine the city's own view of itself through the prism of successive world fairs (expositions universelles).

Instructor(s): C. Jones Terms Offered: Spring

Prerequisite(s): Students taking FREN 22620/32620 must read texts in French.

Equivalent Course(s): HIST 32611, ARCH 22611, FREN 32620, FREN 22620

HIST 22707. The Industrial Revolution. 100 Units.

Britain's Industrial Revolution is the most important event in human history after the invention of agriculture.

It is also one of the most contested topics in history. Why was Britain the first country to industrialize? How did new industries like cotton textiles become so innovative? What role did empire and slavery play in shaping industrialization? Without assuming any prior knowledge of history, this lecture course introduces students to the debates about the Industrial Revolution from a global and comparative perspective. Major topics will include technology, energy, infrastructure, agriculture, labor, gender, consumption, finance, trade, empire and the state.

Instructor(s): F. Albritton Jonsson Terms Offered: Spring

Equivalent Course(s): CHSS 32707, LLSO 22707, HIPS 22707, HIST 32707

HIST 22804. Understanding One Another in a World of Evil. 100 Units.

The moral turn in the human sciences has led to an increasing emphasis on the problem of evil. While the Holocaust is frequently presented as the paradigmatic case of evil, this problem has also been used to underscore the unredressed wrongs of slavery and genocide in the history of empire and colonialism. This course aims to take the problem of evil seriously while also raising a doubt about the certainty with which some scholars have characterized evil as a problem of willful or culpable wrongdoing. We aim to think the problem of evil alongside and through a related problem, namely how we come to understand one another as shared participants in a moral universe. This will lead us to consider a series of subsidiary questions: How do we understand one another when ethical stances strike us as unacceptable or, more emphatically, inhuman? Under what conditions do we characterize acts that seem to conform to rival systems of value as evil? In other words, to what extent is the problem of evil a problem of understanding? And do our pronouncements about evil necessarily carry certain assumptions about transhistorical and transcultural human values? Our course resources include works by Ludwig Wittgenstein on the problem of human understanding, Hannah Arendt's account of the problem of evil, and Stanley Cavell's account of the problem of acknowledgement, as well as a number of film screenings.

Instructor(s): A. Brandel, D. Grant Terms Offered: May be offered in 2027-2028

Prerequisite(s): Third or fourth-year standing

Equivalent Course(s): CCCT 23200, BPRO 23200, DEMS 23200, ANTH 23200, PLSC 23200

HIST 22805. Modern European Intellectual History. 100 Units.

Ideas move across time and space, live many lives and afterlives, are translated, appropriated, misread, fought over, forgotten, and rediscovered. They are also produced by people living in time and space - in other words, they are profoundly contextual. So, to what extent can we "historicize" ideas? With attention to the methodological challenges that intellectual history poses, this course will survey major topics in modern European intellectual history from the late 18th century through the 20th century. Authors include Kant, Nietzsche, Hegel, Weber, Marx, Heidegger, Blumenberg, Adorno, Marcuse, Arendt, Fanon, Foucault.

Instructor(s): I. Gabel Terms Offered: Autumn

HIST 23010. Themes in the European Reformation(s) 100 Units.

This course provides an introduction to the study of the Reformation(s) in early modern Europe. As well as covering the key theological ideas of famous Protestant reformers (Luther; Zwingli; Calvin), it will give ample space to the impact that these religious revolutions had on contemporary society, including attitudes to gender, politics, economics, and visual/material culture. It will cover the reformations and renewals undergone by Catholicism in the same period, and discuss the key arguments, questions, and concerns which have preoccupied historians of the Reformation since the nineteenth century. Students will have the opportunity to read and engage with famous texts from the period (for instance Erasmus's *On Free Will*; Luther's 95 Theses; Calvin's *Institutes*) as well as lesser-known but still influential works (e.g. the poetry of the female Italian humanist Olympia Fulvia Morata and the writings of early Jesuit missionaries to China and Japan), in addition to historically significant documents (such as contemporary witchcraft confessions and extracts from Reformation demonologies). Finally, there will be time devoted to unpacking the complex legacies of the Reformation and the 'unintended consequences' attributed to it, focusing especially on the afterlives of Max Weber's analyses.

Instructor(s): Kirsten Macfarlane Terms Offered: Winter

Equivalent Course(s): RLST 22655

HIST 23100. The Cultural History and Politics of Postwar Germany. 100 Units.

The premier demand upon all education is that Auschwitz not happen again," announced the critic Theodor Adorno on German radio in 1966. By this he meant not only the education of children, but also the re-education of the German people. After World War II, with the Third Reich in ruins and confronted with the horrors of the Holocaust, Germans were forced to reckon with their past as they attempted to build the country anew, entering into a period of dramatic political and cultural reorientation. This course traces the history of "rebuilding" Germany after 1945, from the immediate postwar period through the East/West division to reunification to today. Drawing on a broad range of source material, including film, literature, government documents, art, and

architecture, this interdisciplinary seminar studies the limits and possibilities of conceiving of Germany as a post-war Wirtschaftswunder (economic miracle), and its implications for German cultural production. We will pay special attention to the way that debates from the postwar era still reverberate today, for instance in racial discrimination and the rise of the German far-right. This course is required for all Germanic Studies majors and minors. Readings and discussion in English. Pending interest and enrollment, this course will also have an optional LxC section in German.

Instructor(s): Sophie Salvo Terms Offered: Spring

Equivalent Course(s): GRMN 32124, GRMN 22124, DEMS 22124

HIST 23101. Media Revolutions Then and Now. 100 Units.

Media Revolutions Then and Now" explores how the Protestant Reformation and innovations in printing technology coincided to catalyze a sweeping revolution that paved the way for media culture as we know it today. The seminar aims to interrogate traditional narratives that center on printing technology as the driving force of the Reformation, and instead shows how essential religious thought and practice were for the emergence and success of modern media. We will highlight how Reformers like Martin Luther not only provided content but also a theological legitimacy that sustained the print industry, thereby transforming print from a nascent technology into a powerful tool for religious and cultural change. Central to this historical and critical interrogation is the notion of the Reformation as the first modern media event, showcasing how this interplay of theology and technology laid the foundation for our modern media landscape. Accompanying an exhibition at Regenstein's Special Collections which is running through the winter quarter, the seminar draws not only on the displayed items but also the library rich holdings in early prints. Students will be encouraged to put their own understanding and experience of contemporary media ecologies in dialogue with media ecosystem of the early Gutenberg Galaxy.

Instructor(s): T. Golan and C. Wild Terms Offered: Winter

Prerequisite(s): Fulfills the following categories in the ARTH major and minor: European and American, pre-modern (pre-1800)

Equivalent Course(s): GRMN 35908, ARTH 2908, CDIN 30908, MADD 15908, RLST 28708, HIST 33101, GRMN 25908, RLVC 30908, CDIN 20908, ARTH 30908

HIST 23414. Central Europe, 1740 to 1918. 100 Units.

The purpose of this course is to provide a general introduction to major themes in the political, social, and international history of Germany and of the Hapsburg Empire from 1740 until 1914. The course will be evenly balanced between consideration of the history of Prussia and later of kleindeutsch Germany, and of the history of the Austrian lands. A primary concern of the course will be to identify and to elaborate key comparative, developmental features common both to the German and the Austrian experience, and, at the same time, to understand the ways in which German and Austrian history manifest distinctive patterns, based on different state and social traditions. There is no language requirement, although students with a command of German will be encouraged to use it.

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

Prerequisite(s): Consent of instructor; third- and fourth-year undergraduates & first-year graduate students who have not yet had a general introduction to eighteenth- & nineteenth-century Central European history.

Equivalent Course(s): HIST 33414

HIST 23510. The Arts of Language in the Middle Ages: The Trivium. 100 Units.

Throughout the Middle Ages, formal education began with the study of language: grammar, including the study of literature as well as the practical mastery of the mechanics of language (here, Latin); logic or dialectic, whether narrowly defined as the art of constructing arguments or, more generally, as metaphysics, including the philosophy of mind; and rhetoric, or the art of speaking well, whether to praise or to persuade. In this course, we will be following this medieval curriculum insofar as we are able through some of its primary texts, many only recently translated, so as to come to a better appreciation of the way in which the study of these arts affected the development of medieval European intellectual and artistic culture.

Instructor(s): R. Fulton Brown Terms Offered: Winter

Equivalent Course(s): FNDL 23902, HIST 33510, MDVL 23510

HIST 23519. The Arts of Number in the Middle Ages: The Quadrivium. 100 Units.

Alongside the arts of language (grammar, rhetoric, and logic), medieval students would encounter the arts of number: arithmetic, the study of pure number; geometry, number in space; music, number in time; and astronomy, number in space and time (in Stratford Caldecott's formulation). In this course, we will be following this medieval curriculum insofar as we are able through some of its primary texts, many only recently translated, so as to come to a better appreciation of the way in which the study of these arts affected the development of the medieval European intellectual, scientific, and artistic tradition. This is a companion course to "The Arts of Language in the Middle Ages: The Trivium," but the two courses may be taken in either order.

Instructor(s): R. Fulton Brown Terms Offered: Spring

Equivalent Course(s): CHSS 33519, HIST 33519, HIP5 23519, MDVL 23519, FNDL 25688

HIST 23526. Diaspora, State, and Nation in Jewish History. 100 Units.

Diaspora, nationhood, statehood - the dangers, possibilities, and ethical problems within each of these seemingly bloodless terms have sometimes generated intense debate and inquiry within Jewish life. This class investigates the intellectual and political history of three such moments. We ask how traditional Judaism negotiated the

relationship between cultivating a fulfilling religious existence in dispersion and potent theological traditions of seeing diaspora as Exile from the Holy Land. We investigate new forms of Jewish thought and politics of the late 19th century, when - against the backdrop of wider currents of secularization, nationalism, colonialism, and antisemitism - growing numbers of Jews looked to overcome diaspora through Zionism and other territorial and statist visions while others sought to remake diaspora itself through liberal integrationism, revolutionary socialism, or federalist autonomism. We will examine Jewish political thinking in our own fraught moment, as the ethnonationalist trajectories in Israeli Jewish political culture and society, the renewed enormities of the Israeli-Palestinian conflict, rising tensions between liberal and Orthodox forms of Judaism in both Israel and the US, and the crisis of the liberal order around the globe provoke debate about the value, morality, potentials, and dangers of Jewish sovereignty and diaspora alike while inciting urgent thinking about the unfolding situation in Israel and Palestine.

Instructor(s): K. Moss Terms Offered: Spring

Equivalent Course(s): NEHC 23526, JWSC 23526, RLST 27526

HIST 23615. Post-Soviet Ukraine. 100 Units.

This course focuses on the cultural life of Ukraine after the Soviet collapse. In a guided process, students will co-facilitate this syllabus, deciding on topics and readings in (translated) Ukrainian literature and film as well as the history of Ukraine. Possible topics include: memory of Soviet wars, the capitalist transition, Chernobyl, artistic movements, subcultures, the Maidan Revolution, Russia's war, language politics, ethnicities, and gender relations. Reading options include Andriyukhovich, Zabuzhko, Plokhyy, Zhadan. No prior knowledge required.

Instructor(s): Ania Aizman Terms Offered: Spring

Equivalent Course(s): REES 26070, REES 36073, HIST 33615

HIST 23617. Identities Decolonized: Eastern European Architecture and Art. 100 Units.

This course re-examines the cultural heritage of Eastern Europe. This goal is driven by recognition that the region has been deeply influenced by historical and political forces, often resulting in the suppression or distortion of diverse cultural identities. The course explores architecture and art through the concept of decolonization of identities after the long-standing influence of the Soviet Union. This influence led to the suppression of local traditions and the imposition of a monolithic cultural identity, architectural style, and art in the region. The topics will cover the cases of artists forced into exile by the socialist regime and working worldwide. "Identities Decolonized" will investigate the post-1991 era, analyzing how artists and architects have competed with inherited legacies, reasserted national identities, and navigated global artistic trends. The course examines architecture as a decolonizing tool. The course also explores arts and crafts in the Soviet Union, the appropriation of ethnic crafts and symbols by Soviet design and mass production, and the revival of arts and crafts in the post-Soviet period. This course is designed to foster critical thinking about identity, representation, and the power dynamics through the lens of art and architectural history.

Instructor(s): O. Chabanyuk Terms Offered: Spring

Equivalent Course(s): REES 23617, HIST 33617, REES 33617, ARCH 23617

HIST 23618. Modern Ukraine Through Culture. 100 Units.

The 2022 escalation of Russia's war on Ukraine to a full-scale invasion was a wakeup call which exposed how little had been known about Ukraine globally. While for many in the world Ukraine's ongoing resistance has been a surprise, for those familiar with Ukraine's history in the 20th and 21st century, the resistance is rooted in Ukraine's longer culture of civic mobilization and Ukraine's complex relationship with Russia. In this course, we revisit major political and cultural events of the 20th and 21st centuries that have shaped today's Ukraine: the revolutionary period of 1917-1921 to the Chernobyl nuclear catastrophe, to the Orange and Maidan revolutions. One third of the course focuses on Russia's war on Ukraine starting with the annexation of Crimea and the war in Donbas. While addressing major historical turning points, the course engages literary texts (poems, novels, memoirs), films (feature, short, documentary), and other forms of cultural production (visual artwork, music, multimodal digital projects), testimonies and historical debates. No prior knowledge of Ukraine or knowledge of Ukrainian language is required. The assignments include a choice between a traditional paper or a critical-creative project (video essay, poster, other creative forms).

Instructor(s): Darya Tsymbalyuk Terms Offered: Winter

Equivalent Course(s): GLST 23310, REES 33310, REES 23310, HIST 33618, MAPH 33310

HIST 23619. The Third Way: Yugoslavia and the Making of the Non-Aligned Movement. 100 Units.

This course explores a history of internationalism that largely receded from view after the collapse of socialism in Eastern and Southeastern Europe. At its center stands socialist Yugoslavia under Josip Broz Tito, whose dramatic break with Stalin opened space for a distinctive vision of global cooperation beyond the Cold War binary. The course traces Yugoslavia's pivotal role in the emergence of the Non-Aligned Movement, from the 1955 Bandung Conference to the 1961 Belgrade Summit, examining how the country positioned itself between East and West while forging political, economic, and cultural alliances with newly decolonized states across Africa, Asia, and the Middle East. Through case studies of developmental aid, medical missions, cultural exchange, and military support, students will explore how a relatively small socialist state sought to express solidarity with anticolonial struggles while simultaneously expanding its global influence. Special attention is given to Yugoslavia's engagement with Africa, where Tito's image as a different kind of European-shaped by antifascist struggle, fragile sovereignty, and a non-racialized vision of internationalism was often met with fascination and respect. Situating the Non-Aligned Movement within broader histories of Cold War internationalism and

postcolonial globalization, the course invites students to rethink global connections and to consider alternatives to the bipolar political order of the twentieth century.

Instructor(s): Nada Petkovic Terms Offered: Spring

Equivalent Course(s): REES 21205, MAPS 31205, MAPS 21205, HIST 33619, REES 31205

HIST 23701. Soviet-Era Architecture in Ukraine. 100 Units.

This course discusses architecture in Ukraine during the 20th century with a focus on Architecture of Ukraine in Soviet Era. The course explores various influences that shaped Soviet Ukrainian architecture. The course highlights foreign expertise and the flow of technologies from the US and Europe during early Soviet industrialization in eastern Ukraine. Soviet politics and economy shaped the conceptualization of planning, standardization, and the urban environment. The course will analyze the architecture of the 1930s in Kharkiv, Zaporizhzhya, and Dnipro that marked the development of constructivism in the region. The course covers the architecture of eastern and western Ukraine from constructivism and Ukrainian modern to Stalinist architecture to post-modernism and post-Soviet architecture. We will emphasize the value of architectural monuments in Ukraine as UNESCO heritage sites. This study of architecture in Soviet Ukraine will convey an understanding of the current situation in architecture in this region. The course comprises the workshops History of Architecture Beyond the Classroom: Archival materials study; Special Collections materials study; Talks with invited speakers - mainly online with Ukrainian historians and architects.

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

Note(s): This course requires students to plan three Fridays for museum/library visits: Ukrainian National Museum of Chicago, Newberry Library and UChicago Library.

Equivalent Course(s): HIST 33701, REES 33701, ARCH 23701, REES 23701

HIST 23706. The Soviet Union. 100 Units.

This lecture course surveys the making and unmaking of the Soviet Union as a society, culture, economy, superpower, and empire from 1917 to 1991. The Soviet Union began as an unprecedented radical experiment in remaking society and economy, ethnic and gender relations, personal identities, even human nature, but in the course of its history, it came to resemble other (capitalist) societies, sharing, in turn, their violence, welfare provisions, and consumerism. The story of this transformation—from being unique and exhilarating to being much like everyone else, only poorer and more drab—will be at the center of our exploration. The main themes of the course include social and cultural revolutions; ideology and the role of Marxism; political violence from the birth of the socialist state to the end of the Stalin terror; origins, practices, aesthetics, legacies, and critiques of Stalinism; law, dissent, and human rights; nationality policies and the role of ethnic minorities; the economy of shortages and the material culture it created; institutions of daily life (communal apartments, courtyards, peasant markets, dachas, and boiler rooms); socialist realism and the Soviet dreamworld.

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

Equivalent Course(s): REES 23706

HIST 23807. History of the Jews in the Russian Empire (1772-1918) 100 Units.

Following the partitions of the Polish-Lithuanian Commonwealth (1772, 1793, 1795), the Russian Empire transformed from a country with almost no Jewish population to the home of the largest Jewish community in the world. This transformation, as well as additional territorial expansions of the Empire, left its imprint on modern Jewish culture globally and participated in the shaping of multiple modernities in areas that today belong to Poland, Lithuania, Ukraine, the Republic of Belarus, and the Russian Federation (all of which possess territories formerly belonging to the Commonwealth), but also in the Republic of Moldova (annexed from the Ottoman Empire), Caucasus areas annexed from Persia, and the Republic of Georgia. During the course, we will review major landmarks in the tempestuous history of the Jewish community in the Russian Empire. The discussions will unfold along two interconnected trajectories: the relationships between Jewish traditional patterns of organization and the innovations induced by Russian conditions, as well as the influence of various aspects of those conditions (legal, social, political, cultural) on Jewish life. In addition to historical and theoretical literature, we will read multiple primary sources, including belle-lettres, autobiographies, archival documents, and more.

Instructor(s): S. Natkovich Terms Offered: Spring

Equivalent Course(s): HIST 33807, REES 23807, REES 33807, JWSC 23807

HIST 23808. The Roots of War: Historical and Cultural Causes of Russian Aggression in Ukraine. 100 Units.

Since the beginning of Russia's war on Ukraine, Vladimir Putin and his entourage have created false historical constructions that serve as the basis for their aggressive policy. The main question of this course is: to what extent is Putin's retro-policy historically grounded, traditional and natural? An analysis of the rhetoric and historiography of the modern Russian elite will reveal the sources they been drawn upon. Is there a connection between Muscovite Russia, the Russian Empire and modern Russian neo-imperialism? What role does the legacy of the USSR play in the political system, state structure and foreign policy of the modern Russian Federation? Where do historical trends, national interests and the new imperial ideology coincide and contradict each other? We will also discuss the modern history of opposition to Putin's authoritarianism and trace the history and cultural significance of democratic institutions in Russia. Finally, we will use the history of Ukrainian statehood and the processes of formation of the Ukrainian nation to shed alternative perspective on recent Russian views of Ukraine.

Instructor(s): Sergei Shokarev Terms Offered: Spring Winter

Equivalent Course(s): REES 36072, REES 26072

HIST 24008. (Re)Branding the Balkan City: Comtemp. Belgrade/Sarajevo/Zagreb. 100 Units.

The freedom to make and remake our cities (and ourselves) is one of the most precious yet most neglected of the human rights," argues David Harvey. In this course, we use an urban studies lens to explore the complex history, social fabric, architecture, infrastructure, and cultural transformation of the former Yugoslav capitals. Since their inception, these cities have relied on multifaceted exchanges of peoples and political projects, forms of knowledge, financial and cultural capital, means of production, and innovative ideas. Among others, these exchanges produced two phenomena, Yugoslav architecture, embodying one of the great political experiments of the modern era, and the Non-Aligned Movement, as explored in recent documentary films (Turajlić 2023), museum exhibits (MoMA 2018, "Toward a Concrete Utopia: Architecture in Yugoslavia 1948-1980"), and monographs (Tito in Africa: Picturing Solidarity). Drawing on anthropological theory and ethnography of the city, we consider processes of urban destruction and renewal, practices of branding spaces and identities, metropolitan citizenship, arts and design, architectural histories and styles, and the broader politics of space. The course is complemented by cultural and historical media, guest speakers, and virtual tours. Classes are conducted in English.

