Social Sciences

The Social Sciences Core Requirement

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

Students ordinarily enroll in their Social Sciences Core sequence in the Autumn of their second year, following completion of their requirements for the Humanities Core and Writing Core. All three courses in a SOSC sequence must be taken in order. Once students begin a sequence, they are expected to remain in the same sequence. NOTE: Students registered in any of the sequences below must attend the first and second class sessions or their registration will be dropped.

Social Sciences Core Sequence Options

SOSC 11400-11500-11600	Power, Identity, Resistance I-II-III	300
SOSC 12400-12500-12600	Self, Culture, and Society I-II-III	300
SOSC 13100-13200-13300	Social Science Inquiry I-II-III	300
SOSC 13110-13210-13310	Social Science Inquiry: Formal Theory	300
SOSC 14100-14200-14300	Mind I-II-III	300
SOSC 15100-15200-15300	Classics of Social and Political Thought I-II-III	300
SOSC 16100-16200-16300	Global Society I-II-III	300
SOSC 17100-17200-17300	Religion: Cosmos, Conscience, and Community I-II-III	300
SOSC 18400-18500-18600	Democracy: Equality, Liberty, and the Dilemmas of Self-Government I-II-III	300

Social Sciences Core Sequence Courses

SOSC 11400-11500-11600. Power, Identity, Resistance I-II-III.
"PIR" is a social sciences general education sequence that introduces students to a variety of approaches in the interpretive social sciences. Appreciating this rich history requires openness to the methodological approaches advanced by thinkers of sometimes vastly different political orientations. We explore the philosophical foundations of modern social and political thought through critical, chronological study of original texts. As we begin, students encounter questions about the nature and limits of sovereign power and some of the ways identity and resistance take shape in relation to the state. As we extend our study of social science thematically and historically, the analytics of "power", "identity", and "resistance" continue to provide powerful lenses for understanding social institutions.

SOSC 11400. Power, Identity, Resistance I. 100 Units.
The first quarter of this sequence opens with the theoretical basis of the modern, liberal state - social contract theory. We consider how state power was legitimized by common consent and how principles of freedom and equality were anchored in accounts of "the state of nature." We also think about who was party to this original contract and ask whether the prosperity and protection of some was implicitly premised on the exclusion or exploitation of others. As we examine the protections offered by the liberal state against excessive, arbitrary power, we interrogate the limits of state power and ask at what point can we resist it? We trace these dialogues from the seventeenth century through the beginning of the nineteenth century. Texts vary by year and have included: Hobbes, Locke, Rousseau, Burke, Constant, Paine, Wollstonecraft, D. Walker, C.L.R. James
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 11500. Power, Identity, Resistance II. 100 Units.
The emergence of the liberal state that we examine in the Fall quarter accompanied the rise of commercial society and industrial capitalism, so in the Winter quarter we turn to theories of political economy. Generally, we are concerned with the relationship between labor and human nature, the organization of economic life, and the relationship between the state and the economy. We pay particular attention to the depiction of society itself as a market and how the capitalist mode of economic organization was linked both to

new possibilities for human emancipation and new forms of exploitation and subjection. But we also ask how distinct is the modern form of capitalism? And what do the organization of labor and trade, and the distribution of resources outside of capitalism tell us about the ways power can operate in relation to economy? Texts vary by year and have included: Smith, Marx, Durkheim, Mauss, Hayek, Kropotkin, Arendt, Friedman, S. Mintz, E. Williams
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): SOSC 11400. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 11600. Power, Identity, Resistance III. 100 Units.
In the Spring, we bring the legacies of liberal theory, political economy, and their critique to bear on questions and problems that emerged from the late 19th century to the present. We take up a new dimension of society by thinking about its relationship to the self. How does morality rely on the inner discipline of individuals? How does individual identity rely on recognition by others? This question especially arises in the resistance movements we encounter in the histories of imperialism and totalitarianism. These widen the horizon on historical claims to liberty and equality along lines of race and gender. Finally, from forms of social domination we move to the human domination of nature in which students consider social-scientific approaches to the unstable boundaries between human and non-human worlds. Texts vary by year and have included: Hegel, Tocqueville, Nietzsche, Freud, Fanon, DuBois, Arendt, M.L. King, Foucault, Beauvoir, and C. Korsgaard
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): SOSC 11500. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 12400-12500-12600. Self, Culture, and Society I-II-III.
"Self, Culture, and Society" introduces students to a broad range of social scientific theories and methodologies that deepen their understanding of basic problems of cultural, social, and historical existence. The sequence starts with the conceptual foundations of political economy and theories of capitalism and meaning in modern society. Students then consider the cultural and social constitution of the self, foregrounding the exploration of collective force, the unconscious, gender, and race. Finally, students critically examine dominant discourses of science, individuality, and alterity, keeping an eye towards the application of social theory to contemporary concerns.