Instructor(s): Nada Petkovic Terms Offered: Spring

Equivalent Course(s): BCSN 21300, REES 21300, BCSN 31303, ARCH 21300, ARTH 21333, ARTH 31333, GLST 21301, REES 31303

HIST 24009. Invasion Culture: Russia through its Wars. 100 Units.

This course looks at contemporary culture through Russia's invasions, from the Soviet invasion of Afghanistan in 1979 to the full-scale invasion of Ukraine in 2022. Broadly, this course explores how war shapes cultural life. How do the policies and strategies of war, and the art and literature of wartime, convey ideas about power and the state, traditional vs. modern values, civilizational mission vs. cultural pluralism? Beyond Russian literature and film, we consider voices from Afghanistan, the Caucasus, Chechnya, Syria, Belarus, and Ukraine, asking, How are Russia's wars fought and resisted in the domain of culture?

Instructor(s): Ania Aizman Terms Offered: Autumn

Equivalent Course(s): CMLT 24425, GLST 24424, MAPH 34425, HIST 34009, REES 24425, REES 34425

HIST 24010. Word, Image, Ritual: Early Russian Culture in Its Historical Context. 100 Units.

The course examines elements of Pre-Modern Russian material and non-material culture through a selection of Old Russian (early East Slavic) texts and church buildings. Topics will include hesychasm, iconography and fresco painting, church architecture, epic songs, chronicles, lives of saints, and Novgorodian birch bark documents, explored in their historical and social contexts. All readings are in English.

Instructor(s): Yaroslav Gorbachov Terms Offered: Spring Winter

Equivalent Course(s): HIST 34010, REES 23118, REES 33118

HIST 24011. Slavic literary languages: formation and development. 100 Units.

This course is a general introduction to the external histories of the Slavic literary languages. It outlines their rise and development with special reference to the contemporary cultural and ideological contexts, such as the processes of ethnic identity formation in Central, Eastern, and Southeastern Europe. The essential linguistic information is also provided and patterns of emergence of a standard language are discussed. No prerequisites.

Instructor(s): Yaroslav Gorbachov Terms Offered: Spring

Equivalent Course(s): LING 26501, REES 26500, LING 36501, REES 36500

HIST 24122. Buddhist Meditation: Tradition, Transformation, Modernization. 100 Units.

From the Satipatthana sutta of the Paṭi canon to the "mindfulness" boom of recent years, Buddhism and meditation often appear inseparable. The aim of this seminar is to historicize and critically question this seemingly natural intimacy, for while it certainly cannot be denied that the various Buddhist traditions have always had on offer a plethora of techniques for mental (and physical) cultivation, it is far from clear how or even if all these could be subsumed under the in its current usage relatively recent category of "meditation". Drawing on Buddhist meditation literature from various traditions, historical periods, and literary genre, in this seminar we will take up a twofold question: First, how has the encounter with Buddhist techniques of cultivation shaped the modern understanding of "meditation", and second, up to which extent, and at what cost, has this very modern understanding conversely conditioned us to see Buddhism as a "meditative religion" par excellence?

Instructor(s): Stephan Licha Terms Offered: Spring

Note(s): This course meets the HS Committee distribution requirement for Divinity students.

Equivalent Course(s): RLST 24600, SALC 34600, HIST 34122, SALC 24600, EALC 24609, EALC 34600, HREL 34600

HIST 24216. The Social History of China after Mao. 100 Units.

China has been in the "post-Mao" era for 50 years (or 48 years, if we take 1978, not 1976, as the turning point) - longer than the Mao or Republican eras (27 and 38 years, respectively). The post-Mao years have seen unprecedented economic growth, the transformation of a predominantly rural into an advanced industrial society, the lifting of millions out of poverty, the formation of a new working class composed of rural migrants and laid-off urban workers, and the rapid rise of inequality. China went through several severe crises: it is easy to forget that in the 1990s, the central government seemed to be losing control over the coastal provinces and observers predicted the imminent breakup of the country. Topics covered include the socialist legacy (state ownership of enterprises, the danwei and hukou system), the events around Mao's death, rural economic reforms (household responsibility system, township and village enterprises), urban reforms (SPecial Economic

Zones, new labor laws, privatization), rural-urban migrations and its consequences, the Tiananmen protests, China's accession to the WTO, the 1997 and 2008 financial crises, and the recentralization of economy and society under Xi Jinping. While the focus is on large structural changes in society and economy, we will also discuss changes in gender norms and family life, and cultural change more broadly. All readings will be in English.

Instructor(s): J. Eyferth Terms Offered: Spring

Equivalent Course(s): HIST 34216, EALC 24216, EALC 32416

HIST 24306. New Histories of Chinese Labor. 100 Units.

Past scholarship has often reduced the history of Chinese labor to the history of the Chinese labor movement or the history of the Communist Party in its function as "the leading core" of the proletariat. The factory proletariat, of course, was never more than a small segment of the Chinese labor force - less than five percent under the Republic, less than ten in the People's Republic. Recent work has been more inclusive, looking at work outside the formal sector, in agriculture, handcrafts, and service industries; at the work of women in formal employment and at home; at sex work and emotional work; at unemployment and precarious work; at the work of internal migrants; at Chinese workers abroad; at coerced work in private industry (the 2007 "kiln slaves' incident"); and at carceral labor in Xinjiang and elsewhere. Most of the readings will deal with work in the Mao and post-Mao years, right up to the present. We will combine readings on Chinese labor history with more general texts on the relationship between productive and reproductive work, wage work and non-wage work, male and female work, autonomous and heteronomous work. The guiding question throughout the course is if a new Chinese labor movement is necessary, possible, or probable, and if it is not, under which conditions it might become so.

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

Equivalent Course(s): EALC 34455, EALC 24455, HIST 34306

HIST 24409. Tracing Korea's Twentieth-Century Diasporas. 100 Units.

This course explores Korea's many diasporas in the twentieth century. What factors shaped twentieth-century Korean migration? How were individuals and families impacted by their diasporic contexts? We will examine migration trajectories from Korea to other parts of the Asia-Pacific, to Europe, and to the Americas, tracing the historical processes of colonization, war, marriage migration, international adoption, and labor migration. We will also engage with questions of citizenship, identity, and memory. Readings will include a range of primary sources such as personal letters, diaries, interviews, and artwork, as well as selected excerpts from literature and film. By the end of the course, students will have a deeper understanding of the diversity of experiences within Korea's twentieth-century diasporas.

Instructor(s): H. Park Terms Offered: Spring

Equivalent Course(s): RDIN 24409, EALC 24409

HIST 24512. Everyday Maoism: Revolution, Daily Life, and Material Culture in Socialist China. 100 Units.

The history of Maoist China is usually told as a sequence of political campaigns, from land reform to the Cultural Revolution. Yet for the majority of the Chinese population, the promise of socialism was as much about material transformations as it was about political change: a socialist revolution would bring better living conditions, new work regimes and new consumption patterns. If we want to understand what socialism meant for different groups of people, we have to look at the "new objects" of socialist modernity, at changes in dress codes and apartment layouts, at electrification and city planning - or at the persistence of an older material life under a new socialist veneer. In this course, we will analyze workplaces in order to understand how socialism changed the way people worked, and look at rationing and consumption in the households to see how socialism affected them at home. We will look at how specific objects came to stand in for the Maoist revolution, for socialist modernity, or for feudal backwardness. The course has a strong comparative dimension: we will read some of the literature on socialism in the Soviet Union and Eastern Europe, to see how Chinese socialism differed from its cousins. Another aim is methodological. How can we understand the lives of people who wrote little and were rarely written about? To which extent can we read people's life experiences out of the material record of their lives?

Instructor(s): J. Eyferth Terms Offered: Spring

Prerequisite(s): MA students can take with instructor's permission.

Note(s): Not offered in 2023-24. This course is almost identical to EALC 24255/34255, except that it is designed for undergraduates only.

Equivalent Course(s): EALC 24256

HIST 24519. Li Zhi and 16th Century China: The Self, Tradition, and Dissent in Comparative Context. 100 Units.

The 16th century Chinese iconoclast Li Zhi (Li Zhuowu) has been rightly celebrated as a pioneer of individualism, one of history's great voices of social protest, an original mind powerfully arguing for genuine self-expression, and more. He was a Confucian official and erudite in the classics, yet in his sixties he takes the Buddhist tonsure, and late in life befriends the Jesuit Matteo Ricci. He sought refuge in a quiet monastery devoting his life to scholarship, yet invited constant scandal. His *A Book to Burn* "sold like hotcakes," and attracted enough trouble that reportedly readers would surreptitiously hide their copies tucked up their sleeves, and was later banned by the state soon after his death. In this seminar, we will place Li both within the context of the history of "Confucian" thought, and within the literary, religious, and philosophical conversations of the late Ming. Using his writings as a productive case study, we will think about topics including "religion," tradition and innovation, "spontaneity" and "authenticity," and the relationship between "classics" and commentaries. Throughout, we will bring our discussions into comparative analysis, considering views of thinkers and

traditions from other times and places. Chinese not required; for those interested, we will read select essays of Li's in Chinese and students may choose translation as a final project.

Instructor(s): Pauline Lee Terms Offered: Autumn

Note(s): This course meets the HS or CS Committee distribution requirement for Divinity students.

Equivalent Course(s): FNDL 23202, EALC 23202, HIST 34519, HREL 33202, RLST 23202, DVPR 33202, EALC 33202

HIST 24612. Chinese Frontier History, circa 1600-Present. 100 Units.

A study of frontier regions, migration, and border policies in Qing (1644-1912) and twentieth-century China, focusing on selected case studies. Cases will include both actual border regions (where the Qing/China was adjacent to some other polity it recognized), ethnically diverse internal frontiers, and places where migrants moved into previously uninhabited regions (e.g., high mountains). Topics include the political economy and geopolitics of migration and frontier regions, the formation of ethnic and national identities in frontier contexts, borderland society (e.g., marriage, social stratification, and social mobility), and the environmental effects of migration.

Instructor(s): K. Pomeranz Terms Offered: Spring

Equivalent Course(s): HIST 34612, EALC 34712, EALC 24712

HIST 24715. Treaty Ports and Modern East Asia. 100 Units.

Treaty ports shaped modern East Asia by providing key venues for colonial encounter, commercial expansion, and cultural exchange. This course explores how the (forced) opening of treaty ports in the 19th and early 20th centuries reconfigured the political, social, and spatial order of China and Japan. Focusing on cities such as Yokohama, Nagasaki, Tianjin, and Shanghai, we'll examine how foreign concessions, extraterritoriality, and new institutions of governance met with local practices and resistance. Key topics to be investigated include urban development and administration, transnational networks, racial and ethnic relations, and everyday life under (semi-)colonialism. The course also considers how treaty port legacies continue to influence contemporary East Asia and the wider world.

Instructor(s): Jiakai Sheng Terms Offered: Autumn

Equivalent Course(s): HIST 34715, RDIN 33400, EALC 23400, EALC 33400, RDIN 23400

HIST 25027. Infrastructure Histories. 100 Units.

Dams, sewers, container ships, water pipes, power lines, air conditioning, and garbage dumps: the critical infrastructures that enable modern life are so often invisible, except when they fail. This course explores the historical role of infrastructure as a set of planet-spanning systems of resource extraction and crucial conduits of social and political power. Looking at cases from apartheid South Africa and the Suez Canal to Mumbai and Chicago itself, we will consider the relationship of infrastructure with capitalism, settler colonialism, and postcolonial development. We will see how forms of citizenship and exclusion have been shaped and negotiated via wires, leaky pipes, and improvised repairs, and we will consider perhaps the biggest question of all: In this age of ecological crisis, do energy-guzzling infrastructural systems have a strange form of more-than-human agency all of their own?

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

Equivalent Course(s): HIST 35027, ARCH 25027, CEGU 35027, CEGU 25027, CHSS 35270, HIPS 25270

HIST 25030. Environmental Histories of the Pacific. 100 Units.

The Pacific Ocean is the world's largest geographic feature. It spans 64 million square miles, is encircled by 83,000 miles of coastline, contains 25,000 islands, and is home to one-third of the Earth's human population. European and American explorers of the 18th century deemed the Pacific an immense and restrictive void; historians of the late-20th century echoed such sentiments when referring to the Pacific as "Earth's Empty Quarter." Recent scholarship has sought to reframe the Pacific as a constellation of overlapping "worlds" by charting interconnected patterns of human mobility, ecological exchange, economic development, and environmental destruction. Focusing on the past 250 years, this discussion-based research seminar will adopt micro-historical, comparative, and transnational methods to examine the environmental histories of three Pacific worlds: Australasia; Micronesia, Melanesia, and Polynesia; and the Northeastern Pacific. Throughout the course, we will investigate how race, ethnicity, gender, class, politics, and health shaped and were shaped by large-scale socio-environmental processes across these regions. Thematic topics include Traditional Environmental Knowledge; Euro-American exploration and settler colonization; environmental extraction and degradation; agricultural, industrial, and urban development; labor migration and commercial growth; disease transmission and demographic change; and imperial expansion, scientific experimentation, and tourism.

Instructor(s): Christopher Kindell Terms Offered: Spring

Equivalent Course(s): CEGU 20151, RDIN 20151, HIPS 20151, CEGU 30151, GLST 25151, GNSE 22151, HLTH 20151

HIST 25031. Climate Change, Environment, and Society. 100 Units.

Against the backdrop of 21st-century planetary emergencies, this discussion-based course will investigate how natural and anthropogenic climate change have influenced historical relationships between humans and their environments. Organized chronologically, the course's three thematic units will focus on: (1) natural variations in regional climates before the advent of fossil fuels; (2) the emergence of greenhouse gases as a result of fossil fuel dependency, technology, and infrastructure; and (3) climate change science and global politics. Students will employ historical methods to explore periods of social, political, economic, technological, and ecological

transformation, including but not limited to: the rise and "collapse" of Central American populations; European exploration and the Little Ice Age; colonization, Indigenous dispossession, and slavery in the Atlantic World; the Industrial Revolution and the entrenchment of global fossil fuel systems; population growth, (sub)urbanization, and the Great Acceleration of the mid-20th century; and the emergence of modern climate change science and denialism. Required texts consisting of scholarly book chapters and journal articles will be used to contextualize and critically analyze a variety of historical documents.

Instructor(s): Christopher Kindell Terms Offered: Autumn Spring

Note(s): Students who have taken ENST 21201: Human Impact on the Global Environment may not enroll in this course.

Equivalent Course(s): CEGU 20001, GLST 21001

HIST 25032. The Politics of Environmental Knowledge. 100 Units.

How has "nature" been understood and investigated in the modern world? Building upon diverse approaches to environmental history and philosophy, the history of science, and cultural studies, this discussion-based course surveys the major frameworks through which the environment has been understood, investigated, and transformed since the origins of global modernity. Because of its outsized impact (intellectually and materially) on the globe, North American environmentalism and understandings of nature are used as our point of departure. Starting with debates about what to name our current epoch, the course approaches shifting definitions of environmental knowledge through decreasing scales of analysis, from the global, to communities and ecosystems, to species and individuals, ending with the microscopic. The course asks questions such as: What historical and cultural trends shape our current understandings of nature and the environment? At what scales can and should we intervene to shift the ways we know and interact with the natural world? How and to whom should the answers to these complex questions be communicated?

Instructor(s): Mary Beth Pudup Terms Offered: Autumn Winter

Equivalent Course(s): CEGU 20002, GLST 21002

HIST 25033. Disease, Health, and the Environment in Global Context. 100 Units.

Recent concerns about infectious diseases and the environmental determinants of health have attracted renewed attention to previous accounts of disease, many of which have significantly shaped human political, social, economic, and environmental history. Former examples include: respiratory diseases and sexually transmitted infections among Indigenous communities during the age of European exploration and colonial settlement; nutritional deficiencies resulting from the forced relocation and labor of enslaved Africans throughout the Atlantic World; "filth" diseases and urban sanitary reform during the Bacteriological Revolution; zoonotic diseases and pest control campaigns during imperial expansion projects across the Caribbean; and cancers borne of industrial pollutants in the modern era. Through readings, in-class discussions, and written assignments that culminate in a final project, students in this course will explore how natural and human-induced environmental changes have altered our past experiences with disease and future prospects for health. First, we will examine how early writers understood the relationship between geography, environment, hereditary constitution, race, gender, and human health. We will then analyze the symbiotic relationship among pathogens, human hosts, and their physical environments. Finally, we will explore how social factors and human interventions have influenced the distribution of infectious diseases and environmental health risks.

Instructor(s): Christopher Kindell Terms Offered: Winter

Equivalent Course(s): HIPS 22210, GLST 22101, CEGU 32100, HLTH 22100, CEGU 22100, RDIN 22100

HIST 25034. Biodiversity: Past and Present. 100 Units.

Biodiversity is the foundation of all life, essential to human flourishing and economic growth. This course offers a historical approach to biodiversity, including environmental, economic, and intellectual perspectives. How has biodiversity shaped societies over time? How have humans learned to value or ignore biodiversity? Why is a sixth mass extinction increasingly likely?

Instructor(s): Fredrik Albritton Jonsson Terms Offered: Winter

Equivalent Course(s): HIPS 23107, CEGU 23107

HIST 25035. Modern Nature. 100 Units.

What does it mean to know the natural world, and how has that knowledge been used to shape, defend, critique, and expand the modern world? This course explores the intellectual, cultural, and political histories of "nature" and "modernity" in the nineteenth and twentieth centuries. It brings together literature on the rise of the biological and ecological sciences with the histories of industrialization, urbanization, capitalism, and colonialism to consider how nature and the natural been mobilized to diverse political and social ends and how ideas about nature have shaped social and political outcomes in turn. We will also consider how "nature study" and the natural sciences were mobilized for projects of popularization, mass education, and mass politics and how concepts of nature and biocapital are mobilized in the present day.

Instructor(s): E. Kern Terms Offered: Autumn

Equivalent Course(s): CEGU 25035, HIST 35035, CHSS 35035, HIPS 25035, CEGU 35035

HIST 25036. Sydney: Colonization, Health, and the Environment. 100 Units.

Colonial Sydney was both a site of British imperial experimentation and a crucial node in Pacific World networks of trade, migration, and disease transmission. Focusing on the period between the First Fleet's arrival in 1788 and Australian Federation in 1901, this September term course examines how encounters among Aboriginal Australians, British convicts, colonial officials, and East Asian and Pacific Island immigrants altered the social,

environmental, and urban fabric of Sydney. What does Sydney's built environment tell us about the city's colonial past? What sociocultural, economic, and physical forces transformed Sydney from the traditional lands of the Eora people into Britain's most distant colonial outpost? How did the global importation and exploitation of people, plants, animals, and diseases reshape both the natural environment and human experience in this thriving Pacific seaport? What tensions emerged as colonial authorities sought to impose control over unfamiliar landscapes and diverse populations while pursuing broader imperial strategies? Students will explore such questions and develop essential skills in historical analysis and place-based learning through a series of in-class lectures, readings, and guided visits to many of Sydney's museums, heritage sites, and cultural landmarks. Excursions throughout Sydney and its surroundings will illuminate how colonial cities often developed as crucibles of contestation, environmental change, and imperial governance.

Instructor(s): Christopher Kindell Terms Offered: September Term

Equivalent Course(s): HIPS 22300, CEGU 22300, HLTH 22300, RDIN 22301

HIST 25037. Tutorial: Populating the Earth: Biopolitics and Geopolitics of Life. 100 Units.

From the nineteenth century to the present, human populations grew from 1 to 8 billion people on Earth. How did we get here? This course explores histories of science, technology, and medicine, as well as environmental transformations that have enabled global population growth in the last 200 years. Readings will cover a broad range of themes including agricultural reform, public health, eugenics, and climate change.

Instructor(s): Z. Huang and S. Pandey-Geeta Terms Offered: Spring. Offered in Spring 2026

Equivalent Course(s): HIPS 29654, CEGU 29654

HIST 25121. History of Cartography. 100 Units.