SOSC 12400. Self, Culture, and Society I. 100 Units.
The social theories of Ibn Khaldun, Smith, Marx, and Weber, supplemented by historical and ethnographic works, serve as points of departure for considering the characterizing features of the modern world. Particular emphasis is given to socioeconomic structure, theories of historical change, possibilities for individual freedom, the meaning of work, and globalization.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 12500. Self, Culture, and Society II. 100 Units.
In Winter Quarter, students tackle questions about the construction of self and society. The works of Durkheim, Freud, de Beauvoir, Fanon, and others inform investigation of symbolic representation, the strength of social forces, the unconscious, culture, ethics and violence, sexuality, gender, and race.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): SOSC 12400. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 12600. Self, Culture, and Society III. 100 Units.
In Spring Quarter, students consider contemporary issues and social science approaches to them. Beginning with post-modern, post-colonial, and other critiques of sciences of self, culture, and society (as articulated by Kuhn, Foucault, and Said), the course investigates how new theories arise and new problems are addressed, how new perspectives (more global, more inclusive) test and challenge, and how social scientists change, renew, and improve their insights. The quarter focuses on topics of contemporary concern, including the human impact on the environment, feminism outside the West, and the rise of global cities.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): SOSC 12500. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13100-13200-13300. Social Science Inquiry I-II-III.
Quantitative data and mathematical information are abundant features of the social world, found in stock markets, unemployment reports, and inflation measures, in pre-election polls and forecasts of election outcomes, in strategic decisions about corporate takeovers, in the spread of disease, and in assessments of job-market discrimination or police violence. Social Science Inquiry aims to help students understand how quantitative social scientists examine such phenomena, highlighting core questions of design, analysis, and presentation. In the general SSI (SSI-General) sequence, we focus on widely used quantitative social science methods with special emphasis on causal inference, or the logic and methods by which one can ascertain the effect of one social phenomenon on another. In the Fall, we consider questions of research design, including the design of experimental and observational research. In the Winter, we introduce students to quantitative analysis of social

data, with a special emphasis on hypothesis testing and regression analysis. In the Spring, students explore research questions of their own choosing in greater depth, culminating in a research paper.

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

SOSC 13200. Social Science Inquiry II. 100 Units.
In the Winter Quarter, students will be introduced to social science research tools. They will learn how to collect data, conduct experiments, and make causal inferences from statistics. Using the General Social Survey, the National Election Studies, and other surveys, students will gain hands-on experience working with large data sets.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): SOSC 13100. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13300. Social Science Inquiry III. 100 Units.
In the Spring Quarter, students will conduct their own substantial research project. Students will learn how to translate their ideas into research questions, their theories into testable hypotheses, and their findings into meaningful conclusions. By year's end, students will develop a critical perspective on many perennial social questions and, ultimately, acquire "quantitative literacy," essential skills in an increasingly data-driven world.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): SOSC 13200. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13110-13210-13310. Social Science Inquiry: Formal Theory.
Social Science Inquiry: Formal Theory builds on the rich traditions of rational choice scholarship set in place by James Coleman and Gary Becker. Mastering game theoretic and public choice models is an invaluable tool for understanding how interest groups influence politics, how voting takes place in Congress, how matches are made in the dating world, or how neighborhood arrangements are coordinated. More broadly, applications of formal theory to social science include explaining how peace negotiations occur between governments and rebels in the aftermath of civil war, how trade unionists bargain over wages with employers, and even the decisions of autocrats to step down from power and allow for free elections. SSI-Formal Theory will introduce students to the systematic study of social, political, and economic interactions, where the optimal course of one person's action depends on the options and preferences of other people involved in the interaction. Students will learn how to model strategic situations in the language of mathematics and how to make equilibrium predictions.

SOSC 13110. Social Science Inquiry: Formal Theory I. 100 Units.
Social Science Inquiry: Formal Theory I introduces students to deductive reasoning and teaches them primitives of rational choice---players, strategies and preferences.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13210. Social Science Inquiry: Formal Theory II. 100 Units.
Social Science Inquiry: Formal Theory II covers two basic equilibrium concepts: Nash, and Subgame Perfect Nash.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): SOSC 13110. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13310. Social Science Inquiry: Formal Theory III. 100 Units.
Social Science Inquiry: Formal Theory III covers games of incomplete information, including Bayesian Nash and Perfect Bayesian Nash equilibrium.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): SOSC 13210. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 14100-14200-14300. Mind I-II-III.
"Mind" explores the mental states and processes that give rise to behavior. While it focuses on the level of the individual, individual behavior depends on the social relationships and structures in which people are embedded and the biological systems of which we are comprised. Drawing from research in the social sciences and beyond, the course broadly considers how empirical approaches can shape our understanding of long-standing questions about human experience. Each quarter of Mind is taught by a different group of faculty, and the material in each quarter is arranged into a broad theme that makes connections across quarters. Please note,

Mind is a year-long sequence and students are expected to remain in the same section of the course for all three quarters.

SOSC 14100. Mind I. 100 Units.
The first quarter of Mind challenges the naïve impression that our subjective experience of reality is a veridical reflection of the external world. By introducing a wide-range of phenomena that illustrate the constructive nature of experience-- perceptual, conceptual, affective, social, and cultural-- the lectures and readings engage students in analyzing the mind's role in the construction of our realities. In particular, we consider our subjective awareness of and introspective access to the mental processes that shape reality for us and the bottom-up and top-down control of information processing in generating that reality. During the second half of the quarter we examine the dynamic nature of mind-- how our constructed realities emerge and change over time and role of nature and nurture in their development across a variety of time scales, exploring processes that unfold over the course of milliseconds as well as those that unfold over millennia.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 14200. Mind II. 100 Units.
This quarter focuses on how we can explain the causes of mental phenomena that are at once manifest in biological materials and determined by social and cultural forces. We examine theoretical explanations for a wide range of mental and behavioral phenomena based on mechanisms that operate at different levels of scientific analysis, including genetic, hormonal, neural, psychological, social, and cultural. The goal is to illustrate how explaining phenomena at different levels of analysis not only provides a richer, more detailed understanding of mental states and processes but can constrain causal models and lead to theoretical advances. Lectures cross-cut topics such as function and mechanism, reductionism and emergence, dynamic processes, genetics and epigenetics, distributed vs. localized neural representation, neuroendocrine systems, cognitive process models, modularity of processing, and socio-cultural interactions.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): SOSC 14100. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 14300. Mind III. 100 Units.
Spring quarter of Mind examines the highly context-dependent nature of psychological processes and how their operation changes depending on the particular goals, decisions, and applications for which they are used. Context can be viewed broadly to include the physical environment, other people, and the invisible forces of culture and society, i.e., external sources of context. However, it is equally important to consider the internal psychological and biological context of mental activity, e.g., the interactive effects of motivation, affect, attention and knowledge on a particular process or phenomenon. Lectures address a variety of topics, including distraction and attentional control, environmental effects on attention and mood, political attitudes, decision-making, mathematical knowledge, emotion, and language use.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): SOSC 14200. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 15100-15200-15300. Classics of Social and Political Thought I-II-III.
Classics of Social and Political Thought invites students to participate in a year-long conversation about politics, justice, and human flourishing. We will consider what it means to live a good and distinctively human life, and we will explore how we might pursue such a life. What role do our fellow human beings play in its attainment? How do different social and political arrangements support or hinder this pursuit? To help to answer these questions, this sequence examines such problems as the conflicts between individual interest and common good; between morality, religion, and politics; and between liberty and equality. And it examines alternative conceptions of society, law, authority, consent, and dissent that underlie continuing controversies in contemporary political life.

SOSC 15100. Classics of Social and Political Thought I. 100 Units.
We will begin in the autumn quarter by investigating the nature and purpose of political life. Why do humans form political communities? What qualifies someone for citizenship in them and who should rule? What roles do justice, virtue, and law play in our political communities? Is it ever acceptable to violate the laws that govern us? We will examine how these questions were answered by Plato, Aristotle, Thomas Aquinas, and Niccolò Machiavelli. In addition to studying the substance of their political theories, we will analyze the principles and assumptions that animate them. We will pay especially close attention to how these theorists' accounts of human nature informed their ideas about political life.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 15200. Classics of Social and Political Thought II. 100 Units.
We will continue to explore theories about the nature and purpose of political life in the winter quarter, but we will also focus upon the ways in which political communities are organized and ruled. For instance, what is the basis of our political obligations and rights? Should people play a role in their own governance? If so,

how should they navigate conflicts between their individual interests and the common good? Furthermore, is it acceptable for certain individuals or groups to have more political power and rights than others? And under what conditions can revolution or rebellion be justified? As we take up these questions, we will also examine the meaning of concepts such as sovereignty, freedom, and equality, as well as the relationship between politics and religion. Our readings will include texts by Thomas Hobbes, John Locke, Jean-Jacques Rousseau, and Mary Wollstonecraft.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): SOSC 15100. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 15300. Classics of Social and Political Thought III. 100 Units.
In the final quarter of the sequence, we will turn to texts by nineteenth- and twentieth-century writers who developed criticisms of existing social and political conditions. They include Alexis de Tocqueville, Karl Marx, Friedrich Nietzsche, W. E. B. Du Bois, and Simone de Beauvoir. These writers will invite us to explore the ways in which freedom and domination appear and operate within liberal democracies and capitalist societies, as well as the requirements for overcoming domination and realizing greater freedom. We will also examine the meaning of values such as equality, progress, self-reliance, thrift, morality, and truth, and we will consider how these values shape human lives. Finally, throughout the quarter we will use the assigned texts as resources for learning about the practice of social criticism. We will consider how it can serve society, as well as how we might use the concepts and models of inquiry that we find in our texts to analyze present social and political conditions.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): SOSC 15200. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 16100-16200-16300. Global Society I-II-III.
Global Society is organized around three essential areas for making sense of a globalized world: social thought, population, and social change. The sequence is designed to cultivate an understanding of social science research that extends beyond experiences and processes that are particular to Western civilizations. The curriculum will expose students to a long-standing, globally expansive canon within the social sciences and teach students to distinguish cultural particulars from universal concerns.

SOSC 16100. Global Society I. 100 Units.
The first quarter of Global Society addresses social thought from a global perspective by first considering some classic works from the Western tradition and then reading major statements about society from the classical traditions of others cultures including: Latin America, Islam, East Asia, and Africa. In Global Society, students read these statements simultaneously as theoretical treatises, as empirical approaches, and as normative prescriptions for the social world. This three-pronged approach enables us to disentangle differences in empirical perception from differences in values and to assess how, in combination, these color our own inevitably particular judgments of world events. The course opens a set of themes that will run through the entire sequence: individual-and-society, tradition-and-change, sources of social values, difference and particularity. The pedagogical emphasis is on close reading, discussion, and analytic writing. Possible readings include: Thomas More, J. J. Rousseau, D. F. Sarmiento, Ali Shariati, Raden Ayu Kartini, and Léopold Sédar Senghor
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 16200. Global Society II. 100 Units.
The second quarter of Global Society is built around the theme of population and is designed as a hybrid course that brings together a) an intellectual history of population thought and census-taking and b) a practical introduction to basic demographic tools and contemporary debates about population. Students will engage Malthus, his detractors, and new incarnations of Malthusian thought in detail. Questions considered will include: What is a population? What is at stake when we count? How many people can this earth support? What are the implications of population shifts for individual life chances? For social values and patterns of difference? Students will learn how to construct basic period lifetables, how to compare populations and sub-populations using basic standardization techniques, and how to analyze generations and cohorts in context. At the same time, since population issues like reproduction, migration, and mortality are simultaneously philosophical, political, and empirical matters, students will connect these practical and empirical analyses to political and value debates about the causes and consequences of population change. Possible texts include: Graunt, Petty, Malthus, Nehru, Wu Ta-k'un, and contemporary instantiations.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): SOSC 16100. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 16300. Global Society III. 100 Units.
This third part of the sequence marries themes that emerge from Global Social Thought and Population, with an emphasis on social change and development during twentieth and twenty-first centuries. From the perspective of Global Society, "change" and "development" encompass everything from micro-level changes