This course offers a grand overview of the key developments in mapmaking throughout history worldwide, from pre-literate cartography to the modern interactive digital environment. It looks at the producers, their audience, the technologies and artistic systems used, and the human and global contexts in which they developed. The course also features experiential learning components with field trips to map collections at Regenstein Library and Newberry Library.

Instructor(s): Yue Lin Terms Offered: Autumn 2024–25

Equivalent Course(s): ARCH 28800, HIST 35121, CEGU 28800, GISC 38800, GISC 28800, CHST 28800

HIST 25123. Topics in Medical Ethics. 100 Units.

Decisions about medical treatment and medical policy often have profound moral implications. Taught by a philosopher and a historian, this course will examine such issues as paternalism, autonomy, informed consent, assisted suicide, abortion, organ markets, and distributive justice in health care. (A)

Instructor(s): Dan Brudney, Michael Rossi Terms Offered: Autumn

Prerequisite(s): Third or fourth year standing.

Equivalent Course(s): HIPS 21609, PHIL 21609, HLTH 21609, BPRO 22612

HIST 25205. The Scientific Image. 100 Units.

This course explores the broad field of scientific image-making, focusing in particular on problems of formalism, abstraction, and realism. What makes a "good" scientific image? What kind of work do scientific images do? What philosophical, ideological, and political constraints underwrite attempts to render the complexity of events and entities in the world in stylized visual vocabularies? And how might we approach the work of aesthetics and style in image-making? We will examine these questions through a survey of several contemporary scholarly frameworks used for thinking about problems of representation in scientific practice, and will attend to such image-making practices as graphing, diagramming, modeling, doodling, illustrating, sculpting, and photographing, among other methods.

Instructor(s): M. Rossi Terms Offered: Spring

Equivalent Course(s): HIST 35205, CHSS 35205, HIPS 25505

HIST 25214. TUTORIAL - Genetics in Society. 100 Units.

What is the human genome, and what can it tell us about humanity? What constitutes the appropriate construction and use of genetic claims? While efforts to fully map the human genome peaked in the 1990s, the stakes of these questions long preceded the genomic era, and have long structured social worlds. This course will take a critical approach to the history and anthropology of genetics and genomics, focusing on the social and ethical implications in historical and contemporary iterations of genetics. We will consider how, over the course of the twentieth century, the genome came to represent a source of authority with regards to human nature, occupying a central place in defining individual and group identities, history, policy, and reconciliation efforts. We will begin by considering the cultural and epistemic authority of the genome concept and the power dynamics in which it arose. We will then examine the relationships between genetic concepts and a number of scientific and social themes, including heredity and eugenics, diversity and human variation, identity, racialization, nationalism, disability, big data, and medical risk and promise. We will conclude with the contemporary 'postgenomic' era, in which many stakeholders are grappling with the question of what the human genome, and all the information gleaned from its sequencing, actually means.

Instructor(s): Megan MacGregor Terms Offered: Autumn. Offered in Autumn 2025

Equivalent Course(s): CHDV 29653, HIPS 29653, ANTH 29653

HIST 25300. American Revolution, 1763 to 1789. 100 Units.

This lecture and discussion course explores the background of the American Revolution and the problem of organizing a new nation. The first half of the course uses the theory of revolutionary stages to organize a

framework for the events of the 1760s and 1770s, and the second half of the course examines the period of constitution making (1776-1789) for evidence on the ways in which the Revolution was truly revolutionary.

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

Equivalent Course(s): DEMS 25300, HIST 35300

HIST 25305. Magic, Miracles, and Medicine: Healthcare in the Bible and the Ancient World. 100 Units.

This course examines the complex issues surrounding the body, disability, and medical care in antiquity. It will be guided by a variety of questions, such as what was the root cause of bodily infirmity and disease in antiquity? How did cultural views of sex, gender, and race influence perceptions of the body and what it meant to be able bodied? Such questions are significant when considering what kind of access to healthcare marginalized groups had. In order to explore these questions, we will examine ancient Mediterranean views of medical care through material remains (e.g., magical amulets and healing shrines) and textual evidence (e.g., Galen and Hippocrates). After considering this wider cultural context, we will examine treatments in the Hebrew Bible, New Testament, and early Christianity. We will also explore how Christian concepts of medical care evolved in light of accounts of Jesus as a divine healer. In addition to this ancient evidence, we will engage with modern disability studies and sociological analyses to better orient our readings. At the end of the course, students will be better acquainted with the complex relationship between religion and medicine and how that affects modern healthcare decisions.

Instructor(s): Richard Zaleski Terms Offered: Spring. Not offered 2025–26

Equivalent Course(s): HLTH 20223, JWSC 20923, HIPS 20223, RLST 20223, KNOW 20223, CCTS 21021

HIST 25318. Wonder, Wonders, and Knowing. 100 Units.

In wonder is the beginning of philosophy," wrote Aristotle; Descartes also thought that those deficient in wonder were also deficient in knowledge. But the relationship between wonder and inquiry has always been an ambivalent one: too much wonder stupefies rather than stimulates investigation, according to Descartes; Aristotle explicitly excluded wonders as objects of inquiry from natural philosophy. Francis Bacon called wonders "broken knowledge." Since the sixteenth century, scientists and scholars have both cultivated and repudiated the passion of wonder; On the one hand, marvels (or even just anomalies) threaten to subvert the human and natural orders; on the other, the wonder they ignite inquiry into their causes. Wonder is also a passion tinged with the numinous, and miracles have long stood for the inexplicable in religious contexts. Above all, wonders demand attention and interpretation. This seminar will explore the long, vexed relationship between wonder, knowledge, and belief in the history of philosophy, science, and religion.

Instructor(s): Lorraine Daston Terms Offered: Spring, Spring 2024

Prerequisite(s): Consent is required for both grads and undergrads. This course will be taught in the first five weeks of the quarter. Reading knowledge of at least one language besides English would be helpful but not required.

Note(s): The seminar will take place on Tuesdays & Thursdays, 09:30 a.m. – 12:20 p.m.*, during the first five weeks of the term (March 19 – April 18, 2024)

Equivalent Course(s): PHIL 20926, PHIL 30926, SETH 20926, SETH 30926, HIST 35318, RLST 28926, HREL 30926, CHSS 30936, KNOW 30926

HIST 25320. Power and Medicine. 100 Units.

The marvel of modern medicine has been lauded as a great leveler of the human condition. From sanitary regimes, to the discovery of antibiotics, to anaesthesia and the development of successful surgery and lifestyle intervention, medicine has improved the lives of all humankind. However, research shows that this improvement is not uniform - that some benefit more from medicine than others. This disparity, which public health scientists and medical researchers have followed for decades, is borne of a complex set of societal factors - including socioeconomic status, race, genetic background, environment, and lifestyle. These studies show us a key feature of medicine: it does not exist in a vacuum, and one's lifespan and quality of life are as tethered to social factors as they are to scientific innovation. This class will explore the effects of uneven power systems on health and human medicine in modern history. We will explore how different peoples - of diverse racial, socioeconomic and historical backgrounds - experienced medical and sanitary regimes, and how they navigated disparities in access. Every week we will examine a particular theme in the history of medicine and explore its effects first on a regional scale in the U.S., and the following meeting in the global context. The goal in this structure is to demonstrate the diversity of experience and the complex systems that influence medical regimes.

Instructor(s): Caine Jordan Terms Offered: Spring

Equivalent Course(s): HIST 35320, RDIN 33800, RDIN 23800, CHSS 33830, HIPS 23830

HIST 25417. Biology, Technology, and Politics in 20th Century Europe. 100 Units.

This course examines the intersection between science and politics in modern Europe. In addition to surveying the history of modern Europe through themes such as colonialism and racism, gender and sexuality, the history of labor, and the history of psychiatry and psychoanalysis, this course exposes students to multiple methodological approaches to the study of history, including the history of science, cultural history, and intellectual history.

Instructor(s): I. Gabel Terms Offered: Winter

Equivalent Course(s): HIPS 25417

HIST 25421. History of Censorship from the Inquisition to the Internet. 100 Units.

Censorship over time and space, with a focus on the history of books and information technologies. The class will meet in Special Collections, and students will work with rare books and archival materials. Half the course

will focus on censorship in early modern Europe, Latin America and Iberian Asia, including the Inquisition, the printing press, and clandestine literature in the Renaissance and Enlightenment. Special focus on the effects of censorship on classical literature, both newly rediscovered works like Lucretius and lost books of Plato, and authors like Pliny the Elder and Seneca who had been available in the Middle Ages but became newly controversial in the Renaissance. The other half of the course will look at modern and contemporary issues, from wartime censorship, to comic books, to digital-rights management, to free speech on our own campus.

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

Note(s): Assignments: short and long papers, alternative assignments

Equivalent Course(s): CLCV 25417, KNOW 21403, HIPS 25421, KNOW 31403, CLAS 35417, CHSS 35421, SIGN 26010, HIST 35421, HREL 34309, RLST 22121

HIST 25428. Print, Media Transformation and the Beginnings of Mass Communication. 100 Units.

Printing is one of the truly transformative communication technologies, but in the fifteenth century it was by no means certain it would succeed or even survive. One thing that we will learn in this course, is that new media are always accompanied by a deluge of optimistic prophecy, and this was the case with printing just as much as with the internet. New technologies do not destroy what went before: instead they take their place in an ever-richer communication nexus. This course will examine all aspects of this fragile trade, authors and readers, booksellers, printers and publishers, along with the numerous strategies pursued by members of the book trade to find their audience. It will engage with how the new tools at the disposal of book historians are transforming our understanding of the early modern print world. It takes the story through to the new technologies of the last two centuries, and how the knowledge revolution made possible through new technology and the provision of universal education transformed the book world. This course will be taught in Special Collections.

Instructor(s): Andrew Pettegree Terms Offered: Spring

Equivalent Course(s): ENGL 38826, GRMN 38826, CMLT 38826, GRMN 28826, CMLT 28826, ENGL 28826, SIGN 28826, HIST 35428

HIST 25509. Anthropological Archaeology. 100 Units.

Archaeology is but ethnology in the past tense," wrote the prehistorian André Leroi-Gourhan in 1946. He expressed an idea shared by many, namely that archaeology and anthropology share a single set of aims: to investigate the workings of human society and culture, to examine particulars and illuminate universals. In this course, we will become acquainted with archaeology as a discipline of anthropology. Through readings, analysis of case studies, excursions, and practical exercises, we will learn the fundamentals of archaeological theory and method while exploring how archaeologists use them to examine anthropological questions. How do we study the development and structure of the social, political, and economic systems of the past? What can archaeology tell us about the formation of identities-self-same and other? How can the analysis of material remains shed light on the operations of culture, power, and agency? We will also look closely at "anthropological archaeology" as a historical object, from its early investments in ideas of primitive culture to contemporary issues of heritage, patrimony, and repatriation, archaeology's material, economic, and environmental impacts, and the potential of archaeologists to pursue restorative ways of engaging the past and the present.

Instructor(s): Daniel Hansen

Equivalent Course(s): ANTH 21108

HIST 25602. 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): NEHC 20014, CLCV 21722

HIST 25604. 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): NEHC 20018

HIST 25610. 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, NEHC 20601, RLST 20401, MDVL 20601

HIST 25611. Iran: An Ancient Empire. 100 Units.

An examination of the emergence and evolution of the Iranian Empire in late antiquity, the most enduring territorially extensive political system in ancient West Asian history. Its name, *Ērānšahr*, signaled the centrality of Zoroastrianism to its conception and organization. The course will therefore focus on the role of the religion, as a complex of ideas and institutions, in the shaping of Iran's society, culture, political economy, and imperial infrastructure. It will also consider the development of Rabbinic Judaism, Christianity, and Manichaeism within the empire's confines. The course will pay special attention to the legacy of Iran in the medieval and modern Middle East, arguably equivalent to Rome's in the West.

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

Equivalent Course(s): NEHC 30721, NEHC 20721, HIST 35611

HIST 25615. 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 Bozulolcay 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, NEHC 20602

HIST 25616. 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, NEHC 20603

HIST 25711. Armenian History through Art and Culture. 100 Units.

Who are the Armenians and where do they come from? What is the cultural contribution of Armenians to their neighbors and overall world heritage? This crash-course will try to answer these and many other similar questions while surveying Armenian history and elements of culture (mythology, religion, manuscript illumination, art, architecture, etc.). It also will discuss transformations of Armenian identity and symbols of 'Armenianness' through time, based on such elements of national identity as language, religion, art, or shared history. Due to the greatest artistic quality and the transcultural nature of its monuments and artifacts, Armenia has much to offer in the field of Art History, especially when we think about global transculturation and appropriation among cultures as a result of peoples' movements and contacts. The course is recommended for

students with interest in Armenian Studies or related fields, in Area or Civilizations Studies, Art and Cultural Studies, etc.

Instructor(s): Hripsime Haroutunian Terms Offered: Autumn

Equivalent Course(s): NEHC 30692, ARCH 20692, ARTH 20692, NEHC 20692

HIST 25714. Islamic Intellectual History. 100 Units.

The course introduces students to current methodological trends in the Western study of intellectual history and then examines debates and discourses in the field of Islamic intellectual historiography, with a focus on selected examples. Students will develop and present individual original research projects.

Instructor(s): Ahmed El-Shamsy Terms Offered: Spring

Equivalent Course(s): NEHC 20204, NEHC 30204, HIST 35714

HIST 25715. Praise, Power, and Patronage in the Middle East. 100 Units.

When we encounter praise for the powerful, our first instinct is often to dismiss the entreaty as superficial or sycophantic. Yet, in the Islamic Middle East, certain modes of praise have long had resonances that go beyond the binary of sincerity and flattery. This course asks instead what praise does by tracing its many textual and material lives across the literary and historical record of the Middle East. We will read in translation the poetic boasts of pre-Islamic Arabia and religious paeans of the prophet, explore the scientific and architectural achievements of empires from the Abbasids to the Ottomans, and reflect on global sporting events and arts infrastructure in today's Gulf economies. Whether we look out from the palaces of medieval Baghdad (vividly recreated in Assassin's Creed) or the spectator stands of Qatar's many World Cup stadiums, we will engage critically with moments of praise and connect them to the expectations and conventions of patronage. By interrogating the relations that motivate the economy of praise, we will examine the power of praise to shape local and global realities while observing where these ambitions come up against their limits.

Instructor(s): Jeson Ng (ngjeson) Terms Offered: Spring. First offering Spring 2026

Equivalent Course(s): NEHC 20039, RLST 26139, NEHC 30029

HIST 25810. History of Jews in the Middle East. 100 Units.

This class examines the history of Jews in the Middle East from the early modern period, when many Jewish refugees fleeing Spain and Portugal settled in the Ottoman Empire, to the modern Period, when Jews debated and challenged colonialist, reformist, nationalist, leftist, and secular ideologies. Reading novels, memoirs, and new works in the fields of Jewish and Middle Eastern Studies, we will examine how early modernity and modernity gave birth to new identity formations and new frames of belonging. We will visit the unknown histories of early modern Jews who produced translations and explications of the Hebrew Bible in Arabic, of Jews and Muslims who fought together Christian missionary activities, of Arab Jewish feminists, and of Jewish communists who established anti-Zionist societies in the Middle East.

Instructor(s): Orit Bashkin Terms Offered: Autumn. Not offered in AY 2025–2026

Equivalent Course(s): NEHC 20228, RLST 20228, JWSC 23405

HIST 25908. Modern Middle East: Three Centuries of Syrian History. 100 Units.

This course uses the vantage point of Syria to survey the history of the Middle East, from the eighteenth century to today. The course will take us from the province of Damascus in the Ottoman Empire to the millions of Syrians in the West in the twenty-first century to understand the changing nature of where Syria is and what being a Syrian meant throughout these three centuries. As this course will reveal, the interlocutors of this question included rioting craftsmen and Janissaries, a local US vice-consul in Damascus, the nomads of the Syrian desert, émigré Syrian critics of the Ottoman Empire, agronomists invested in national economy, men of business as well as those of religion, and an authoritarian regime and a people who rose against it. As we unravel the social, political, economic, and intellectual processes that shaped the Syrian identity, we will cover milestone events such as the infamous interconfessional massacres of 1860, the end of the Ottoman Empire, the Baathist coup of 1963, or the Syrian Revolution in the context of the Arab Spring of the early 2010s. The course material will include scholarly texts as well as excerpts from Syrian texts, novels, and films in translation.

Instructor(s): Murat Bozluolcay Terms Offered: Spring

Equivalent Course(s): HIST 35908, NEHC 20116, KNOW 36085, NEHC 30116

HIST 25909. Histories of Environment and Technology in the Modern Middle East. 100 Units.

Over the past decade, the field of Middle East history has undergone a surge of scholarly interest in a broad range of "new materialisms." Alongside, and sometimes in conversation with, a marked revival of political economy, this new work has explored, in multiple directions, the mutual constitution and co-evolution of social formations in the region with the tangible materials of the world around them. After revisiting a number of earlier, classic works that examined similar questions under different guises, this course will cover a range of new studies that represent the diversity and promise of these new approaches to histories of environment and technology.

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

Equivalent Course(s): CEGU 25909, CEGU 35909, NEHC 35909, NEHC 25909, HIST 35909

HIST 25910. Afghanistan in Global History. 100 Units.

From the consolidation of European imperial control in South and Central Asia through the present day, Afghanistan has featured in the global imagination of empire. It has been called a "buffer state," "the graveyard of empires," and the land of the "great game." But how have Afghans experienced these global historical currents in their homeland? In this course, we trace the history of global and imperial engagement with Afghanistan,

as well as Afghans' own articulations of their history, society, and culture, with particular attention to Afghan experiences of British, Soviet, and US intervention. We ask how external global powers imagined Afghanistan and sought to use that imaginary to establish regional authority. Equally, we study how Afghans responded to global geopolitical claims and developed their own historical narratives that exceed the simplified narratives developed by many global powers.

Instructor(s): Amanda Lanzillo Terms Offered: Spring

Equivalent Course(s): SALC 22707, NEHC 32727, GLST 22707, NEHC 22727, HIST 35910, SALC 32707

HIST 26105. International Migration in the Americas. 100 Units.

All the countries in the Americas have a long history as highly mobile. The US has been, by far and for several decades, the main magnet for international moves worldwide with more than 50 million migrants living today in the country. Canada has one of the largest proportions of foreign-born population, above 20%. Mexico is the country with the second largest stock of nationals living in another country, close to 12 million. In the cases of Jamaica and El Salvador, one of every four nationals live abroad. Central and South America have also experienced a variety of international movements related to political, environmental and economic events. The region as a whole combines documented and undocumented moves, an important flow of return migration, adult- only and family migrations, temporary-labor programs and the settlement of large communities of migrants, especially in cities. In addition, in the history of the continent one can trace rapid shifts in countries traditionally of destination to countries of origin. The case of Venezuela, where more than 7 million (20% of its population) have migrated in the last decade, illustrates well how the population in the Americas uses migration as a rapid response to economic or political shocks (Giorguli, García-Guerrero and Masferrer, 2022). This course seeks to look at the international mobility of the continent in a comprehensive way and to discuss about the management of migration and scenarios for the future.

Instructor(s): Giorguli Saucedo, Silvia Elena Terms Offered: Autumn

Equivalent Course(s): LACS 32500, LACS 22500, HIST 36105

HIST 26106. Tropical Commodities in Latin America. 100 Units.

This colloquium explores selected aspects of the social, economic, environmental, and cultural history of tropical export commodities from Latin America-- e.g., coffee, bananas, sugar, tobacco, henequen, rubber, vanilla, and cocaine. Topics include land, labor, capital, markets, transport, geopolitics, power, taste, and consumption.

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

Equivalent Course(s): CEGU 26106, CEGU 36106, LACS 36106, LACS 26106, HIST 36106

HIST 26302. A History of Youth in Latin America. 100 Units.

This course will examine the history of youth-as a social category, and as an experience-in Latin America. We will consider histories of childhood, student activism, and youth culture across the region to consider how young people experience everyday life, and how they effect change. Course materials will combine primary sources including film, music, and other visual and performance artworks with scholarship on childhood and youth.

Instructor(s): Diana Schwartz-Francisco Terms Offered: Spring

Equivalent Course(s): LACS 21816, CHDV 21816, GLST 21816

HIST 26305. Covid-19 and other epidemics in Latin American History. 100 Units.

This course is designed as an introduction to the history of epidemics and pandemics in Latin America from the XVI century to the present. Emphasis will be on using epidemics and pandemics as historical lenses to illuminate key dimensions of Latin America's society like discrimination, citizenship, authoritarianism, popular resilience and globalization. We will discuss the relationship between epidemics and pandemics and international commerce, analyze the role played by structural inequities and inadequate responses by governments in the intensification of disease outbreaks, and assess popular reactions to government's action and inaction. An organizing principle of several sessions will be "Necropolitics" (a concept originally coined by Cameroonian philosopher Achille Mbembe) applied to social studies of health. These studies indicate that it is misleading to consider epidemics and pandemics as equal-opportunity threats since widespread disease outbreaks are usually more acute and tragic for vulnerable populations. A distinctive feature of necropolitics and Covid-19 was a misplaced hope for "herd immunity", embraced by Brazilian President Jair Bolsonaro, namely the natural protection from an infectious disease that happens when a population is immune through previous infection, with the assumption that a large number of people had to die.

Instructor(s): Marcos Cueto Terms Offered: Autumn

Equivalent Course(s): LACS 25132, HIST 36305, LACS 35132

HIST 26306. Water in Latin America. 100 Units.

The course will explore how water shapes-and is shaped by-humans in Latin America. Drawing from case studies from the pre-Columbian era to the present, the course will consider struggles over aquatic resources, dam building, and hydraulic development, as well as the social life of water in the region. Some background in Latin American history or politics is helpful but not required.

Instructor(s): Diana Schwartz-Francisco Terms Offered: Course not offered in 24-25

Equivalent Course(s): CEGU 26381, LACS 26381

HIST 26307. The Simultaneity of Time: Reading Jorge Luis Borges in the 21st Century. 100 Units.

Through complex and evolving perspectives of time, reading, language, and writing, Jorge Luis Borges (1899-1986) developed both an "ethics" and a "technics" of the "intellectual" vis-à-vis literature, history, and philosophy. Over the 20th century, the political and cultural consideration of his ethics and technics varied

depending on the moment, but the debates only increased Borges' influence as a language crafter and as a thinker, beyond the language he chose to write (Spanish, he could have been an English writer, but he opted for Spanish). The course will seek to serve as a collective close reading of the prose works (fiction and non-fiction) by Jorge Luis Borges, relying on excellent editions and translations: J. L. Borges, *Collected Fictions* (Viking, Penguin 1998), translated by Andrew Hurley, and Jorge Luis Borges, *Selected Non-Fictions* (Penguin 2000), edited and translated by Eliot Weinberger, Esther Allen, Suzanne Jill Levine. Each session will consist of a short contextualization and introduction by the instructor, a general discussion, and a short dialogue especially addressing the concerns of those students who decide to read Borges' works in the original Spanish.

Instructor(s): Mauricio Tenorio Terms Offered: Winter. Course not offered in 2025–26

Equivalent Course(s): FNDL 29205, LACS 29205

HIST 26309. The Economic History of Latin America. 100 Units.

The course explores Latin America's historical evolution, analyzing the factors that have promoted or limited its economic development from the 16th century to the present. It seeks to familiarize students with the main debates on the economic history of the region, including the most recent literature. Despite its diversity, Latin American countries share several common traits, linked to its past, that have resulted in lower levels of income and greater poverty than the Global North, and very high inequality by international standards. This course aims to acquaint students with Latin America's diversity and, at the same time, identify its common characteristics. The course will delve into the following traits, that although unevenly distributed through the region, have shaped Latin America's economic development: indigenous legacies, colonial extraction, slavery, European migration, political fragmentation and instability, integration into the global economy through commodities' exports, low educational levels, poor innovation and financial development, limited industrialization, and frequent macroeconomic crises.

Instructor(s): Aurora Gómez Galvarriato Terms Offered: Autumn

Equivalent Course(s): HIST 36309, LACS 25135, LACS 35135

HIST 26310. The U.S. - Mexico Borderlands. 100 Units.

This course examines the US-Mexico Borderlands from a time before political borders to the contemporary moment. As a vast geographical and conceptual space of cooperation and antagonism, the borderlands that include what is today the southwestern United States and northern Mexico comprise a crucial site to interrogate the formation and limits of colonial imposition, national identity, state power, racial segregation, environmental transformation, and capitalist expansion. In this course, we will map the history of the Mexico-US borderlands by drawing from testimony, fiction, images, cartography, music as well as scholarship that centers the experiences of those who have lived in and moved through this territory. This course is open to all.

Instructor(s): Schwartz Francisco, Diana Terms Offered: Winter

Equivalent Course(s): GLST 28900, LACS 38900, LACS 28900, CEGU 28900, HIST 36310, CEGU 38900

HIST 26318. Indigenous Politics in Latin America. 100 Units.

This course examines the history of Indigenous policies and politics in Latin America from the first encounters with European empires through the 21st Century. Course readings and discussions will consider several key historical moments across the region: European encounters/colonization; the rise of liberalism and capitalist expansion in the 19th century; 20th-century integration policies; and pan-Indigenous and transnational social movements in recent decades. Students will engage with primary and secondary texts that offer interpretations and perspectives both within and across imperial and national boundaries.

Instructor(s): Diana Schwartz Francisco Terms Offered: Course not offered in 24-25

Equivalent Course(s): HIPS 26380, GLST 26380, ANTH 23077, RDIN 26380, LACS 36380, LACS 26380, RDIN 36380

HIST 26319. Art and the Archive in Greater Latin America. 100 Units.

How and why do artists engage records of the past in their work? What are the politics of both creating archives and culling from them to visually render or represent the past? Focusing on artists, art-making, and archives in Greater Latin America (including the United States), this course will consider the process of collecting and creating in artistic production from the perspectives of both theory and practice. Students in the course will work directly with archival materials in Chicago and collaborate on contemporary artistic projects that consider issues of relevance to people and places of the Western Hemisphere.

Instructor(s): Diana Schwartz-Francisco Terms Offered: Course not offered in 24-25

Equivalent Course(s): CHST 26384, RDIN 26384, ARTV 20017, ARTH 26384, LACS 26384

HIST 26409. Revolution, Dictatorship, & Violence in Modern Latin America. 100 Units.

This course will examine the role played by Marxist revolutions, revolutionary movements, and the right-wing dictatorships that have opposed them in shaping Latin American societies and political cultures since the end of World War II. Themes examined will include the relationship among Marxism, revolution, and nation building; the importance of charismatic leaders and icons; the popular authenticity and social content of Latin American revolutions; the role of foreign influences and interventions; the links between revolution and dictatorship; and the lasting legacies of political violence and military rule. Countries examined will include Guatemala, Cuba, Chile, Argentina, El Salvador, Nicaragua, Peru, Venezuela, Bolivia, and Mexico. Assignments: Weekly reading, a midterm exam or paper, a final paper, participation in discussion, and weekly responses or quizzes.

Instructor(s): B. Fischer Terms Offered: Winter

Note(s): Some background in Latin American studies or Cold War history useful.

Equivalent Course(s): LACS 26409, DEMS 26409, LACS 36409, HIST 36409, HMRT 26409

HIST 26500. History of Mexico, 1876 to Present. 100 Units.

From the Porfiriato and the Revolution to the present, this course is a survey of Mexican society and politics, with emphasis on the connections between economic developments, social justice, and political organization. Topics include fin de siècle modernization and the agrarian problem; causes and consequences of the Revolution of 1910; the making of the modern Mexican state; relations with the United States; industrialism and land reform; urbanization and migration; ethnicity, culture, and nationalism; economic crises, neoliberalism, and social inequality; political reforms and electoral democracy; violence and narco-trafficking; the end of PRI rule; and AMLO's new government.

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

Note(s): Assignments: two essays

Equivalent Course(s): LACS 36500, DEMS 26500, LACS 26500, HIST 36500

HIST 26509. Law and Citizenship in Latin America. 100 Units.

This course will examine the history of law and citizenship in Latin America from the 19th to the 21st centuries. After a brief introduction to the so-called "Civil Law Tradition" that structures law across much of the world, we will explore the following themes: the development of Latin American constitutions, laws, and legal systems; the ways the operation of these systems has shaped citizenship and exclusion; the relationship between legal and other inequalities; the intersection of law and informality; and how legal history can shed light on broader questions of race, liberalism, family, gender, migration, urbanity, violence, policing, state terror, and the environment.

Instructor(s): B. Fischer Terms Offered: Autumn

Prerequisite(s): background in Latin American Studies, Latin American History, and/or legal history useful

Equivalent Course(s): KNOW 36509, HIST 36509, LACS 36509, LLSO 26509, LACS 26509

HIST 26511. Cities from Scratch: The History of Urban Latin America. 100 Units.

Latin America is one of the world's most urbanized regions and its urban heritage long predates European conquest. Yet the region's urban experience has generally been understood through North Atlantic models, which often treat Latin American cities as disjunctive, distorted knockoffs of idealized US or European cities. This class interrogates and expands those North Atlantic visions by emphasizing the history of vital urban issues such as informality, inequality, intimacy, race, gender, violence, plural regulatory regimes, the urban environment, and rights to the city. Interdisciplinary course materials include anthropology, sociology, history, fiction, film, photography, and journalism produced from the late nineteenth to the early twenty-first centuries.

Instructor(s): B. Fischer Terms Offered: Autumn

Prerequisite(s): Some coursework in Latin American studies, urban studies, and/or history

Equivalent Course(s): CEGU 26511, HIST 36511, ARCH 26511, LACS 36510, LACS 26510

HIST 26606. Postcolonial and Decolonial History and Theory. 100 Units.

This course introduces students to some key texts in post and decolonial theory. Our goals in this class are three-fold. First, to familiarize students with foundational thinkers who have inspired both decolonial and postcolonial work. We draw attention to the different ways in which their ideas have been deployed in subsequent post and decolonial scholarship. Second, we ask questions oriented towards comparison of postcolonial and decolonial approaches: What, if any, are the points of overlap between decolonial and postcolonial thought? How do both bodies of work critique and contest the legacies of empire? Third, we investigate the present and possible futures of decolonial and postcolonial thought.

Instructor(s): Rochona Majumdar & Lisa Wedeen Terms Offered: Spring

Note(s): Enrollment limit: 15

Equivalent Course(s): PLSC 20704, SALC 20704, CDIN 20704, CCCT 20704

HIST 26616. From Bollywood to Made in Heaven: Marriage and Sexuality on Indian Screens. 100 Units.

From reality shows like Indian Matchmaking and Made in Heaven to the meme of the "Big Fat Indian Wedding" to the preoccupations of Bollywood films like DDLJ and Rocky aur Rani ki Prem Kahani and crossover ones such as Monsoon Wedding, marriage is an obsession in South Asian culture. Focusing on Hindi cinema, this course will explore the socio-political dynamics of this cultural focus on marriage and couple formation. With examples ranging from classical Hindi films from the 1950s-60s to the star-studded melodramas of 1970s and 1980s and the "new Bollywood" era (post-1991), this cinema exhibited and analyzed the central dynamics of marriage: sexual compatibility, fidelity, reproductive futures, and so on. Debates around class, caste, diaspora, and sexuality are equally anchored in issues of marriage and couple formation. In this course, we ask why it is that marriage-its success and failure-has been so central to Indian on-screen identities. Even as screens multiply-on computers, cell phones, and in the multiplex-marriage continues to dominate. No prior knowledge of Indian languages is required, but you must enjoy watching and talking about movies and popular culture.

Instructor(s): Rochona Majumdar Terms Offered: Winter

Equivalent Course(s): SALC 20122, CMST 30122, CMST 20122, HIST 36616, GNSE 20142, SALC 30122, GNSE 30142

HIST 26619. Early Modern South Asia: The Mughal World. 100 Units.

This course is designed as a complete, one-stop introduction to the extraordinary spectacle that is the Mughal world. We look at this world from a variety of angles, including politics, religion, the Mughal state, society and culture. Topics of special importance include the political philosophy of the empire; religion, especially

Hindu-Muslim relations; imperial languages of the empire, including Persian, Urdu, Hindi, and Sanskrit; art and architecture; literature, especially poetry and autobiography. We will draw on a wide range of primary and secondary sources to guide our exploration of the Mughal world, while reflecting critically on how such sources are used to reconstruct historical worlds and craft narratives about them. All levels are welcome, no prerequisites.

Instructor(s): Shariq Khan

Equivalent Course(s): SALC 31355, SALC 21355

HIST 26703. Modernity and Islam in South Asia: Piety, Poetry and Politics. 100 Units.

What did the experience of modernity and colonialism look like for Islamic South Asia? How did South Asian Muslims, especially in North India, respond to the many challenges and opportunities modernity brought in its wake? This course explores how custodians of Islamic religious and poetic traditions responded to colonial modernity. We also introduce some key ideas of postcolonial studies, and apply as well as think critically about them in the light of the Indo-Islamic case-study. We begin the course by exploring the possible meanings of modernity and colonialism, before diving deeper into Indo-Islamic modernity using two broad and highly intertwined themes: religion, encompassing subthemes of science, rationality, and progress, and literature, especially poetry and the fate of the Persian and Urdu ghazal tradition, occasionally making comparisons with other pre-colonial genres in other Indian languages. We will look at the creation of new genres and new kinds of poetry in Persian and Urdu that emerge both to answer the call of modernity and sometimes to reject and attack it.

Instructor(s): Shariq Khan Terms Offered: Winter

Equivalent Course(s): SALC 25327

HIST 26705. The 'Child' in South Asia: Minor Lives, Major Questions. 100 Units.

What does it mean to think about the history, culture, and politics of a region through the figure of the "child"? This course explores "childhood" as a powerful concept that has shaped debates about race, colonialism and development, particularly in the history of colonial and postcolonial South Asia. From the stereotype of the "childlike native" to the infantilization of women, the child figure repeatedly gets invoked to mark social hierarchies. Even in a globalized world, the status of children across the world, measured under the rubric of the UN Child Rights Convention, fuels understandings of "development" and "progress" among nations and communities. We will survey Southern Asia's colonial legacy, postcolonial present and globalized afterlife to examine how "childhood" has been imagined in relation to national and ethnic identities as well as class, caste, gender, and religious affiliations of people. Taking a wide range of visual and textual genres as objects of study - such as textbooks, educational charts, children's literature, advertisements, biographies and films - this course will enable students to study the category of the "child" through a humanistic lens and see how it's embedded in the cultural history of South Asia.

Instructor(s): Titus Bose Terms Offered: Winter

Equivalent Course(s): GNSE 25340, SALC 25340, CMLT 25340, EDSO 25340, RDIN 25340, HMRT 25340, CHDV 25340

HIST 26708. Introduction to Islam in South Asia. 100 Units.

This survey course introduces students to the rich, complex, and interdependent history of Islam in South Asia. Progressing chronologically, we will begin with the prehistory of Islam in the subcontinent, then proceed from the early Islamic period through the rise of Muslim empires and states to the British-colonial period, and end with the postcolonial twentieth and twenty-first centuries. Along the way, we will encounter and discuss important historical moments, major ideas, key figures and movements, and literary and artistic works to gain insight into the continuities, changes, and many forms of diversity that have characterized the history of Islam in South Asia through the centuries. Among our many goals will be to develop tools to think critically about the ways in which Islam in South Asia is represented in our time. Course readings include secondary scholarship and primary sources in translation. No prior knowledge of Islam or the history of South Asia is required. Students are welcome and encouraged to contact the instructor, Gregory Maxwell Bruce (gmbruce@uchicago.edu), with questions.

Instructor(s): Gregory Max Bruce Terms Offered: Winter

Equivalent Course(s): RLST 22708, ISLM 32708, HIST 36708, SALC 32708, SALC 22708

HIST 26816. Colonial Modernity and the Indian Poet Rabindranath Tagore. 100 Units.

TBD

Instructor(s): D. Chakrabarty

HIST 26907. Into the Unquiet Woods: The Environmental History of South Asia. 100 Units.

Today South Asia is the world region perhaps most acutely threatened by climate change, air pollution, water scarcity, and extreme weather. At the same time, the Indian subcontinent has long been the source of the most vibrant and innovative research in environmental history beyond the West. Drawing on this rich body of scholarship, this course explores the deep historical roots of South Asia's contemporary environmental crises. How have the Asian monsoon, the Indian Ocean, and the Himalayas shaped human history? What were the environmental consequences of British colonial rule? How have South Asian intellectuals and protesters pushed forward the boundaries of green thought and political action, from M. K. Gandhi to the "tree hugging" Chipko movement and anti-dam activists of the 1970s and 1980s? We will investigate both the South Asian avatars of classic topics in environmental history (like the plantation, mineral extraction, industrialized agriculture, and

chemical toxicity) as well as place-specific issues like the environmental history of caste and Hindu nationalism. On the way, we will pay particular attention to how historians have wrestled with the conceptual and aesthetic challenges of incorporating non-human agency at diverse scales, from El Niño and unruly rivers to opium poppies and mollusks.

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

Equivalent Course(s): SALC 36907, CEGU 36907, HIST 36907, CEGU 26907, SALC 26907, CHSS 36907, HIPS 26907

HIST 27001. Law and Society in Early America, 1600-1800. 100 Units.

This colloquium considers law, legal institutions, and legal culture within the lived experience of colonial and revolutionary America. It will emphasize the interaction of social development and legal development and will explore the breadth of everyday experience with legal institutions like the jury, with courts as institutions for resolving disputes, and with the prosecution of crime.

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

Prerequisite(s): Upper-level undergraduates and early state graduate students.

Equivalent Course(s): DEMS 27001, HIST 37001

HIST 27006. Not Just the Facts: Telling About the American South. 100 Units.

The great jurist Oliver Wendell Holmes Jr. once observed: "The main part of intellectual education is not the acquisition of facts but learning how to make facts live." This course concerns itself with the various ways people have striven to understand the American South, past and present. We will read fiction, autobiography, and history (including meditations on how to write history). Main themes of the course include the difference between historical scholarship and writing history in fictional form; the role of the author in each and consideration of the interstitial space of autobiography; the question of authorial authenticity; and the tension between contemporary demands for truthfulness and the rejection of "truth."

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

Prerequisite(s): Open to upper-level undergraduates; graduate students by consent of instructor.

Equivalent Course(s): RDIN 27006, LLSO 25411, HIST 37006, AMER 37006, AMER 27006

HIST 27018. Slavery and Capitalism. 100 Units.

What was the relationship between slavery and the industrial revolution? Was slavery capitalist? If slavery was profitable, then why was it abolished? These questions have remained the subject of intense controversy for nearly a century. In this seminar, students will read across disciplines and geographic subfields, putting Black radical historians in conversation with cliometricians and the cotton South next to Brazilian coffee plantations. Throughout the course, we will grapple with the political stakes of these questions and their implications for the modern world. In a final paper, students will develop their own position in the debate and suggest directions for further research.

Instructor(s): S. Payne Terms Offered: Autumn

Equivalent Course(s): HIST 37018

HIST 27111. Christianity and Slavery in America, 1619-1865. 100 Units.

We will be examining the relationship between Christian thought/practice and the institutions of slavery as they evolved historically, especially in the context of European enslavement of peoples of African descent in the colonies of British North America and in the antebellum South. The following questions will be addressed in some form through our readings and class discussions: How and why did slavery become a moral problem for abolitionists? How and why did white evangelical Christians, especially in the South, become the most prominent defenders of slavery? What role did race play in the historical development of slavery and how did Christianity sustain and perpetuate racial divisions and sanction for human bondage? How did people of African descent shape and practice Christianity in British North America and in the Southern states?

Instructor(s): Curtis Evans Terms Offered: Autumn

Note(s): This course meets the HS Committee distribution requirement for Divinity students.

Equivalent Course(s): KNOW 21303, HIST 47102, HCHR 42901, KNOW 42901, RDIN 42901, AMER 21303, RLST 21303, RAME 42901, AMER 42901, RDIN 21303

HIST 27112. Race and Religion in the U.S. 100 Units.

This course examines how religion has been shaped, constructed, and formed in response to and in the context of changing racial realities in America in the 20th century. The structure of the course is designed to approach and understand the intersection and melding of race and religion through literary, social scientific, historical and biographical angles. It is hoped that such variant approaches will deepen our understanding of a complex and changing reality, keeping in mind that "race" as a category and political and social reality has experienced profoundly different meanings in the course of the 20th century. Most of our emphasis will be attuned to the central black/white divide and Christian communities, though you are encouraged to write your final paper on a topic of your choosing that does not fit into any of these categories.

Instructor(s): Curtis Evans Terms Offered: Winter

Note(s): This course meets the HS or SCSR Committee distribution requirement for Divinity students.