in gender relations to macro-level shifts in the global economy. With new theoretical and empirical tools from parts 1 & 2 of the sequence, students will engage the empirical, the theoretical, and the normative aspects of defining and evaluating long-run and short-run social change. Using global and comparative lenses, we examine forms of state repression, civil resistance, religious transformations, technological and economic changes, and the effects of these large social patterns on individual persons. Students will write about the relationship of individuals to broad forces of social change, connecting themes from the first and second quarters. The sequence concludes with a set of writing workshops designed to guide students through the steps of producing a capstone sequence paper. Using the skills and tools they've acquired throughout the sequence, students will analyze the relationship of a particular cohort (anchored in a time, place) to social change, with a focus on the empirical, normative, and theoretical stakes, their causes and consequences. Possible texts include: Geertz, DuBois, Srinivas, and contemporary instantiations.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): SOSC 16200. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 17100-17200-17300. Religion: Cosmos, Conscience, and Community I-II-III.
"Religion: Cosmos, Conscience, and Community" investigates the contributions made by various religious traditions and literatures to the multiple, often competing ways in which human beings have explained the world, thought about existence, and theorized the human. This sequence asks students not simply to synthesize materials in a single intellectual tradition, but rather to think across traditions, identifying points of convergence and divergence. Students will wrestle with how religious ideas, discourses, and practices inform the construction of knowledge and the formation of modern social scientific inquiry. Finally, this shared exploration affords students the opportunity to ask what the social sciences can and do contribute to issues of pressing or even ultimate concern: How do societies conceptualize good and evil? What is to be done, individually and/or collectively, about suffering and injustice? What constitutes the "good" life? What can we hope for?

SOSC 17100. Religion: Cosmos, Conscience, and Community I. 100 Units.
Religion has not merely enriched the human intellect already formed, but in fact has helped to form it." This is how Émile Durkheim, a pioneer of modern sociology, justifies his assertion that the study of religion is crucial for all social scientific inquiry. Taking its cue from Durkheim, this course explores how religious traditions around the globe have organized social realities, provided narrative frameworks for everyday life, and theorized collective identities. We will examine how religious traditions narrate the origin of the world and how religious myths and rituals structure societies and prescribe roles for individuals. We will analyze how social forms of power influence, and are influenced by, beliefs about divinities, the supernatural, and the nature of existence. Finally, we will compare modern critiques of religion and discuss the persistence of religious thought to address the question of whether societies can survive without religion. Readings include creation myths, the Daodejing, Genesis, Jean-Jacques Rousseau, Mary Douglas, Ibn Tufayl, and Buddhist suttas.
Instructor(s): Staff Terms Offered: Autumn

SOSC 17200. Religion: Cosmos, Conscience, and Community II. 100 Units.
During the Fall quarter, we discussed how religious descriptions of the universe and our place in it are inscribed in power relations that are fundamentally social in nature. Building on that, this course asks: How do societies conceptualize the nature of suffering and evil? According to different religions, what can be done about suffering and evil on individual and collective levels? How do individual practices like meditation and collective practices like war reflect different diagnoses of what is wrong with the world? In this course, students compare scholarly efforts to theorize human finitude with religious parables, poetry, and practices aimed at surviving or overcoming pain, anxiety, and even death. We pay particular attention to the social dimension-is it true that "we're all in this together" or is it true that "everybody dies alone," and how do these beliefs reflect and sustain socio-political structures? Readings include Sigmund Freud, the Book of Job, Plato, Zhuangzi, Friedrich Nietzsche, C.S. Lewis, and the Bhagavad Gita.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): SOSC 17100

SOSC 17300. Religion: Cosmos, Conscience, and Community III. 100 Units.
In the Fall quarter, we examined how religious myths and rituals presuppose, challenge, and support social conditions and power relations. In the Winter, we discussed how these myths and accompanying rituals respond to the ways human beings are flawed and finite-vulnerable to evil, alienation, and misfortune. The Spring quarter is devoted to themes surrounding ideology, ethics, hope, and the future. What ideas and practices do religions propose as ways of remedying, coping with, or adjusting to the facts of existence? Where do different groups find the motivation to make the world a better place-is it because of religions and ideologies, or in spite of them? How do different religions address the moral standing of the neighbor, the enemy, the community, and the environment? How is religion connected to social, economic, and political power no-is it the "opiate of the masses," or the spark that ignites a revolution? Readings include Karl Marx, John Locke, Hannah Arendt, Malcolm X, Dorothy Day, Ali Shariati, and Max Weber.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): SOSC 17100, SOSC 17200

SOSC 18400-18500-18600. Democracy: Equality, Liberty, and the Dilemmas of Self-Government I-II-III.
The Democracy sequence examines democracy as it has been practiced around the world since its emergence over two and a half millennia ago. It considers democracy to be not only a particular kind of regime and politics organized around the principle of self-government, but also a kind of social order ostensibly defined by the operation of power among independent equals (sometimes conceptualized as the balance between liberty and equality). Rather than presume self-government and equal liberty to be universal ideals or accomplished realities, this sequence explores how their categorical assertion amid often drastic imbalances of social and political power has produced unequal outcomes and other unintended consequences. To grapple with the analytical challenge posed by democracy requires blending multiple modes of analysis—historical, comparative, institutional, social, political, cultural, conceptual, textual—to bring empirical evidence and theoretical frameworks into mutually reinforcing focus. In addition to the critical reading and analysis of texts traditional to general education at the University of Chicago, the Democracy sequence guides students in the fundaments of independent inquiry through assignments requiring library research and supporting intellectual habits that are essential to social-scientific inquiry and democratic citizenship.

SOSC 18400. Democracy: Equality, Liberty, and the Dilemmas of Self-Government I. 100 Units.
The first quarter of the Democracy sequence examines the establishment, maintenance, and demise of pre-modern popular governments, specifically Athenian democracy, the Roman Republic, and the medieval/Renaissance Florentine commune. Through close textual reading, conceptual and institutional analysis, and historical inquiry, students explore the stability, security, and constitutional forms of such regimes, and the place of liberty, equality, and justice within them (relative to other regime types such as monarchies and oligarchies). When engaging the question of how democracies decline and die, students consider factors such as civic corruption, oligarchic encroachment, and imperial overreach. Students read and discuss both primary texts from these regimes and social scientific analyses of them.
Instructor(s): John McCormick Terms Offered: Autumn
Note(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 18500. Democracy: Equality, Liberty, and the Dilemmas of Self-Government II. 100 Units.
The second quarter of the Democracy sequence is devoted to the historical understanding of the emergence and fragility of democracy, probing sources of change and continuity-revolutionary rupture, constitutional stabilization, and counter-revolutionary reaction. The course has a number of overarching goals. First, students discover the diverse advantages offered by varied modes of inquiry in the social sciences as practiced by historians, sociologists, political scientists and economists, and theorists of all stripes. Second, students engage with texts to uncover multiple layers of analysis. In addition to reading works of philosophy and theory that augment texts assigned in the first term, students also examine political manifestos, constitutions, correspondence, speeches, essays, broadsides, and the like. Third, students develop intellectual habits and skills that are essential to independent inquiry, moving beyond the debates of the seminar room to pursue a guided encounter with library research.
Instructor(s): Stephen Pincus, James T. Sparrow Terms Offered: Winter
Prerequisite(s): SOSC 18400
Note(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 18600. Democracy: Equality, Liberty, and the Dilemmas of Self-Government III. 100 Units.
The final quarter of the Democracy sequence grapples with the possibilities of, and challenges to, democratic government in the twentieth and twenty-first centuries. Faced with the bleak panorama of contemporary democratic erosion and breakdown, what can we learn from twentieth-century debates about democracy? When democracy has come under threat before, what ideas have emerged, from its detractors and from its defenders? This course offers a window into those debates. Students learn how political theorists, some of them also political participants, have responded to fascism, authoritarianism, and racial oppression, from the inter-war years through the middle decades of the last century. At the end of the course, students explore ideas about our current crises. Readings and written assignments sustain the concern for close textual analysis and historical inquiry established earlier in the sequence, but also highlight systematic attention to the uses of comparison, both over time and across nations.
Instructor(s): Elisabeth Clemens Terms Offered: Spring
Prerequisite(s): SOSC 18500
Note(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 19073-19074-19075. Jewish Civilization in Vienna-I-II-III.
Sequence description not available

SOSC 19073. Jewish Civilization in Vienna I. 100 Units.
Designed in relation to the following two segments of a three-part sequence, this course has two main goals: 1) to provide an introduction to Central European Jewish History from the mid-19th century to the present; and, 2) to give you a sense of Jewish Vienna in the same time period. The course is chronological in organization, but each class also focuses on a different theme - the place of politics, migration, culture, and commerce in the transformation of Jewish life in Vienna and Central Europe more generally. Since the latter

two segments focus on literature and thought, we will focus here on social, political, and cultural history, with a particular emphasis on: migration and settlement patterns; the built environment; Jews at-home and not-at-home (in all senses) in Vienna; and, commemorative practices. Taking advantage of being in Vienna, this course makes full use of the city. Three class sessions will be held outside the classroom and there will be two day-long field trips. You will also have an assignment that can, if you so choose, take you into the city.

SOSC 19074. Jewish Civilization in Vienna II. 100 Units.
In this section of the class we will focus on the role of Jewish thought in a city that represented both the hope and possibility of modernity as a site of liberation for Jews and as a place of profound disappointment and despair over the failure of that project. We will begin by considering the religious, often Hasidic roots, of the community of Galician Jews who would make up Vienna's Jewish population. We will turn then to philosophy, political theory and psychoanalysis as three discourses in which modern Jewish thinkers made their mark, reading Mendelsson, Freud, Herzl and Kelsen, and then in the final section of the class will treat the reconstruction of Jewish memory in light of the destruction of European Jewry in the Holocaust, pairing an examination of memory studies with the representation of Judaism and the Shoah in Viennese museums and at its historical sites.