Equivalent Course(s): RLST 28402, RDIN 38402, RAME 39402, HIST 37116, AMER 39402, RDIN 28402, HCHR 39402, AMER 28402

HIST 27209. Martin and Malcolm: Life and Thought. 100 Units.

This course examines the religious, social, cultural, political, and personal factors that went into the making of the two most prominent public leaders and public intellectuals emerging from the black American community in the 1950s and 1960s: Malcolm X and Martin Luther King, Jr. We will review their autobiographies, domestic and international forces operating during their times. Their life stories provide the sharp differences and surprising commonalities in their political thought and religious beliefs. At the end of their lives, were they still radical contrasts, sharing the same views, or had their beliefs sifted - did Malcolm become Martin and Martin become Malcolm?

Instructor(s): Dwight Hopkins Terms Offered: Autumn

Equivalent Course(s): AMER 24601, RDIN 24601, RLST 24601, FNDL 24601

HIST 27212. An Indigenous People's History of Hawai'i. 100 Units.

What you know about Hawai'i is most likely untrue. An archipelago in Oceania's sea of islands, Hawai'i has been locally constructed and globally consumed as a tropical paradise for pleasure and play, attracting tourists, settlers, corporations, and military forces to its shores. It is a fantasized paradise produced through the dispossession, elimination, appropriation, and exploitation of Indigenous people, institutions, worldviews, and practices. This course tells a truer story about Hawai'i. Because ideas and narratives crafted about the history, politics, economics, law, ecology, and society of Hawai'i are dominated and often distorted by non-Indigenous writers, we turn to Kanaka Maoli (Native Hawaiian) scholars to learn from their subjugated knowledge. The course examines interdisciplinary research, from the 19th century to the present, and excavates the truths advanced through it: the development of the Hawaiian Kingdom and its government, political order, economy, and society; the illegal overthrow of the Hawaiian government and US military occupation and annexation of its territory; legal constructions of race and techniques of gender and sexuality in the territorial period; the creation of the State of Hawaii amid World War II and the Cold War; the birth and evolution of the modern Hawaiian sovereignty movement; and contemporary Kanaka Maoli struggles with federal recognition, militourism, and technoscientific development.

Instructor(s): Uahikea Maile Terms Offered: Winter

Equivalent Course(s): RDIN 32800, ANTH 32800, HIST 37212, RDIN 22800, ANTH 22800

HIST 27304. Narratives of American Religious History. 100 Units.

How do we tell the story of religion in America? Is it a story of Protestant dominance? Of religious diversity? Of transnational connections? Of secularization? This course examines how historians have grappled with such questions. We will read the work of scholars who have offered narratives explaining American religious history, including figures like Sydney Ahlstrom, Albert Raboteau, Mark Noll, Ann Braude, Catherine Albanese, and Thomas Tweed. This course will introduce students to key historiographical questions in the study of American religion, as well as to classic texts which have shaped the field's development.

Instructor(s): William Schultz and Curtis Evans Terms Offered: Autumn

Note(s): This course meets the HS or SCSR Committee distribution requirement for Divinity students.

Equivalent Course(s): HIST 47304, HCHR 41315, AMER 21315, KNOW 41315, RAME 41315, RLST 21315, RDIN 21315, RDIN 41315, AMER 41315

HIST 27312. Researching Chicago's Historic Parks and Neighborhoods. 100 Units.

Often described as a "City of Neighborhoods," Chicago has a fascinating network of community areas that were shaped by historical events and developments. Many of the city's neighborhoods include parks that have their own significant architectural, landscape and social histories. The class will introduce students to some of Chicago's most interesting historic neighborhoods and parks; expose them to key regional digital and on-site archives; and instruct them in appropriate methodologies for conducting deep research on sites and landscapes, with a special focus on Chicago's historic park system. Students will utilize an array of resources including Sanborn maps, US Census records, historic plans, photographs, and archival newspapers to provide in-depth studies of unpreserved sites. The course will also expose students to historic preservation policies, methodologies, and guidelines to provide practical strategies for preserving lesser-known places and sites. As a Chicago Studies class, its pedagogy will also include excursions into the city, engagement with local guest speakers, and research in relevant Chicago-area archives/special collections.

Instructor(s): Bachrach, Julia Terms Offered: Winter

Note(s): This special class is offered in conjunction with the University's ongoing commemoration of the 200th anniversary of the birth of Frederick Law Olmsted, the father of American landscape architecture. Olmsted and his sons, the Olmsted Brothers, had a substantial influence on the city's South Side, including the University's campus and the development of small parks that provided services to dense immigrant neighborhoods in the early 20th century. The class will include field trips during some Friday class sessions.

Equivalent Course(s): ARTH 20336, CEGU 20336, ARCH 10336, CHST 20336

HIST 27313. Planning for Land and Life in the Calumet. 100 Units.

The collaborative plan to create a Calumet National Heritage Area that touches aspects of environmental conservation, economic development, cultural heritage, recreation, arts, and education will ground this course's exploration of landscape history and landscape planning in the Calumet region. Students will investigate this planning process and its relationship to other local and regional plans. A strong focus of the course is on the opportunities and challenges this complex and richly textured industrial region faces in its transition to a more sustainable future.

Instructor(s): Mark Bouman Terms Offered: Spring. not offered in 2022-23

Note(s): This course is part of the Chicago Studies Quarter: Calumet. This course includes required field trips every Friday from 9am-3pm.

Equivalent Course(s): CHST 26366, CEGU 26366, PBPL 26366

HIST 27314. Objects, Place and Power. 100 Units.

Objects are not only formed and interpreted through ideas of place and power, but also shape place and identity. This course looks at how material culture has, in part, formed understandings of the Calumet. Through methods drawn from art history and museum studies, we will look closely at objects, collections, and institutions in the region to analyze the power and politics of representation in placemaking.

Instructor(s): Jessica Landau Terms Offered: Spring. Offered in Spring 2026 as part of Chicago Studies CIV sequence.

Equivalent Course(s): CHST 10367, CEGU 26367, ARTH 26367

HIST 27315. Environmental Transitions and Unnatural Histories. 100 Units.

The course considers changes wrought in the natural landscape of the greater Calumet region beginning with indigenous Potawatomi and their forced removal. Students will examine how the Calumet's natural environment became collateral damage of the industrial capitalism that transformed the region into an economic powerhouse and explore efforts to rehabilitate the Calumet's rich biodiversity, identifying the challenges and achievements of this most recent environmental transition.

Instructor(s): Mary Beth Pudup Terms Offered: Spring. Offered in Spring 2026 as part of Chicago Studies CIV sequence.

Equivalent Course(s): CHST 10368, ANTH 26368, CEGU 26368

HIST 27316. Soundtrack for Changing the World: Mavis Staples, Chicago, & the Music of the Civil Rights Movement. 100 Units.

Mavis Staples was nine years old in 1948 when she joined her father, Roebuck "Pops" Staples and three siblings to form the Chicago gospel group The Staple Singers. Inspired by the rich musical crosscurrents of the South Side, the Staples fused gospel vocal harmonies with Delta Blues guitar to create a revolutionary form of American music. In the 1960s, the group collaborated with Dr. Martin Luther King, Jr. and traveled the back roads of the South at great personal risk to spread his message. Their music became synonymous with the Civil Rights Movement. A lifelong South Side resident, Mavis Staples continues to blend soul, blues, folk, gospel and rock in her albums and has worked with Bob Dylan, Prince, Public Enemy's Chuck D and Wilco's Jeff Tweedy. Students in this interdisciplinary course will blend journalism, history, biography, and musicology to illuminate the pioneering path mapped out by Mavis Staples and her family. The students will explore how art and activism intertwine, and how popular music sparks democratic change. Students will create research projects grounded in the Staples' epic history by developing oral histories and drawing on recordings, photographs, manuscripts, newspapers, film, and video in archives nationwide. Students will be able to further their work by applying for Summer 2025 travel grants and research fellowships. Guest speakers in the course will include artists who were influenced by or played with Mavis Staples and The Staple Singers.

Instructor(s): Greg Kot, former Chicago Tribune music critic and host of public radio's Sound Opinions; Nora Titone Terms Offered: Autumn

Equivalent Course(s): RDIN 24000, MUSI 34200, PARR 34000, RDIN 34000

HIST 27317. Capone's Chicago: Jazz, Guns, Liquor, and the Creation of the Modern American City. 100 Units.

Capone's Chicago: when the "Chicago way" ruled as gang violence, bathtub gin, and jazz took over the city. This class explores how the 1920s created modern Chicago. Immigrants and migrants came to the city searching for an American dream, only to be met with hostility and violence. Rising inequality led to increasing desperation. Gender norms and politics were upended as women found new ways of self-expression and organized for political equality. Federal authorities began erecting the carceral state while everyday Chicagoans engaged in the radical politics of having fun. Together we will explore key questions: why did the binary of law and lawlessness become a dominant way of framing Chicago in the 1920s (and beyond)? How did everyday Chicagoans define themselves and their city during this iconic decade? What did freedom mean in an unequal society? What lessons can we learn from the 1920s today? And just how different is life in Chicago 100 years later?

Instructor(s): Foster, Nicholas D. Terms Offered: Winter

Note(s): As a Chicago Studies class, this course will include field trips into the city, guest speakers, and other forms of experiential learning.

Equivalent Course(s): CHST 21200

HIST 27415. Creating a Different Image: Black Women's Filmmaking of the 1970s-90s. 100 Units.

This course will explore the rich intersections between African American women's filmmaking, literary production, and feminist thought from the 1970s to the early 1990s, with an emphasis on the formation of a Black women's film culture beginning in the 1970s. We will examine the range of Black feminisms presented through film and the ways that these films have challenged, countered, and reimagined dominant narratives about race, class, gender, and sexuality in America. We will explore the power and limitations of filmmaking as a mode of Black feminist activism; the range of Black feminisms presented through film; and the specific filmic engagements of well-known Black feminist critics such as bell hooks, Toni Cade Bambara, and Michele Wallace. As many Black feminist writers were engaged with filmmaking and film culture, we will look at these films alongside Black women's creative and critical writing from the period. Approaching filmmaking in the context of Black feminist thought will allow us to examine the possibilities of interdisciplinary approaches to film studies

broadly, as well as to think specifically about the research methods and theories that are demanded by Black women's filmmaking in particular.

Instructor(s): Allyson Field Terms Offered: Winter

Prerequisite(s): This course is open to graduate and undergraduate students from across the disciplines; our conversations and presentations of the films will both depend on and be energized by different disciplinary perspectives.

Note(s): Not offered in 2024-25. Please email Professor Field at anfield@uchicago.edu before enrolling. Course

Description Continued: We will discuss the form, aesthetics, and politics of individual films and we will examine larger efforts by artists and activists to build a Black women's film culture, asking such questions as: What does a film history of Black feminism look like, and what scholarly and creative methods does such a history demand?

To begin to answer these questions, we will revisit the 1976 Sojourner Truth Festival of the Arts—believed to be the first ever Black women's film festival—organized by Michele Wallace, Faith Ringgold, Patricia Jones, Margo Jefferson, and Monica Freeman. The class will collectively participate in a homage series inspired by the 1976 festival, featuring work by filmmakers from the original festival such as Monica Freeman, Madeline Anderson, Michelle Parkerson, Ayoka Chenzira, Carol Munday Lawrence, Edie Lynch, and Camille Billups; as well as others including Julie Dash, Zeinabu irene Davis, Maya Angelou, and Yvonne Welbon. The weekly course screenings will be open to the public and students will gain experience in the public presentation of films by actively engaging in public-facing aspects of film exhibition (writing program notes, delivering introductions, participating in discussions, etc.). The class will culminate with a two-day symposium that will bring together around 35 Black feminist filmmakers and artists, including a number from the 1976 festival, to revisit the threads and legacies of the original event and discuss the present and future of Black women's film practices.

Equivalent Course(s): HIST 37415, CMST 21025, HMRT 31025, GNSE 20128, HMRT 21025, KNOW 31025, CMST 31025, GNSE 30128

HIST 27319. Italian American Chicago. 100 Units.

This course explores the origins and evolution of the Italian American community in Chicago, examining its local presence and artistic, cinematic, and literary representations in the context of a global history of the twentieth century. For example, we will compare the current absence of Christopher Columbus statues in Little Italy to the permanence of the Balbo monument, an ancient column gifted to the city by the Italian fascist regime in 1933. These case studies will allow us to engage with broader issues, such as local and national Italian-American identity and how it is represented artistically. The course will be structured in three units: Past, Present, and Fiction. Past: Where did Italian Americans come from? What are the racial implications of this migrant community's existence in the United States? How does the local history of Chicago's Italian Americans intertwine with the global history of the 20th century? Present: How does the city show traces of Italian American history? When and how have Italians assimilated? What does it mean for a migrant group to be assimilated? Fiction: What role have fictional representations of Italian Americans played in their assimilation? In what ways do representations of the home-country and of the migrant experience differ in texts by Italian authors and ones by Italian American authors? As a Chicago Studies class, we will also engage deeply with Chicago's urban landscape and local heritage sites.

Instructor(s): Taddei, Fara Terms Offered: Spring. This class will involve field trips, engage with guest speakers, and offer weekend enrichment opportunities throughout the city.

Equivalent Course(s): RDIN 21701, CMLT 21709, CHST 21700

HIST 27320. Deindustrializing Chicago. 100 Units.

Chicago famously once was "Hog Butcher for the World, Tool Maker, Stacker of Wheat, Player with Railroads and the Nation's Freight Handler" (Carl Sandburg, "Chicago"). But what happened to the city's "big shoulders" when those industries began to disappear? This class will explore the ongoing economic, social, and cultural impacts of deindustrialization on the people, neighborhoods, and built environments of Chicago. We will analyze the local, regional, national, and global forces that led to the decline of the city's industrial economy, beginning as early as the 1920s; trace how these reshaped Chicago throughout the 20th Century; and study how these changes continue to affect Chicago and Chicagoans today. In addition to history and economic policy, we will also consider how deindustrialization and its effects were articulated and reflected upon in visual art, fiction, and music.

Instructor(s): Foster, Nicholas D. Terms Offered: Spring

Equivalent Course(s): CHST 23012

HIST 27321. From Hog Butchers to Hot Dog Stands: Researching Chicago's Union Stockyards. 100 Units.

For over 100 years Chicago's Union Stockyards supplied meat for the nation. At its peak, "the Yards" provided the livelihood—directly or indirectly—for one-fifth of the city's population. A massive network of ethnic enclaves (including Pilsen, Bridgeport, Bronzeville, and the aptly named Back of the Yards neighborhoods) eventually grew up around the one square mile facility, giving it an even larger geographic, economic, and political import. Today, the Stockyards are gone, but the communities it brought to Chicago remain. This city-based research seminar will combine campus-based coursework with travel to the neighborhoods built by the Stockyards and the exploration of local archives to better understand how the Yards and their surrounding communities navigated the transition to a postindustrial city. Along the way, participants will learn about and practice historical research methods that can be applied to a wide range of urban studies themes, in Chicago and beyond.

Instructor(s): Foster, Nicholas D. Terms Offered: Spring

Equivalent Course(s): CHST 24012

HIST 27416. Black Religious Protest in the U.S. 100 Units.

This course examines African American religious protest against the American nation for its actual history and its ideals in view of black oppression. The course begins with David Walker's Appeal (1829) and ends with debates around Jeremiah Wright's "God damn America" sermon. The course situates black religious protest amidst discussions of the American Jeremiad, a particular critique of the nation in relation to the divine, American exceptionalism, and racial injustice. We attempt to trace continuity and discontinuity, hope versus pessimism, and visions of a more perfect union in these public critiques of the nation.

Instructor(s): Curtis Evans Terms Offered: Winter

Note(s): This course meets the HS Committee distribution requirement for Divinity students.

Equivalent Course(s): RAME 42202, HIST 47416, HCHR 42202, RLST 22202, RDIN 23202, AMER 22202, AMER 42202

HIST 27419. Black Ownership of Wealth: A Theological Consideration. 100 Units.

Since Africans were brought to the Virginia Colony (August 1619), throughout slavery and segregation until today, black Americans (men and women) have always owned wealth. They have always had human agency. These black families accumulated wealth and offered a concurrent narrative and framing from the mainstream understanding of black Americans as victims. Who are these black families who remain mainly invisible from the dominant black story? What is material, financial wealth? Who has it? And how did they get it?

Instructor(s): Dwight Hopkins Terms Offered: Winter

Note(s): This course meets the CS Committee distribution requirement for Divinity students.

Equivalent Course(s): RDIN 45800, THEO 45800, AMER 45800, HIST 37419, RDIN 25800, AMER 25800, RLST 25800

HIST 27504. McCarthy's Blood Meridian: Or the Evening Redness in the West. 100 Units.

Cormac McCarthy's 1985 masterpiece Blood Meridian: Or The Evening Redness in the West has been described as 'the ultimate Western' and the greatest American novel of the twentieth century. Yet it is also a book that is infamous for its baroque prose style as well as its nightmarish depictions of violence and bloodshed. Our primary task in this course is to read Blood Meridian in its entirety. We will explore the novel's themes, including (but not limited to): war and the problem of evil; history and myth; violence and the sacred; violence and the carnivalesque; empire and conquest. But our reading will not be limited to Blood Meridian alone. We will read parts of some of McCarthy's other works, some of the books that McCarthy read in preparation for writing the novel, and some of the scholarship on

Instructor(s): Joel Isaac Terms Offered: Winter. Winter 2025

Prerequisite(s): Open to Undergraduates

Equivalent Course(s): HIST 37504, SCTH 30686, SCTH 20686

HIST 27510. Religion in the Enlightenment: England and America. 100 Units.

Study in the historiographies of the Enlightenment in England and in America, with special attention to the "trans-Atlantic" communication of ideas regarding the nature of the person, religion, and the role of the political order.

Instructor(s): Richard Rosengarten Terms Offered: Winter

Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students.

Equivalent Course(s): RAME 42100, RLVC 42100, HIST 47510, AMER 22110, AMER 42100, RLST 22110, HCHR 42200

HIST 27605. United States Legal History. 100 Units.

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

Instructor(s): A. Dru Stanley Terms Offered: Winter

Note(s): This course will not overlap with Law and Society in Nineteenth Century America (HIST 27612/LLSO 29714); it will be substantially different.

Equivalent Course(s): HIST 37605, GNSE 27605, HMRT 27061, GNSE 37605, AMER 27605, DEMS 27605, LLSO 29704, HMRT 37605

HIST 27609. The Scopes Trial in Historical Perspective. 100 Units.

This course will explore in depth and in detail the 1925 Scopes Trial in Dayton, Tennessee, especially in light of its centennial. We will examine the transcript of the trial, newspaper editorials, cartoons, scholarly analyses, and various contemporary observations on the meaning and significance of the trial. Among the topics covered are the fundamentalist/modernist controversy of the 1920s and its consequences, interpretations of the origins and tenacity of the anti-evolution campaign, and broader debates about science and religion and the contested authority of experts in American society. Though much of the historical analysis will focus on the 1920s, some attention will be paid to the implications of this highly publicized trial and what it came to signify about larger cultural, political, and religious divisions in the United States.

Instructor(s): Curtis Evans Terms Offered: Spring

Note(s): This course meets the HS or SCSR Committee distribution requirement for Divinity students.

Equivalent Course(s): HIST 37609, FNDL 22418, RLST 22418, RAME 32418, HCHR 32418, AMER 22418, AMER 32418

HIST 27611. Crime and Punishment in America: A Legal History. 100 Units.

This seminar will examine the major contexts, concepts, and themes of the legal history of crime and punishment in America. Broadly, this course asks how have ideas about crime, the nature of criminality, and theories of punishment shaped American legal development; what role has criminal law—both procedural and substantive—played within the development of the American state; how has the historical force of racial capitalism influenced crime policy and lawmaking; and how has the study of crime and punishment reflected major tenets of social, political, and legal thought? Specific topics may include the origin of the penitentiary, law and slavery, the development of criminal procedure, gender and criminal justice, mass incarceration, as well as corporate, or “white collar,” crime. The course will place equal weight on primary and secondary source material. Assessment will consist of two essay based, take home, exams. For LLSO majors, this course can count as an LLSO elective.

Instructor(s): Jared Berkowitz Terms Offered: Autumn

Equivalent Course(s): LLSO 25316

HIST 27612. Law and Society in Nineteenth Century America. 100 Units.