SOSC 19075. Jewish Civilization in Vienna III. 100 Units.
Building on the two previous units, this section focuses on the arts - especially literature - created by Jews in East and Central Europe from the turn of the century, through the interwar period, and into the postwar period. We will ask how Jewish poets, novelists, theater practitioners and visual artists responded to the social, political, and intellectual developments you learned about in the previous two sections. We will think about the relation between the urban centers (Vienna, Berlin, Warsaw, Odessa) and their peripheries, and about the journey to the city as a modernist trope. We will pay close attention to the dynamics between the different languages in which Jews wrote - German, Yiddish, Hebrew, Polish, Russian - asking how Jewish authors made language choices and what these choices meant. In addition to rounding out your understanding of Jewish cultural history, the purpose of this unit is to think about how art and literature slows us down, creating spaces for thinking and reflection. We will be circling back to some of the figures you've already encountered and re-visit some of the sites you've already been to, trying see them in a new light, through the prism of artistic practice. In accordance with that, you will have the option of submitting creative writing or other artistic work for some of your assignments.

SOSC 19076-19077-19078. Migration, Decolonization and Diaspora Civilization.
This sequence is designed to give students the historical context for understanding contemporary debates on postcolonial immigration and multiculturalism as well conceptual frameworks for analyzing issues of race, otherness, and the legacies of the colonial encounter—in France and elsewhere. We will explore the histories, definitions, and connotations of “Frenchness,” as well as consider how colonized peoples have helped to create those meanings. However, this course will not simply treat the inhabitants of former French colonies as a window onto France. We will also investigate how various colonized peoples directed, shaped and contributed to the worlds in which they lived, and how they actively made and maintained relations with other peoples, such as the French. Those processes and interchanges, as we will learn, often produced unintended consequences, with which both the inhabitants of France and the inhabitants of the former French empire continue to grapple today. Our goal is for students to emerge from the class with a better understanding of the legacies of French imperialism, and of the history and theories that animate contemporary debates on multicultural France. Students will have an opportunity to learn about Paris beyond its standard hallmarks—the museums and sites that are the mainstay of typical tourist guides—to explore the ways in which France’s former empire and its peoples has made and remade the city.

SOSC 19076. Migration, Decolonization, and Diaspora Civilization-I. 100 Units.
This sequence is designed to give students the historical context for understanding contemporary debates on postcolonial immigration and multiculturalism as well conceptual frameworks for analyzing issues of race, otherness, and the legacies of the colonial encounter-in France and elsewhere. We will explore the histories, definitions, and connotations of "Frenchness," as well as consider how colonized peoples have helped to create those meanings. However, this course will not simply treat the inhabitants of former French colonies as a window onto France. We will also investigate how various colonized peoples directed, shaped and contributed to the worlds in which they lived, and how they actively made and maintained relations with other peoples, such as the French. Those processes and interchanges, as we will learn, often produced unintended consequences, with which both the inhabitants of France and the inhabitants of the former French empire continue to grapple today. Our goal is for students to emerge from the class with a better understanding of the legacies of French imperialism, and of the history and theories that animate contemporary debates on multicultural France. Students will have an opportunity to learn about Paris beyond its standard hallmarks-the museums and sites that are the mainstay of typical tourist guides-to explore the ways in which France's former empire and its peoples has made and remade the city.
Terms Offered: Autumn

SOSC 19077. Migration, Decolonization, and Diaspora Civilization-II. 100 Units.
This sequence is designed to give students the historical context for understanding contemporary debates on postcolonial immigration and multiculturalism as well conceptual frameworks for analyzing issues of race, otherness, and the legacies of the colonial encounter-in France and elsewhere. We will explore

the histories, definitions, and connotations of "Frenchness," as well as consider how colonized peoples have helped to create those meanings. However, this course will not simply treat the inhabitants of former French colonies as a window onto France. We will also investigate how various colonized peoples directed, shaped and contributed to the worlds in which they lived, and how they actively made and maintained relations with other peoples, such as the French. Those processes and interchanges, as we will learn, often produced unintended consequences, with which both the inhabitants of France and the inhabitants of the former French empire continue to grapple today. Our goal is for students to emerge from the class with a better understanding of the legacies of French imperialism, and of the history and theories that animate contemporary debates on multicultural France. Students will have an opportunity to learn about Paris beyond its standard hallmarks-the museums and sites that are the mainstay of typical tourist guides-to explore the ways in which France's former empire and its peoples has made and remade the city.
Terms Offered: Autumn

SOSC 19078. Migration, Decolonization, and Diaspora Civilization-III. 100 Units.
This sequence is designed to give students the historical context for understanding contemporary debates on postcolonial immigration and multiculturalism as well conceptual frameworks for analyzing issues of race, otherness, and the legacies of the colonial encounter-in France and elsewhere. We will explore the histories, definitions, and connotations of "Frenchness," as well as consider how colonized peoples have helped to create those meanings. However, this course will not simply treat the inhabitants of former French colonies as a window onto France. We will also investigate how various colonized peoples directed, shaped and contributed to the worlds in which they lived, and how they actively made and maintained relations with other peoples, such as the French. Those processes and interchanges, as we will learn, often produced unintended consequences, with which both the inhabitants of France and the inhabitants of the former French empire continue to grapple today. Our goal is for students to emerge from the class with a better understanding of the legacies of French imperialism, and of the history and theories that animate contemporary debates on multicultural France. Students will have an opportunity to learn about Paris beyond its standard hallmarks-the museums and sites that are the mainstay of typical tourist guides-to explore the ways in which France's former empire and its peoples has made and remade the city.
Terms Offered: Autumn

SOSC 19082. Córdoba: Crossroads of Mediterranean Civilizations I. 100 Units.
This course will focus on the cultural encounters that shaped southern Iberian in the proto- historic and Roman periods, and on the role of religion as a node of negotiation of local and foreign identities. Through readings and archaeological visits, the students will learn about the impact of the Phoenician culture, very present in the south since the ninth century BCE, as well as of the local Iberian and Tartessic culture. In the third century BCE, southern Iberia was also the scenario of the Second Punic War, when the Phoenicians from Carthage and the Romans fought for control of the western Mediterranean trade routes, ultimately leading to the Roman invasion and colonization of Iberia. Cordoba was at the center of these transformations, and became a full-fledged Roman city, which produced illustrious Roman writers and politicians; and the city shows the legacy of Visigothic and early Christian culture too. The course will explore the continuities and disruptions that accompanied these various phases of Andalusia's early history, with an emphasis on religious and cultural identities and their material and literary expression.
Terms Offered: Spring

SOSC 19083. Córdoba: Crossroads of Mediterranean Civilizations II. 100 Units.
In this second part of the sequence, we will attend to Cordoba and Andalusia more broadly as a site of cultural and religious mixture. We will begin in Muslim-ruled al-Andalus (c. 8th - 15th centuries CE), focusing on the historical and cultural movements of people, ideas, and objects, and their visible aftermath in the architecture and lived culture of Cordoba and Andalusia in general as well as in the cultural lives of people across the Mediterranean. Eventually, we will move on to discuss the fraught nature of the contemporary movement of people across that same Mediterranean sea, including refugees and labor migrants. By the end of our three weeks, you will have gained a deeper knowledge of this period of Spanish and world history.
Terms Offered: Spring

SOSC 19084. Córdoba: Crossroads of Mediterranean Civilizations III. 100 Units.
This course is the final part of a three-quarter sequence that explores the history and culture of ancient, medieval, early modern, and modern southern Europe from a cultural-historical perspective, with special attention to cultural contact across linguistic and religious groups. This course explores the intended and unintended consequences of some of those cultural encounters and the complex entanglements they created. It will focus on the making of new Spains-literally, Nueva España in the Americas, but also the influences and impacts of post-colonial Latin American literature, art, film, and music on the other side of the Atlantic. We will interrogate the dynamics of imperialism, conquest, and colonialism and their enmeshment with both Spanish and Latin American lives, identities, and resistance, while also considering the enduring legacies of those processes in the modern world.
Terms Offered: Spring

SOSC 25132. The Politics and Economics of Capitalism. 100 Units.
It is impossible to graduate from college without repeatedly encountering the term "capitalism." But what is it, actually? Is it primarily a political or an economic system? What is the difference and why does it matter?

Why are economics and politics taught in different departments at modern universities and why is a major in economics so popular? This course will equip students with the basic conceptual tools to think about these questions. We will try to understand the history and theory of capitalism by reading selections from six of the most important theorists of modern economic life: Adam Smith, Karl Marx, Friedrich List, William Stanley Jevons, John Maynard Keynes, and Friedrich Hayek.
Terms Offered: Summer

SOSC 25316. 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): HIST 19906

Collegiate Courses

Select courses offered under the Social Sciences (i.e., SOSC) subject code but not affiliated with the Social Sciences Core requirement can be found below.

SOSC 18100. Topics in Behavioral and Social Sciences Relevant to Medicine. 100 Units.
This course will survey key topics in behavioral and social sciences relevant to training in and practice of medicine. Among the topics addressed will be sensation and perception, cognition, social psychology, and the biological bases of behavior, as well as communications theory, institutional organization, sociology of health choices and outcomes, statistical reasoning, and research design. Grades will be based on a combination of exams and quizzes. There are no prerequisites for this course. It will not count toward major or minor credit in any College program with the exception of the Health and Society minor.
Instructor(s): K. Le Doux Terms Offered: Autumn Winter
Prerequisite(s): There are no prerequisites for this course.
Note(s): This course is most appropriate for second- and third-year students, preparing for the MCAT.
Equivalent Course(s): HLTH 18100

SOSC 20001. Ancient Near Eastern History and Society I: Egypt. 100 Units.
This course surveys the political, social, and economic history of ancient Egypt from pre-dynastic times (ca. 3400 B.C.) until the advent of Islam in the seventh century of our era.
Instructor(s): Brian Muhs, Robert Ritner Terms Offered: Autumn
Equivalent Course(s): NEHC 20001, NEHC 30001

SOSC 20002. Ancient Near Eastern History and Society II. 100 Units.
This course offers an overview of the history of Mesopotamia from its origins down to the Achaemenid and Hellenistic periods, when Mesopotamia became part of larger empires. Weeks 1 to 5, preceding mid-term exam, cover the periods ranging from the late Chalcolithic down to the end of the Middle Bronze age (late fifth to mid-second millennia BCE). Weeks 6 to 10 study the developments of the Late Bronze and Iron Ages, from the period of the archives of El-Amarna in the fourteenth century BCE down to the time of Alexander the Great in the late fourth century BCE.
Instructor(s): Hervé Reculeau Terms Offered: Winter
Prerequisite(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): NEHC 30002, NEHC 20002