This research-based seminar examines the major contexts, concepts, and themes of American legal development between 1800 and 1890. We will explore a range of historical problems including law and capitalism, western expansion, shifting legal categories of personhood and status (especially those shaping labor, family, gender, and race), law and indigenous sovereignty, slavery and abolition, the Civil War and Reconstruction (as moments of constitutional crisis and transformation), and the rise of corporate capitalism (through the lens of both labor and capital). Readings will include primary source material (case law and statutes) in addition to secondary sources (historical articles and books). Students will select one area of inquiry and prepare either a comprehensive literature review engaging with a scholarly debate or a research essay based on an original analytical question and primary source research related to the course theme. For LLSO majors, this course will count as a junior colloquium.

Terms Offered: Autumn

Equivalent Course(s): LLSO 29714

HIST 27718. Beyond the Culture Wars: Social Movements and the Politics of Education in the U.S. 100 Units.

Passionate conflicts over school curriculum and educational policy are a recurring phenomenon in the history of US schooling. Why are schools such frequent sites of struggle and what is at stake in these conflicts? In this discussion-based seminar, we will consider schools as battlegrounds in the US “culture wars”: contests over competing visions of national identity, morality, social order, the fundamental purposes of public education, and the role of the state vis-à-vis the family. Drawing on case studies from history, anthropology, sociology and critical race and gender studies, we will examine both past and contemporary debates over school curriculum and school policy. Topics may include clashes over: the teaching of evolution, sex and sexuality education, busing/desegregation, prayer in schools, multiculturalism, the content of the literary canon, the teaching of reading, mathematics and history, and the closure of underperforming urban schools. Our inquiry will examine how social and political movements have used schools to advance or resist particular agendas and social projects.

Instructor(s): Lisa Rosen Terms Offered: Spring. Offered spring 2025

Equivalent Course(s): EDSO 23011, RDIN 33011, HIST 37718, CHDV 23011, RDIN 23011, CHDV 33011, SOCI 20588, SOCI 30588, EDSO 33011, PBPL 23011

HIST 27721. Christianity and Consumer Culture in the United States. 100 Units.

In the United States, everything is for sale—including religion. Religious books, objects, and films are produced and marketed to recruit converts and to entertain and edify adherents. Churches can be seen as commodities as people “shop” for a new congregation or sect. Some scholars have suggested that consumption itself has become a religious act, with its own rites, rituals, and promises of salvation. In this course we will explore the intersecting histories of Christianity and consumer culture in the US from the late nineteenth century to the present day. Reading classic texts in history and sociology, as well as more contemporary scholarship on American consumer culture, we will attend to the questions that consumer culture poses for American Christians and for scholars of religion. Has consumer culture contributed to the secularization of American society? Has Christianity been corrupted by consumer culture? Can Christians redeem the marketplace? How can the study of religion help us understand our culture of consumption, and how can consumerism help us understand religion?

Instructor(s): Hannah Ozmun Terms Offered: Autumn

Equivalent Course(s): AMER 29068, RLST 29068, ANTH 29068

HIST 27722. Histories of Everyday Life. 100 Units.

Butts, birth certificates, pockets, cigarettes, parking spaces, franchises, light, shade, muzak: these are just a few of the seemingly banal things we come into contact with each day without much critical thought. And yet, each has become a conduit for how we see and make meaning from the world, especially in regards to race, gender, economics, and ecology. This course will examine the everyday for its radical meanings across corporeal, social, urban, and political landscapes.

Instructor(s): Alexander Hoffmann Terms Offered: Winter

Equivalent Course(s): MAPS 32201, HIST 37722

HIST 27723. The Corporation in American Society. 100 Units.

Few institutions are as polarizing as the corporation. For some, corporations are modern marvels of American capitalism—models of growth, efficiency, and cooperation. For others, they are grotesque symbols of excess—selfish concentrations of wealth, capital, and power. Regardless of the emotions associated with the institution, it remains ubiquitous within American political economy. Drawing on a range of recent legal, economic, and historical scholarship, this research-based, writing-intensive seminar interrogates the role of corporations within American society by asking questions such as: what, if anything, do corporations owe the state and society; does business have a "social responsibility;" to whom/what is the corporation accountable; and what role should state and federal governments play in regulating these consequential institutions? Students will select one area of inquiry and prepare either a research proposal with bibliography or research essay based on an analytical question related to the course theme. This course will count as an LLSO junior colloquium.

Instructor(s): Jared Berkowitz Terms Offered: Winter

Note(s): Preference is given to third-year students in LLSO.

Equivalent Course(s): LLSO 29715

HIST 27724. The Salem Witch Trials. 100 Units.

By the time the Salem Witch Trials ended in May 1693, 200 people had been accused of witchcraft, 30 had been convicted, and 19 executed—most of them women. The Trials are one of the best-known outbursts of violence in American history, often seen as a brief but intense slip into witchcraft hysteria almost a century after European witch hunts had faded out. But the Salem Witch Trials did not occur in a vacuum. This course will place the trials in their religious and cultural context, considering how orthodox theology, popular religion, magic, the supernatural, witchcraft, and gender were understood by Puritan New Englanders in the seventeenth century. It will then examine the trials themselves—both Salem and witchcraft trials more broadly—to tease out the anxieties they expressed (all of which are still relevant today): fear of women, fear of God, fear of change, and fear of the other.

Instructor(s): P. Heffington Terms Offered: Winter

Equivalent Course(s): GNSE 20154, RLST 22724

HIST 27725. Chicago: City of Futures. 100 Units.

This class - an introduction to Chicago's history - uses William Cronon's framing of Chicago in *Nature's Metropolis* to explore how the concept of abundance shaped both cultural ideals and the material development of the city and its hinterland. Never-ending fields of wheat not only spurred the creation of the futures market, but also an ideology of growth to actualize imagined futures. Acres of rubble from the great Fire of 1871 made way for higher density living, mass retail, and new centers of wealth and power. The prospects of home ownership and steady industrial employment made the impossible possible for people from across the world. 1893's White City, bathed in electric light, presaged more beautiful and modern forms of urban life. Working men and women taking direct action through strikes and organizing built economic and social mobility. The promise of "streets paved with gold" drew hundreds of thousands of Southerners to the city, bringing new art and culture but also opening new divisions. Cows and hogs, rails and steel gave way to towers of concrete and glass. Together, we will explore key questions: How, historically, did Chicagoans approach unknown futures? How did they create social connections, labor ideology, art, entertainment, and hope within their lives? How did events beyond their control shape and frame their outlook? How did the people of Chicago understand their own future, and how did these understandings, in their turn, shape Chicago?

Instructor(s): Foster, Nicholas D. Terms Offered: Autumn

Note(s): This course will incorporate guest speakers, excursions into the city, and other experiential learning. Some opportunities may take place in the evening, on Friday afternoons, or on weekends.

Equivalent Course(s): CHST 20101, CEGU 20101

HIST 27726. Wonder Lab: Learning from the Musical Art and Craft of Stevie Wonder. 100 Units.

Stevie Wonder is one of the defining artists of the recent U.S. and the world. A celebrated and beloved musician, he is a spiritual visionary, polymath of genres, prophetic truth-teller, bard of love and loss. His vision refracts the victories, losses and contradictions of Black struggle and endeavor in America. Authenticated in this way as a Black artist, he also resonates as a global artist. Embraced by all, there seems little to say about Wonder's art, career and influence that is not self-evident. And yet, leaving appreciation of Stevie Wonder at this level allows us to revere him without recognizing his ingenious inventiveness - as artist and crafter of sound. How he brought and brings essential perspective to our experience of selves, relationships, community, power, and consciousness in all facets may be overlooked, if not lost. This class, conceived as a cultural lab, will investigate Stevie Wonder's art: his exemplification of Black music's breadth; his ambition as a sonic innovator; his commentary on social and political worlds; his insights on love, and his engagement with faith and spiritualism that summoned a global community of musicians, fans and partners. Class will involve close listening, readings, analysis of technological and sensory effects, consultation of "genius" and "collaborative" models of culture-making, and experiment in contextualizing singular imaginative achievement.

Instructor(s): Adam Green Terms Offered: Winter

Note(s): This course will be a community-engaged course, comprised of College students and members of the broader community. Consent is required to join. Please write a sentence or two about your interest in the course.

Equivalent Course(s): RDIN 23700, ARTV 20237, MUSI 23705

HIST 2727. The American Frontier from the Puritans to the Planet Mars. 100 Units.

This course explores the idea of the frontier in American history and culture from the Puritans' "howling wilderness" to the "final frontier" of the Space Age. Settlers imagined the frontier in a variety of ways: a dangerous wasteland designed to test their faith, a zone of violence against Indigenous peoples, a process of technological progress and expanding democracy, an opportunity to establish racial supremacy and revitalize colonized peoples, and an infinite space for the spread of humanity among the stars. In each case, the ways that people imagined the future were central to how they understood themselves. We will emphasize the ways that these ideas of the frontier shaped encounters between settlers and Indigenous peoples, the ways that settlers imagined themselves becoming "indigenous" in places to which they were alien, and the enduring effect of these ideas on American culture.

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

Equivalent Course(s): HIST 3727

HIST 2728. Elites: Ruling Classes in the Modern World. 100 Units.

What can we learn about societies in the past and present from the study of those at their top? What do ruling classes do when they rule? In modern history, what have been the different types of ruling groups that have appeared? What have been the sources of their power? In what ways, for example, do capitalist elites differ from their feudal predecessors? How do colonial elites negotiate the complexities of dominating a society that is itself dominated from the outside? How did the master class in slave societies differ from other capitalist elites? How have ruling groups tried to organize themselves, secure their unity, control the state, suppress their challengers, and disseminate their ideas and culture through the wider society? When have they failed to do this? And what are the consequences of an elite that no longer exercises its leadership responsibly? A fish, they say, rots from the head. We will read histories for the first two thirds of the quarter, and then turn at the end to contemporary sociology of elites.

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

Equivalent Course(s): HIST 3728

HIST 27806. Histories of Women in Science. 100 Units.

In the mid-1980s, only two female students drew women when asked what a scientist looked like and none of the male students in the study did. Only 8% of STEM workers in 1970 were women; in 2019 that number was still only 27%. This would seem to suggest that the history of women in science is a recent one. Yet historians of science have foregrounded women's involvement in fields ranging from early modern medicine to twentieth century astrophysics. This class introduces students to these histories, investigates how and why science came to be gendered as male, and asks to what extent gendered values continue to inform modern conceptions of scientific achievement or value. In so doing, this course also introduces students to feminist science studies and challenges students to reflect upon their own (gendered) experiences of science. Students are strongly encouraged to develop final research projects that draw upon their own interests, scientific expertise, and linguistic competencies. No prior experience with history is required for this course, although an enthusiasm for history is advised.

Instructor(s): Kristine Palmieri Terms Offered: Winter

Equivalent Course(s): KNOW 37011, GNSE 37011, HIPS 27011, CHSS 37011, PHSC 27010, GNSE 23162

HIST 27807. Sexuality in U.S. History to 1900. 100 Units.

In this course we will study the history of changing sexual practices, relations, politics, cultures, and social systems in the region of North America now comprising the United States and 574 sovereign tribal nations. We begin in the pre-colonial period and end in the late twentieth century, focusing on how gendered, racial, economic, religious, medical, and commercial discourses shaped and were shaped by sexual ones. Moving through various contexts, such as occupied indigenous territories, the secret parties of enslaved people, scientific societies, urban drag balls, medical schools, liberatory movements, and popular culture, we will use primary and secondary sources to develop a research-based understanding of how sexual discourses are produced, revised, and remixed among and across generations.

Instructor(s): Red Tremmel Terms Offered: Autumn

Note(s): This course counts as a Concepts course for GNSE majors.

Equivalent Course(s): HIST 37807, GNSE 33165, GNSE 23165

HIST 27810. Histories of Abortion and Forced Sterilization in the United States. 100 Units.

In the United States, the politics of pregnancy and reproductive autonomy have historically been and continue to be categories of significance, meaning, and contention. In this course, we will explore a subsection of these broader categories, examining the relation between abortion and forced sterilization, the state, and women of color. The course will zero in on the experiences of Mexican American and Mexican immigrant women, African American women, Puerto Rican women, and Native American women, considering their struggles against the state and for reproductive justice.

Instructor(s): Caine Jordan Terms Offered: Winter

Equivalent Course(s): RDIN 31600, RDIN 21600, GNSE 33181, GNSE 23181, CHDV 21600, HIST 37810, HLTH 21600

HIST 27811. Queer Cultures, Intimacies, and Embodiments in Historical Perspective. 100 Units.

This course examines queer cultures, intimacies, and embodiments in twentieth-century United States history—not as a linear account of LGBTQ+ identity, but as an inquiry into the evolving relationship between the state

and nonnormative gender and sexual practices and cultures. Topics include the emergence of vibrant queer urban subcultures in the 1890s; drag and camp as strategies of expression and politics; and the medicalization, criminalization, and exoticization of queerness through psychiatry, sodomy and cross-dressing laws, freak show spectacles, and Hollywood production codes. We then consider the postwar construction of "the closet" through federal discrimination and policing; the rise of homophile organizations, transgender street activism and feminist reconceptualization of sexuality and gender; 1980s necropolitical responses to HIV/AIDS; and increasingly visible cultures of resistance in the 1990s—via houses and ballrooms, ACT UP, feminist bookstores, homocore punk, and films. The course concludes by examining community struggles to create queer history, the rise of LGBTQ studies and queer theory, and contemporary attacks on this scholarship. In each geographic and temporal context, we ask: How does queerness emerge as a socially legible and politically charged form of difference? How is it shaped by—and how does it respond to—dominant economic, religious, and political systems? And how does it survive and flourish in the face of violence, stigma, and erasure?

Instructor(s): Red Tremmel Terms Offered: Winter

Equivalent Course(s): GNSE 33191, GNSE 23191, HIST 37811

HIST 27909. The History of Human Rights in Journalism. 100 Units.

From the anti-slavery press through the New Journalists, every movement in American reporting has imagined human rights in a distinctive way. Some of those imaginaries have persisted and grown hegemonic, while others now languish in the archive—the old radical newspapers forgotten and unread. This course is dedicated to investigating the history of American journalism to see how the press and human rights coevolved: piecing together historical links between movements, recovering lost possibilities, and looking for future paths of development. Following a line from the abolitionists through the international movement against the Belgian Congo and onto contemporary New Yorker-style journalism, we will learn the history of the news in America. Through that history, we will see how developments in journalism—in content, form, and technology—ultimately changed international ideas of human

Instructor(s): Matthew Zipf Terms Offered: Spring

Equivalent Course(s): HMRT 28724

HIST 28006. Fundamentalism. 100 Units.

Is fundamentalism a useful term that allows us to compare anti-modern movements across a range of religious traditions? Or is it a hopelessly problematic term that lumps together vastly different phenomena? This course will use the troubled career of "fundamentalism" as a window onto the modern history of religion—and the people who study it. We will begin by focusing on the origins of fundamentalism: as a description of the political mobilization of conservative Protestants in the United States at the turn of the twentieth century. From there, we will broaden our perspective, considering how the term "fundamentalist" has been applied to Islamic, Jewish, and Hindu movements, as well as to secular phenomena like Marxism and nationalism. At each step of the way we will consider not only "fundamentalism" itself but also the people who study it and those who mobilize against it. Ultimately, we will ask: is fundamentalism an idea whose time has come again, or one whose time has come and gone?

Instructor(s): William Schultz Terms Offered: Spring

Note(s): This course meets the HS or SCSR Committee distribution requirement for Divinity students.

Equivalent Course(s): RLST 21440, RAME 41440, AASR 41440, HIST 38006, HCHR 41440

HIST 28206. Living Through the Civil War Era. 100 Units.

The American Civil War was much more than battles: it was an event of mass death, dislocations, social subversions, and destruction of built and natural environments that was unprecedented in U.S. history. This course explores how we might understand the cataclysm of the Civil War and the promise and violent overthrow of Reconstruction first and foremost as human events. What did this period look like in the streets, on the battlefields, along "the frontier," and within the households of free and enslaved peoples? How did ordinary people living through and shaping this era register and wrestle with the seismic shifts happening around them in real time? How did a war for preservation become one for emancipation, and, simultaneously settler colonialism? This is neither a strict political nor military history of the Civil War Era. Instead, it is a course where Lee and Grant are peripheral to the voices of those people whose lives were drastically changed by their successes and failures. Following recent works by historians paired with primary sources from those who instigated, fought, endured, won new liberties through—and discovered new terrors in—the Civil War and Reconstruction, we will explore how historical actors experienced this period as lurches forward and backward—often at the same time.

Instructor(s): Alexander Hofmann Terms Offered: Winter

Equivalent Course(s): MAPS 38206, MAPS 28206, HIST 38206

HIST 28302. The American Founding, 1763-1789. 100 Units.

This course examines the founding of the United States from the global crisis of the British Empire following the Seven Years' War to the launching of the new national government in 1789. The architects of the American republic believed they were laying the foundations not only of a new political regime but also of a new world. As Thomas Paine's revolutionary pamphlet *Common Sense* asserted in 1776, American independence would "begin the world over again." The lectures consider the revolutionary origins of the United States in the long-term context of three centuries of world history commencing with Columbus' arrival in the Americas in 1492. Course readings consist of primary sources ranging from major works of Enlightenment social and historical theory to political pamphlets, newspaper opinion pieces, and parliamentary debates. This is a lecture course; the assignments consist of two take-home essay exams and a paper.

Instructor(s): J. Vaughn Terms Offered: Spring
Equivalent Course(s): DEMS 28302, HIST 38302

HIST 28308. Science and Liberalism. 100 Units.

In the era of "post-truth" it has become common to link a crisis of scientific authority with a crisis of liberalism. Democracies around the world are under threat, this reasoning goes, in part because of an attack on institutional scientific truth. But what does liberalism - as political culture and as a form of governance - need (or want) from science? Depending where you look, the answer might appear to be facts, truth, a model 'public sphere,' an ethic of objectivity, tactics for managing risk and uncertainty, or technologies of population management (to name a few). This course turns to the historical relationship between science and liberalism in modern Europe to explore how science and political culture have together produced our current ideal of truth and asks what historians in particular can contribute to these fraught contemporary debates.

Instructor(s): I. Gabel Terms Offered: Autumn
Equivalent Course(s): CHSS 32504, HIPS 22204, HIST 38308

HIST 28309. States of Exception in American History. 100 Units.

Although the United States is officially a constitutional democracy, it has repeatedly involved emergency powers to suspend the constitution and abridge constitutional rights. We explore the history of these 'states of exception' in American history, from the founding era to the present. Eligible for LLSO Junior Colloquium.

Instructor(s): Joel Isaac Terms Offered: Winter
Equivalent Course(s): LLSO 29073, SETH 20684

HIST 28703. Baseball and American Culture, 1840-1970. 100 Units.

This course will examine the rise and fall of baseball as America's national pastime. We will trace the relationship between baseball and American society from the development of the game in the mid-nineteenth century to its enormous popularity in the first half of the twentieth century to its more recent problems and declining status in our culture. The focus will be on baseball as a professional sport, with more attention devoted to the early history of the game rather than to the recent era. Emphasis will be on using baseball as a historical lens through which we will analyze the development of American society and culture rather than on the celebration of individuals or teams. Crucial elements of racialization, ethnicity, class, gender, nationalism, and masculinity will be in play as we consider the Negro Leagues, women's leagues, the Latinization and globalization of the game, and more.

Instructor(s): M. Briones Terms Offered: Spring
Equivalent Course(s): HIST 38703, RDIN 28703, RDIN 38703

HIST 28710. Law and Religion in the Modern United States. 100 Units.

This course explores the persistent tension between law and religious faith in the United States. It will proceed loosely chronologically, beginning with the Supreme Court's first rulings on religious liberty following the Civil War and continuing into the twenty-first century. The course will also introduce students to a range of thematic issues, such as the use of state power by religious actors to regulate behavior, the place of believers (and nonbelievers) within a liberal democracy, the religious rights of corporations, and the emergence of forms of legal pluralism as religious law and civil law increasingly intersect. Readings will include case law, legal and political theorists, as well as religious voices. Students will complete a significant literature review on a topic of their choosing. This course counts as an LLSO junior colloquium.

Instructor(s): Jacob Betz Terms Offered: Spring
Note(s): Preference is given to LLSO juniors.
Equivalent Course(s): LLSO 29711, RLST 28711

HIST 28711. Gospels of Prosperity: Religion, Wealth, and the Good Life. 100 Units.

This course examines the stories cultures tell about what it means to live a "good life"-a life of flourishing, abundance, meaning, and success. Beginning with the Prosperity Gospel in American Protestantism, we will expand to consider other "gospels" of prosperity including Marxism, Manifest Destiny, neoliberal self-help, Black liberation theology, and New Age capitalism. We will consider how these systems define prosperity, who deserves it, and how to get it-and how these narratives shape political, religious, economic, and racial imaginaries.

Instructor(s): P. Heffington Terms Offered: Winter

HIST 28712. The History of American Urban Education. 100 Units.

This course explores the complex history of American urban education from the 19th century to modern times. Our primary analytical lens will be the role of place, race, and ethnicity in the making of contemporary schools, schooling, and curriculum in US urban centers. We will undertake this exploration by examining a selection of books, some of which are "foundational" texts in the history of American urban education, others that have opened new and important areas of research in the field, and still others that have addressed vital issues in the history of urban education in a particularly compelling way.

Instructor(s): DuJuan Smith Terms Offered: Spring, Offered 2025-2026
Equivalent Course(s): CHDV 23016, CHST 23016, SSAD 23016, CHDV 33016, EDSO 33016, EDSO 23016, RDIN 23016, RDIN 33016

HIST 28813. Theories of Capitalism II. 100 Units.

The Theories of Capitalism sequence introduces students to classic texts in the history of economic thought. Across the sequence, we examine diverse accounts of the forces that govern capitalist societies and the distinctive

problems that emerge within them. As we do this, we also look closely at how the economists who developed these theories demarcated the economic domain of human life and we consider how their efforts to understand it were shaped by a rich body of intellectual resources. Many of the questions that we explore in the first part of the sequence reappear in *Theories of Capitalism II*. Yet, in this course, we also attend to new preoccupations that emerged as capitalism continued to evolve. Among these are questions about the role of uncertainty in economic processes, the nature of a competitive economic order, and the effects of private wealth accumulation on society and individuals. Readings may include works by Thorstein Veblen, Frank Knight, John Maynard Keynes, Friedrich Hayek, and John Kenneth Galbraith. Formerly *Twentieth-Century Theories of Capitalism*.
 Instructor(s): Sarah Johnson Terms Offered: Spring
 Equivalent Course(s): PLSC 29066, LLSO 29066

HIST 28815. American Spectacle. 100 Units.

Spectacles have shocked, awed, delighted, and horrified Americans for centuries—seemingly all at once. This class reexamines American history through the lens of spectacle in its many guises: the scientific, violent, technological, and political. We explore how these various iterations have not only coexisted over time but also intersected, reinforced, and-at times-complicated each other. We will ask how these overlapping spectacles shaped and continue to shape the United States by underwriting and innovating race, class, gender, and statecraft. Is spectacle foundational to the United States? How does it bridge individual lived experience and sociopolitical and economic abstractions? Running from the early modern Atlantic World to the present, we conclude by asking whether the digital age has made spectacle ubiquitous, and at what cost.

Instructor(s): Hofmann, Alex Terms Offered: Spring
 Equivalent Course(s): MAPS 31450, HIST 38815, MAPS 21450, MADD 28815

HIST 28997. Age of Aquarius: The Spiritual Revolutions of the 1960s. 100 Units.

Religion underwent significant changes in the 1960s, both in the United States and around the world. These changes could be seen and heard not only in houses of worship but also in street protests, political rallies, and even rock concerts. This course will introduce students to the momentous shifts that made "the Sixties" a watershed era in American religion. By focusing on primary sources—including films, music, and books—we will examine the major cultural, intellectual, and social trends that reshaped religion during this time. Topics will include the role of religion in the civil rights movement, the growing popularity of Buddhism, Hinduism, and other Asian religions, the transformation of the Catholic Church as a result of Vatican II, the re-emergence of a "New Age" movement and attendant fears about "cults," and the surging power of evangelical Christianity.

Instructor(s): Will Schultz Terms Offered: Spring
 Equivalent Course(s): RLST 21960, AMER 21960

HIST 29002. Envisioning Freedom. 100 Units.

Did the emancipation of millions of African-descended people from the bonds of chattel slavery—beginning with the 1791 slave rebellion in Haiti and ending with Brazilian abolition in 1888—mark the beginning of an irrevocable march towards Black freedom? Or was it merely an evolution in the continuing exploitation of Black people throughout the Americas? This course scrutinizes the complex economic, political, ideological, social, and cultural contexts that caused and were remade by emancipation. Students are asked to consider emancipation as a global historical process unconstrained by the boundaries of the modern nation-state, while exploring the reasons for and consequences of emancipation from a transnational perspective that incorporates the histories of the United States, the Caribbean, Latin America, and Africa. By focusing on the ideological ambiguities and lived experiences of enslaved people, political actors, abolitionists, religious leaders, employers, and many others, this seminar will question what constitutes equality, citizenship, and freedom. Finally the course will explore what role emancipated slaves played in shaping the historical meanings and practices of modern democracy.

Instructor(s): M. Hicks Terms Offered: Spring
 Equivalent Course(s): LACS 29002, RDIN 39002, LACS 39002, RDIN 29002, HIST 39002

HIST 29107. Empires and Colonies of the Atlantic World. 100 Units.

This graduate-level reading colloquium explores classic and emerging scholarship that examines the rise and consolidation of European overseas empires and colonies in the early modern Atlantic world (c.1400-1850). While we will analyze transatlantic European imperial structures, the course will pay particular attention to the perspectives of the colonized peoples (such as enslaved and freed people of African descent, creole populations, and Indigenous peoples) and places (such as the Caribbean, West Africa, Latin America, and North America) in the Atlantic World. Among the thematic topics we will discuss include: colonization; the rise of slavery and the slave trade; cross-cultural and political connections; the consolidation of race; gender, sexuality, and the family; the environment; the plantation complex; work and economy; social life; anti-colonial and anti-slavery struggles; revolution; abolition; and the reconstitution of colonial and imperial structures after slave emancipation. Upper-level undergraduates may enroll with instructor consent.

Instructor(s): Deirdre Lyons Terms Offered: Spring
 Equivalent Course(s): ANTH 26455, MAPS 33555, HIST 39107, ANTH 46455

HIST 29108. Atlantic Empires. 100 Units.

This course explores classic and emerging scholarship on European empires and colonies in the early modern Atlantic world (c. 1400s-1800s). We will examine the rise and consolidation of empires and colonies through comparative, trans, and circum-Atlantic approaches. Additionally, the course will pay particular attention to the perspectives of colonized peoples (such as enslaved and freed people of African descent, Creole populations,

and Indigenous peoples). Geographically, the course will span the Atlantic World, including regions such as the Caribbean, West Africa, Latin America, and North America. Topics we will cover include the formation of empires and colonial systems; Atlantic slavery; the emergence of Atlantic ideologies of race; gender, and kinship; knowledge formation, environment, and disease; anti-slavery struggles, and the "Age of Revolution."

Instructor(s): Deirdre Lyons Terms Offered: Winter

Equivalent Course(s): HIST 39108, RDIN 29108, ANTH 39208, MAPS 39108, RDIN 39108

HIST 29109. Sex, Gender, and Kinship: Colonial Perspectives. 100 Units.

This course analyzes the contested relationships between gender, sexuality, kinship, and western colonialism from the early modern period through the twentieth century. Drawing on historical case studies, feminist theory, and postcolonial studies, this course will cover a broad range of empires and colonies to explore the mutually constitutive relationship between colonization and ideologies and practices of gender, sex, and kinship. Analyzing case studies predominately from the Atlantic World (with attention to colonies elsewhere), we will explore topics such as the emergence of colonial gender ideologies, gender and colonial governance, family life and kinship strategies, the intersectionality of gender and sexuality with race and class, queerness and queer lives, the politics of sex work and reproduction, and gendered migrations across empires.

Instructor(s): Lyons, Deirdre Terms Offered: Autumn

Equivalent Course(s): RDIN 39109, MAPS 39109, ANTH 39109, ANTH 29109, HIST 39109, SOCI 30346, GNSE 39109, RDIN 29109, GNSE 23174

HIST 29110. Law and Legality in the Colonial World. 100 Units.

This seminar examines the myriad legal encounters which irrevocably shaped colonization around the globe. We will explore law as both a precursor to and instrument of colonization for a range of European empires in the early modern and modern periods. The course will also detail strategies of legal action among a range of colonized subjects including indigenous peoples of the Americas, Asia and Africa. With an eye to diverse theories of law across empires, we will discuss how key colonial legal institutions-including courts and penal spaces-molded both social life and cultural customs. Through an array of case studies, we will further examine themes of the nature of legal protagonism, sovereignty and its evolution, competing jurisdictions, and internationalism and its discontents. Each student will be asked to complete an analysis of a legal primary source of their choosing, as well as a longer historiographical essay pertaining to the course materials.

Instructor(s): M. Hicks Terms Offered: Spring

Equivalent Course(s): HIST 39110

HIST 29317. Subjects to Citizens: A Global History of Population Control and Migration in Modern China & Beyond. 100 Units.

Are there too many people in the world? Is human reproduction a right, a duty, or an interest? In 1798, a pamphlet titled *An Essay on the Principle of Population* was published anonymously in London. The author claimed that a growing population increases the supply of labor, inevitably lowering wages and living standards. The author warned that future improvements for humanity would be hindered if governments failed to address the issue of overpopulation. What is now known as the Malthusian Law of Population sparked continuous debate among politicians, economists, statisticians, and philosophers for over two centuries. Today, however, the global population debate has shifted. While concerns over overpopulation remain in some contexts, many parts of the world are now grappling with a fertility crisis. Declining birth rates have become a pressing issue, raising urgent questions about aging populations, shrinking workforces, and the sustainability of economic and social systems. Historically accounting for approximately one-fifth of the world's population, China holds a unique position in demography and politics. In the current landscape of falling birth rates across East Asia-affecting China, Japan, South Korea, and Taiwan-and rising skepticism toward globalization, this course offers essential insights into the historical and ongoing dynamics of population control, economic inequality, and shifting global demographics.

Instructor(s): Zhao Fang, Xiangning Li Terms Offered: Spring

Equivalent Course(s): HMRT 31902, HMRT 21900, EALC 21900

HIST 29403. Animals and Animism in Modern European Thought. 100 Units.

Once one of the most hackneyed notions in the history of ideas, the concept of animism has made a striking return in a variety of contemporary debates. This course, a discussion-based seminar and a thematic study in intellectual history, examines this once reviled and now revived philosophy of nature. Animist perceptions of a living earth, which have been around since time immemorial, raise pivotal questions about the nature of the natural world, the nature of nonhuman animals, and the place of humans in nature. We will read the key animistic ideas of major European intellectuals such as James Frazer, Sigmund Freud, D. H. Lawrence, Georges Bataille, and Claude Lévi-Strauss. This course offers a historical approach to the ideas of those who wrote about animals and animism from anthropological, psychological, philosophical, and literary perspectives. More specifically the course asks whether animistic philosophies of nature can help us to develop a healthier and more ethical relationship to the other animals and the environment-or, at the very least, help us to stop devouring and destroying them at such a cataclysmic rate.

Instructor(s): R. Allen Terms Offered: Spring

Equivalent Course(s): RLST 26173

HIST 29406. Embodied Histories. 100 Units.

When does history require "more than words"? Are there histories that our bodies express that are not easily accessible through texts? This course explores relationships between the body, movement, and history, with a focus on dance. Co-taught by a dancer (Meredith Dincolo) and historian (Tara Zahra) we will combine weekly studio practice and seminar-style discussion. Subjects will include how human bodies archive history and can serve as sources for historians, the history of embodied knowledge, and the challenges of archiving and reconstructing dance. We will also consider how social and concert dance represent and reflect history. Assignments will include readings as well as viewing choreographic works on video; discussion of texts and videos; writing analyses of dances informed by the readings; attending relevant performances in Chicago and participating in a weekly studio-based class session in which we explore, through movement, the themes under consideration that week. Finally, each student will complete a final project in which they develop and share an embodied biography or personal history. You do not need to have any dance experience to take this course, but you must be willing to move!

Instructor(s): T. Zahra and M. Dincolo Terms Offered: Spring

Equivalent Course(s): CHST 29406, TAPS 36275, TAPS 26275, HIST 39406

HIST 29431. How (Not) to Save the World: The History of International Development. 100 Units.

The drive to deliver humanitarian aid and improved living standards to the world far beyond one's own borders is a distinctively modern phenomenon. This course introduces students to the theories, actors, and practices that have shaped international development. We will explore the colonial origins of development as an idea, its evolution during the Cold War, and the implications of today's more multipolar world. We will see how different strategies have risen and fallen from favor, from big dams to trade to private philanthropy. Alongside scholarly histories, we will read reflections by development practitioners and critics and examine concrete case studies of development projects in action around the world.

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

Equivalent Course(s): GLST 29431, HMRT 29432

HIST 29522. Europe's Intellectual Transformations, Renaissance through Enlightenment. 100 Units.

This course will consider the foundational transformations of Western thought from the end of the Middle Ages to the threshold of modernity. It will provide an overview of the three self-conscious and interlinked intellectual revolutions which reshaped early modern Europe: the Renaissance revival of antiquity, the "new philosophy" of the seventeenth century, and the light and dark faces of the Enlightenment. It will treat scholasticism, humanism, the scientific revolution, Bacon, Descartes, Hobbes, Locke, Voltaire, Diderot, and Sade.

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

Prerequisite(s): Students taking FREN 29322/39322 must read French texts in French.

Equivalent Course(s): KNOW 39522, HIST 39522, FREN 29322, KNOW 29522, HCHR 39522, FREN 39322, SIGN 26036, RLST 22605

HIST 29610. Colloquium: History and Fiction. 100 Units.

We will explore the relations among historical analysis, historical narrative, and fiction, with an emphasis on the Americas.

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

HIST 29631. Taiwan in Asia and the World. 100 Units.

This course examines the distinctive history of the island of Taiwan, from seventeenth-century Spanish colony to outpost of the Dutch empire, from multiethnic pirate cove to Qing coastal fortress, from an essential point of origin for Austronesian languages and cultures to Japan's first model colony, and from decades living under martial law to today's vibrant democratically elected government. There may never have been a time when Taiwan's future was so heatedly debated, or viewed as so central to global politics, as it is at this moment.

Readings spanning three centuries and an array of governing regimes. We will explore the historical arguments and narratives that constitute the cultural identity of this diverse and contested place. In addition to reading primary sources and historiography over the quarter, students will develop and share their own research. This will culminate with either a paper or public history project.

Instructor(s): J. Ransmeier Terms Offered: Autumn

Equivalent Course(s): EALC 24518

HIST 29634. African Cities and Urbanism. 100 Units.

This course looks at urbanism and urbanization in the nineteenth and twentieth centuries through a focus on selected cities in East, Southern, and West Africa. Beginning with existing trade routes and economic centers onto which some colonial cities were mapped, the course explores waves of migration over different historical periods, infrastructural imaginaries and the policies that shaped them, informal and formal economies, and cultural expressions and representations of life and living in the city. We will draw from a diversity of sources including fiction, non-fiction, architecture, town planning, photography, and the arts to examine political, social, economic, and topographical features and forces that drove the growth and development of each city studied, and also to reflect on commonalities that emerged between cities across different regions of the continent.

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

Equivalent Course(s): CEGU 29634, RDIN 29634, ARCH 29634

HIST 29641. History Colloquium: The World the Suez Canal Made. 100 Units.

Covering a long expanse of time from the late eighteenth century to the present this source-based research colloquium will explore the many and shifting roles of the Suez Canal in the production of global inequalities. By analyzing this complex infrastructural system's shifting functions—as a passageway for global commerce and travel, of course, but also as a shaper of ships, a bellows for global warming, a test case for international law, a mover of meat, a curator of tastes, a force of nature, a machine of counterrevolution, a center of currency arbitrage, and a crucible of chauvinistic antagonisms—the course will explain how the more connected world that Suez helped to make also became a world that was hotter, more unequal, and for many peoples around the globe, less free. Drawing on a vast trove of archival materials available through the university's libraries, students will design and pursue their own independent research projects relating to the long, complex, and globe-spanning history of the Canal.

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

HIST 29693. Conspiracy Theory in American History. 100 Units.

This course examines conspiracy theories in American history ranging from the seventeenth century to the 1990s. The alleged conspiracies that we will study include slave revolts, monarchical plots against liberty, Catholic secret agents, Freemasons and other secret societies, the abolitionist movement and the Southern "Slave Power," the JFK assassination, and the modern fascination with UFOs, among others. We will examine these conspiracy theories not to prove or disprove them, but to understand how such beliefs come about, why they become popular, and how even paranoid fantasies can exert a decisive influence on culture and politics in America. Students are expected to plan, research, and write an original paper as part of this course.

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

HIST 29660. History Colloquium: The American South Since 1865. 100 Units.

A thematic approach to the history of the American South since emancipation. We will explore various historical approaches (e.g., social, political, cultural, economic) and the methodologies that sustain them. Topics include economic transformation, regional music and literature, social and political activism, and the post-Civil Rights era.

Instructor(s): J. Dailey Terms Offered: Autumn

HIST 29679. History Colloquium: Writing Family History-Migration Stories. 100 Units.

Almost every family has a migration story, whether it involves a move across international borders or within a single nation (south to north, east to west). Sometimes these movements entailed deportation or flight from war or persecution, other times a search for better opportunities or to join (or escape) family members. These stories often become a part of family lore and identity, even if we don't know much about how or why they took place, or even if they are true. This course will combine genealogical and historical research. Students will research the history of a family member's migration, using primary sources and genealogical tools, and will contextualize that individual story in the broader history of migration (and migration in our own times).

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

Prerequisite(s): Priority registration is given to History majors.

HIST 29685. History Colloquium: Asian/Pacific Islander American History, 1850-2021. 100 Units.

Looking through a broad interdisciplinary lens, this course will examine the trajectory of Asians and Pacific Islanders in America. How did nineteenth- and early twentieth-century "sojourners" become "citizens"? What constituted the public's shift in perception of Asians from unassimilable alien to ostensible "model minority"? We will interrogate not only what it means to have been and to be an Asian in America but also what role APIAs have played in striving for a multiracial democracy. The history of anti-Asian violence will be traced from the mid-nineteenth century to the most recent hate crimes in the age of COVID. Conscious of the tendency to homogenize all Asians in the historical imagination, the course will be explicitly comparative, incorporating the diverse and disparate experiences of East, Southeast, and South Asians, as well as Pacific Islanders in America over time. We will, also, at times, investigate the histories of other ethnic/racial groups and compare their experiences to the Asian American experience.

Instructor(s): M. Briones Terms Offered: Spring

Prerequisite(s): Priority registration is given to History majors.

Equivalent Course(s): RDIN 27685

HIST 29688. Refugee Histories. 100 Units.

This class approaches refugees not as a problem to be solved but as people with stories to tell and with a history that goes back centuries. We will consider some of the reasons that compel people to leave their homeland, read narratives that they have produced about what this experience meant, and examine the myriad ways in which they have shaped their host societies as well as the countries that they left behind. In addition, this class will prepare history majors to produce their own original research paper of 15-20 pages reflecting on some aspect of the refugee experience. About half of our class time will be devoted to readings on refugee history and the other half to historiographical approaches and research techniques.

Instructor(s): F. Hillis Terms Offered: Autumn

HIST 29689. History in Public. 100 Units.

This course provides a systematic introduction to the field of public history and its primary methodologies and research techniques. We will understand the field of public history in its broadest possible form, considering how historical knowledge is produced in a wide variety of public spaces and media, from museums to the movies,

and from government policy to neighborhood organizing. Throughout, we will be attentive to the cultural, social, and political dynamics that both shape and emerge from doing history in public. We will also explore the relationship of academic scholarship to these practices. Through readings, discussions, and visits to public historical sites throughout Chicago, the class will guide students in crafting a proposal for a public history project of their own design, and will help them to identify potential sources of funding to execute it. It will also introduce them to ongoing public history projects looking for collaborators/interns. For this reason, this class is designed in particular for third year undergraduate history majors developing capstone projects, and fulfills the BA Thesis Seminar I requirement for these students. Students in other fields and stages of study are also most welcome; no background in public history is required.

Instructor(s): A. Goff Terms Offered: Spring

Equivalent Course(s): CHST 29689

HIST 29690. Authoritarianism 101: A Global History. 100 Units.

This course seeks to understand our present moment by examining the political, economic, social and cultural histories of authoritarianism. It focuses on a set of primary source-based modules that explore authoritarian turns from the sixteenth to the late twentieth centuries across Asia, Africa, the Middle East, Europe and the Americas. These modules were developed in collaboration with more than 30 leading historians of authoritarianism, some of whom will join us for our discussions, as part of a major project to be published in the American Historical Review later in 2026. They draw on textual and visual sources to excavate a variety of exemplary historical cases around the rise of authoritarianism; its everyday practices; and forms of collaboration and resistance to authoritarian regimes in civil society. Students will also engage with seminal novels, films and other forms of cultural production that address central aspects of authoritarian rule. The capstone project for the course will bring teams of students together to create and teach their own modules on authoritarian history.

Instructor(s): M. Bradley

HIST 29691. Global Legal History. 100 Units.

This course examines topics in legal history from the last two centuries, surveying new and canonical histories from Africa, the Americas, Asia, and Europe. In recent years legal history has taken a global turn, moving away from the state-focused approach that long characterized the field. We will consider some of the questions that have come out of that turn. What counts as a "legal" institution, and who decides? How do different legal traditions - Civil Law, Sharia, Common Law, custom - interact with one another? How did law buttress or challenge ideas about race? Law can be a shield or a weapon, sometimes simultaneously. What it does depends on who is using it, and for what purpose. Readings will include history and some legal philosophy. Students will use primary sources extensively, including court records. The course will address historical topics including the use of law in European imperialism; law and the afterlife of Atlantic slavery; colonial regimes of law; the role of law in nationalist movements; law in revolutionary regimes and communist states; and contemporary debates on law enforcement and policing.

Instructor(s): S. Daly Terms Offered: Autumn

Equivalent Course(s): LLSO 29911

HIST 29700. Readings in History. 100 Units.

Students are required to submit the College Reading and Research Course Form. Prerequisite(s): Consent of instructor and the History undergraduate advisor.

Terms Offered: Autumn Spring Summer Winter

Prerequisite(s): Consent of instructor and the associate director of History's Undergraduate Studies Committee.

HIST 29800. BA Thesis Seminar I. 100 Units.

BA Thesis Seminar I provides a systematic introduction to historical methodology and approaches (e.g., political, intellectual, social, cultural, economic, gender, environmental history), as well as research techniques. It culminates in students' submission of a robust BA thesis proposal that will be critiqued in class. Guidance will also be provided for applications for research funding.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): All 3rd-yr history students writing BA theses take HIST 29800 in Spr Qtr. You must receive a B grade in BA Seminar I to continue in the BA Thesis Track and enroll in BA Seminar II.

Note(s): HIST 29800 is required for Thesis and Capstone students unless they are granted an exception due to a conflict with Study Abroad. Please see the college catalog for more guidance.

HIST 29801. BA Thesis Seminar II (Autumn) 000 Units.

BA Seminar II is a forum to successfully complete the BA thesis, the topic of which was developed in BA Seminar I, in a structured forum that allows for ongoing discussion and peer review. Autumn Quarter is devoted to completing the research and beginning the writing of the thesis. By the end of the quarter students will have drafted 10-15 pages. Over the course of the Winter Quarter students will complete a draft of the thesis, which will be workshopped in the biweekly sessions. The final deadline for submission of the thesis is the second week of the Spring Quarter.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): HIST 29800; Students writing BA theses register for both Autumn (HIST 29801) and Winter (HIST 29802) quarters. You must receive a B grade in HIST 29801 to continue in the BA Thesis Track and enroll in HIST 29802.

Note(s): The seminar meets every other week (weeks 1, 3, 5, 7, and 9) in Autumn and Winter for 10 weeks total.

HIST 29802. BA Thesis Seminar II. 100 Units.

BA Seminar II is a forum to successfully complete the BA thesis, the topic of which was developed in BA Seminar I, in a structured forum that allows for ongoing discussion and peer review. Autumn Quarter is devoted to completing the research and beginning the writing of the thesis. By the end of the quarter students will have drafted 10-15 pages. Over the course of the Winter Quarter students will complete a draft of the thesis, which will be workshopped in the biweekly sessions. The final deadline for submission of the thesis is the second week of the Spring Quarter.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): HIST 29800 (BA Seminar I) and HIST 29801 (BA Seminar II-Autumn)

Note(s): The seminar meets every other wk (wks 1, 3, 5, 7, and 9) in Aut and Win for 10-wks total.

HIST 29803. Historiography. 100 Units.

The course provides a systematic introduction to historical methodology and approaches (e.g., political, intellectual, social, cultural, economic, gender, environmental history), as well as research techniques. Students will gain analytical, research, and writing tools that will assist them in their capstone projects, research colloquia, or BA theses.

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

Prerequisite(s): Consent of instructor. Historiography is required for all majors, but open to all students.

Note(s): We recommend that Capstone and BA Thesis students take Historiography in the 3rd year. Assignments: short papers, in-class presentation, long paper.

HIST 29804. Capstone Seminar (Autumn) 000 Units.

Capstone Seminar is a forum to create, discuss, and critique History capstone projects. Early weeks of the seminar will be devoted to exploring various forms historical work can take, from museum installations to podcasts and documentaries. In-process work will be shared and critiqued in workshops. The final deadline for submission of the Capstone Project is the second week of spring quarter.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): Capstone students register for both autumn (HIST 29804) and winter (HIST 29805) quarters; the seminar meets every other week (weeks 1, 3, 5, 7, and 9) for 10-weeks total.

HIST 29805. Capstone Seminar. 100 Units.

Capstone Seminar is a forum to create, discuss, and develop History capstone projects. Early weeks of the seminar will be devoted to exploring various forms historical work can take, from museum installations to podcasts and documentaries. In-process work will be shared and critiqued in workshops. The course meets every other week in autumn and winter, allowing students ample time to develop their projects on their own. The final deadline for submission of the Capstone Project is the second week of Spring Quarter.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): Capstone students register for both autumn (HIST 29804) and winter (HIST 29805) quarters; the seminar meets every other week (weeks 1, 3, 5, 7, and 9) for a total of 10 weeks.

HIST 29902. Tolkien: Medieval and Modern. 100 Units.

J. R. R. Tolkien's "The Lord of the Rings" is one of the most popular works of imaginative literature of the twentieth century. This course seeks to understand its appeal by situating Tolkien's creation within the context of Tolkien's own work as both artist and scholar alongside its medieval sources and modern parallels. Themes to be addressed include the problem of genre and the uses of tradition; the nature of history and its relationship to place; the activity of creation and its relationship to language, beauty, evil, and power; the role of monsters in imagination and criticism; the twinned challenges of death and immortality, fate and free will; and the interaction between the world of "faerie" and religious belief.

Instructor(s): R. Fulton Brown Terms Offered: Spring

Prerequisite(s): Students must have read "The Lord of the Rings" prior to first day of class.

Equivalent Course(s): RLST 22400, MDVL 29902, FNDL 24901

HIST 29908. The Bible Throughout History: From the Dead Sea Scrolls to King James. 100 Units.

While the collection of ancient texts found in modern Bibles appears fixed and is read by many people as a source of edification or theological insight, it has not always been this way. Though absent from most Bibles, there is an entire body of literature commonly known as "rewritten bible": early translations, retellings, or entirely new stories with familiar names and faces that update, retcon, or subvert their "biblical" sources. How might we understand these ancient forms of fan fiction? The class will introduce this corpus (including some of the Dead Sea Scrolls) and its sources, production, and historical contexts. We will confront significant problems in understanding religious texts: how is it that some texts become authoritative while other very similar texts do not? Who gets to retell foundational religious narratives, and within what social or political constraints? What does it mean to relate to sacred texts as artistic prompts or imperfect points of departure? Can a biblical text be rewritten for an entirely different religious tradition? We will consider similar questions for contemporary religious practice, asking: how did rewriting the Bible get started, and has it stopped?

Instructor(s): Doren Snoek Terms Offered: Winter. Not offered 2025–26

Equivalent Course(s): RLST 20124, MDVL 20124, FNDL 20124, JWSC 20924

HIST 29913. Memory Bound: Jewish Memory and the Binding of Isaac. 100 Units.

The story of the Binding of Isaac (Gen. 22:1-19) is perhaps the best known narrative in the Hebrew Bible. It may also be the least appreciated for its ongoing influence on Jewish identity and memory. We will apply social and

memory theory to the Binding of Isaac (Genesis 22:1-19), and its interpretations in rabbinic literature, historical chronicles, and literature, in order to better understand the ways in which foundational narratives and cultural identities engage in a process of continuous mutual interpretation. We will also examine how technology and social media are customizing memory, and dramatically reshaping cultures and their collective memories.

Instructor(s): Aslan Cohen Mizrahi Terms Offered: Spring
Equivalent Course(s): FNDL 28750, JWSC 28750, RLST 26622

HIST 29918. The Limits of History. 100 Units.

Social scientists ultimately need three things: curiosity, intuition, and imagination. This course examines how recent historians (and other scholars using historical approaches) have wielded these more ethereal qualities in creative ways to write histories of topics once thought to be beyond the realm of possibility and history. We will explore histories of the silenced, the unseen, the impossible, and the paths not taken in texts that have reshaped the field. In the process, we will ask, how do we push fields forward while remaining true to some disciplinary guiding light? Indeed, does discipline even matter anymore, or is it just a means of hamstringing innovative scholarship? What "counts" as history, who decides, and why? How far can we go before "history" breaks down? By investigating how these scholars have pushed for a more expansive sense of history, we will come away with inspiration for how we might approach our own research anew.

Instructor(s): Alex Hofmann Terms Offered: Autumn
Note(s): This course will fulfill the MAPSS methods requirement.
Equivalent Course(s): HIST 49918, MAPS 41600, MAPS 21600

HIST 29919. Urban and Architecture History: Industry, Construction, Modernity, Domesticity. 100 Units.

This course explores the historical development of Western cities, examining how industry, construction, modernity, and domesticity shaped the built environment in the 19th and 20th centuries from a global perspective. The course deals primarily with North American and European cities. The course examines the impact of politics, society, and technological transfer on urban development and architecture. Politics and the economy have shaped concepts of planning, standardization, and urban environment. We will explore the industry through detail, standardization, prefabrication, and style. The course will analyze the history of construction, technologies, and global vs local architecture. Students will gain an understanding of the development of modernity by considering the theory of modernism and the works of modernist architects, the ideology of a new socialist modernity, and post-modernist cityscapes. Finally, the course explores the built environment and the creation of domesticity at the interplay of home, neighborhood, community, social housing, and the collective, emphasizing the value of global habitat through the lens of industrial production and construction. The course comprises the workshops History of Architecture Beyond the Classroom: Archival materials study; Special Collections materials study; Talks with invited speakers.

Instructor(s): O. Chabanyuk Terms Offered: Winter
Note(s): This course requires students to plan two Fridays for museum/library visits: Newberry Library and UChicago Library.
Equivalent Course(s): ARCH 29919, HIST 39919

HIST 29920. Histories from the Margins. 100 Units.

Scholars have long been interested in the question of how to reconstruct the lived historical experiences of "ordinary," marginalized, or otherwise "unknown" people. Doing "history from below" marked an important turn in social history that generated new questions about and approaches to reconstructing the lives, histories, and cultures of people who were consigned to the peripheries of (or absent altogether from) historical records. While radical, this approach over-emphasized binary relations of power. Thinking about "histories from the margins," however, opens up new questions about how power, oppression, and marginalization cut across intersecting categories such as race, gender, sexuality, class, and colonialism. This course will adopt a thematic and broadly comparative approach from scholarship on the Americas (including Latin American and the Caribbean) and western Europe to explore how scholars have conceptualized the social worlds of everyday people including microhistory, capitalism, slavery, colonialism, race, class, gender and sexuality, and inequality.

Instructor(s): Deirdre Lyons Terms Offered: Winter
Equivalent Course(s): RDIN 21650, LACS 31650, RDIN 31650, GNSE 21523, LACS 21650, MAPS 31650, MAPS 21650, HIST 39920, GNSE 31523

CIVILIZATION STUDIES COURSES

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 10800-10900. 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.

HIST 10800. 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, SALC 20100, SOSC 23000, ANTH 24101

HIST 10900. 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, SASC 20000, SOSC 23000

Equivalent Course(s): SALC 30200, SALC 20200, SOSC 23100, ANTH 24102

HIST 11701. 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): MDVL 12000, NEHC 22010, JWSC 12000, RLST 22010

HIST 11702. 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): JWSC 12001, RLST 22011, NEHC 22011

HIST 12700-12800. 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.

HIST 12700. 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, MUSI 12100

HIST 12800. 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, MUSI 12200

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): SOSOC 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, SOSC 24200

HIST 14001. Russian Short Fiction: Experiments in Form. 100 Units.

Russian literature is known for the sweeping epics that Henry James once dubbed the "loose baggy monsters." However, in addition to the famed 'doorstop novels,' the Russian literary canon also has a long tradition of innovative short fiction—of short stories and novellas that experiment with forms of storytelling and narration. This course focuses on such works, as well as the narrative strategies and formal devices that allow these short stories and novellas to be both effective and economical. Throughout the quarter, we will read short fiction from a variety of Russian authors and examine the texts that establish the tradition of Russian short fiction as well as those that push its boundaries. This course will serve as a general survey of Russian Literature, as well as a focused introduction to a particular genre in that tradition. Although predominantly discussion-based, the class will also include short lectures by the instructor to introduce students to the broader historical contexts of the course texts, and to sample diverse theoretical approaches to those texts.

Equivalent Course(s): REES 25602

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): SOSC 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 15602-15603-15604. Ancient Empires I-II-III.

This sequence introduces three great empires of the ancient world. Each course in the sequence focuses on one empire, with attention to the similarities and differences among the empires being considered. By exploring the rich legacy of documents and monuments that these empires produced, students are introduced to ways of understanding imperialism and its cultural and societal effects—both on the imperial elites and on those they conquered. Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

HIST 15602. 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): SOSC 20011, CLCV 25700, NEHC 20011

HIST 15603. 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): NEHC 20012, CLCV 25800, SOSC 20012, MDVL 20012

HIST 15604. 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, NEHC 20013

HIST 15611-15612-15613. Islamicate Civilization I-II-III.

This sequence surveys the intellectual, cultural, religious, and political development of the Islamic world (Middle East and North Africa), from its origins in pre-Islamic Arabia to the late 20th century. The sequence is required for MA students in CMES and counts toward completion of the NELC major and minor. It is recommended that the course be taken in sequence.

HIST 15611. Islamicate Civilization I: 600-950. 100 Units.

This course is an introduction to the history and the study of early Islamicate societies, from the rise of Islam in late antiquity to the early Abbasid period (ca. 600-950 CE), considering various religious and social groups. We will look at the same historical arc from multiple perspectives: political events, such as the Muslim conquests and the rise of ruling dynasties, but also other factors that impacted people's lives in the early centuries of Islamic rule-the environment they inhabited and transformed, documents they created, social institutions, and economic activities. What broad developments characterized the early Islamic period? Who brought those changes about? And how are they studied today?

Instructor(s): Klasova, Pamela Terms Offered: Autumn. This course will not be offered for the 2021-2022 academic year.

Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements

Equivalent Course(s): ISLM 30201, NEHC 30201, RLST 20201, NEHC 20201, HIST 35621, MDVL 20201

HIST 15612. Islamicate Civilization II: 950-1750. 100 Units.

This course, a continuation of Islamicate Civilization I, surveys intellectual, cultural, religious and political developments in the Islamic world from Andalusia to the South Asian sub-continent during the periods from ca. 950 to 1750. We trace the arrival and incorporation of the Steppe Peoples (Turks and Mongols) into the central Islamic lands; the splintering of the Abbasid Caliphate and the impact on political theory; the flowering of literature of Arabic, Turkic and Persian expression; the evolution of religious and legal scholarship and devotional life; transformations in the intellectual and philosophical traditions; the emergence of Shi'i states (Buyids and Fatimids); the Crusades and Mongol conquests; the Mamluks and Timurids, and the "gunpowder empires" of the Ottomans, Safavids, and Moghuls; the dynamics of gender and class relations; etc. This class partially fulfills the requirement for MA students in CMES, as well as for NELC majors and PhD students.

Instructor(s): Mustafa Kaya Terms Offered: Winter. This course will not be offered for the 2021-2022 academic year.

Prerequisite(s): Islamicate Civilization I (NEHC 20201) or Islamic Thought & Literature-1 (NEHC 20601), or the equivalent

Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements

Equivalent Course(s): ISLM 30202, HIST 35622, MDVL 20202, NEHC 30202, RLST 20202, NEHC 20202

HIST 15613. Islamicate Civilization III: Empire & Everyday Life in 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): Carl Shook Terms Offered: Spring. This course will not be offered for the 2021-2022 academic year.

Prerequisite(s): Islamicate Civilization II (NEHC 20202) or Islamic Thought & Literature-2 (NEHC 20602), or the equivalent

Equivalent Course(s): NEHC 20203, ISLM 30203, HIST 35623, RLST 20203, NEHC 30203

HIST 16101-16102-16103. Introduction to Latin American Civilization I-II-III.

Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. This sequence is offered every year. This course introduces the history and cultures of Latin America (e.g., Mexico, Central and South America, and the Caribbean Islands).

HIST 16101. 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, LACS 16100, RDIN 16100

HIST 16102. 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): LACS 16200, ANTH 23102, RDIN 16200, SOSC 26200

HIST 16103. 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, RDIN 16300, LACS 16300, SOSC 26300

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 17411. Science, Culture, and Society in Western Civilization II: History of Medicine 1500 to 1900. 100 Units.

This course examines the theory and practice of medicine between 1500 and 1900. Topics include traditional early modern medicine; novel understandings of anatomy, physiology, and disease from the Renaissance on; and new forms of medical practice, training, and knowledge-making that developed in the eighteenth and nineteenth centuries.

Instructor(s): M. Rossi Terms Offered: Spring. Course is offered in Spring 2026.

Equivalent Course(s): HIPS 18401

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

HIST 17910. Latin America in/at Chicago. 100 Units.

This course explores the city of Chicago's Latin American and Caribbean roots by considering hemispheric connections, both in the city at large and at the University of Chicago. Students will analyze 1) the ways Latin(e/x) American actors have participated in and shaped Chicago's political economy, 2) how Latin(e/x)s on both sides of the US-Mexico border have impacted and been impacted by social thought at the University of Chicago, 3) the collection and display of Latin American material culture in several of the city's museums, and 4) Latin(e/x)

American civil and human rights activism in the city. The course will move through the city chronologically as well as geographically over the long twentieth century.

Instructor(s): Schwartz-Francisco, Diana Terms Offered: Spring. Offered irregularly in Spring as part of Chicago Studies CIV sequence "Latin America/Latinx Chicago"

Note(s): This class is part of the Chicago Studies Civilizations Core sequence "Latin America/Latinx Chicago."

Classes in this sequence include weekly experiential learning activities in the city, usually on Fridays.

Equivalent Course(s): LACS 10200, CEGU 10200, ANTH 10200, CHST 10200, RDIN 10200

HIST 18301-18302-18303. Colonizations I-II-III.

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

HIST 18301. 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): RDIN 24001, SOSC 24001, LACS 24001, ANTH 24001

HIST 18302. 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, SOSC 24002, RDIN 24002

HIST 18303. 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, RDIN 24003, SALC 20702

HIST 20405. 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): NEHC 20016

HIST 20406. 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 2092-2003 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 domination 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): NEHC 20017

HIST 25610. 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, NEHC 20601, RLST 20401, MDVL 20601

HIST 25611. Iran: An Ancient Empire. 100 Units.

An examination of the emergence and evolution of the Iranian Empire in late antiquity, the most enduring territorially extensive political system in ancient West Asian history. Its name, *Ērānšahr*, signaled the centrality of Zoroastrianism to its conception and organization. The course will therefore focus on the role of the religion, as a complex of ideas and institutions, in the shaping of Iran's society, culture, political economy, and imperial infrastructure. It will also consider the development of Rabbinic Judaism, Christianity, and Manichaeism within the empire's confines. The course will pay special attention to the legacy of Iran in the medieval and modern Middle East, arguably equivalent to Rome's in the West.

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

Equivalent Course(s): NEHC 30721, NEHC 20721, HIST 35611

HIST 25616. 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, NEHC 20603

HIST 25704. 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): NEHC 20501, RLST 20501, SOSC 20501, CMES 30501, MDVL 20501, NEHC 30501, HIST 35704, ISLM 30500