SOSC 20004. Ancient Near Eastern Thought and Literature I: Mesopotamian Literature. 100 Units.
This course gives an overview of the richness of Mesopotamian Literature (modern Iraq) written in the 3rd-1st millennium BC. We will read myths and epics written on clay tablets in the Sumerian and Akkadian language in English translation and discuss content and style, but also the religious, cultural and historic implications. Particular focus will be on the development of stories over time, the historical context of the literature and mythological figures. The texts treated cover not only the famous Epic of Gilgamesh, but also various legends of Sumerian and Akkadian kings, stories about Creation and World Order, and destruction. The topics covered range from the quest for immortality, epic heroes and monsters, sexuality and love.
Instructor(s): Susanne Paulus Terms Offered: Autumn

Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): NEHC 20004

SOSC 20005. Ancient Near Eastern Thought & Literature II: Anatolian Lit. 100 Units.
The goal of this class is to get an overview of Hittite literature, as "defined" by the Hittites themselves, in the wider historical-cultural context of the Ancient Near East. Some of the most important questions we can ask ourselves in reading ancient texts are: why were they written down, why were they kept, for whom were they intended, and what do the answers to these questions (apart from the primary content of the texts themselves) tell us about - in our case - Hittite society?
Instructor(s): Burgin, James Terms Offered: Winter
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): NEHC 20005

SOSC 20006. Ancient Near Eastern Thought & Literature III: Ancient Egyptian Literature. 100 Units.
This course explores the rich body of literature surviving from ancient Egypt, covering texts spanning ca. 2500 BCE-100 CE. We will read texts in English translation from a variety of genres-from adventure tales, to love poetry, to autobiographies and the Book of the Dead-asking throughout the quarter how the ancient Egyptians understood the concept of literature, how translation affects our experiences of the texts, who the authors and audiences were, and how the texts relate to their social, historical, and cultural contexts. We will also explore how literary conventions changed over time and what they reveal about broader societal shifts in ancient Egypt.
Instructor(s): Margaret Geoga Terms Offered: Spring
Equivalent Course(s): NEHC 20006

SOSC 20011. Ancient Empires I: The Hittite Empire. 100 Units.
This course introduces students to the Hittite Empire of ancient Anatolia. In existence from roughly 1750-1200 BCE, and spanning across modern Turkey and beyond, the Hittite Empire is one of the oldest and largest empires of the ancient world. We will be examining their history and their political and cultural accomplishments through analysis of their written records - composed in Hittite, the world's first recorded Indo-European language - and their archaeological remains. In the process, we will also be examining the concept of "empire" itself: What is an empire, and how do anthropologists, archaeologists, and historians study this unique kind of political formation?
Instructor(s): James Osborne Terms Offered: Winter
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): HIST 15602, CLCV 25700, NEHC 20011

SOSC 20012. Ancient Empires II: The Ottoman Empire. 100 Units.
The Ottomans ruled in Anatolia, the Middle East, South East Europe and North Africa for over six hundred years. The objective of this course is to understand the society and culture of this bygone Empire whose legacy continues, in one way or another, in some twenty-five contemporary successor states from the Balkans to the Arabian Peninsula. The course is designed as an introduction to the Ottoman World with a focus on the cultural history of the Ottoman society. It explores identities and mentalities, customs and rituals, status of minorities, mystical orders and religious establishments, literacy and the use of the public sphere.
Instructor(s): Theo Knights Terms Offered: Autumn
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): NEHC 20012, CLCV 25800, HIST 15603, MDVL 20012

SOSC 20013. Ancient Empires III :The Egyptian Empire of the New Kingdom. 100 Units.
For most of the duration of the New Kingdom (1550-1069 BC), the ancient Egyptians were able to establish a vast empire and becoming one of the key powers within the Near East. This course will investigate in detail the development of Egyptian foreign policies and military expansion which affected parts of the Near East and Nubia. We will examine and discuss topics such as ideology, imperial identity, political struggle and motivation for conquest and control of wider regions surrounding the Egyptian state as well as the relationship with other powers and their perspective on Egyptian rulers as for example described in the Amarna letters.
Instructor(s): Faculty Terms Offered: Spring
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): CLCV 25900, HIST 15604, NEHC 20013

SOSC 20101. 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): HIST 10101, MDVL 10101, ANTH 20701

SOSC 20202. 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): HIST 10102, ANTH 20702

SOSC 20203. 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): ANTH 20703, HIST 10103

SOSC 20210. UX Research Foundations. 100 Units.
User Experience ("UX") is a professional field and practice that aims to understand the core needs of users to positively impact the experience and successful adoption of a product. How we define "product" in UX has great variation and can be physical, digital, or omnichannel-this makes the field of study highly nuanced, complex, and engaging. UX practitioners are present in a variety of industries including Tech, Automotive, Healthcare, Travel, and CPG (consumer packaged goods). UX Researchers specifically contribute to this field by deeply understanding and measuring user outcomes. We report both findings and actionable insights for product, design, insights, engineering, marketing, and business stakeholders. To do so successfully, many user research methodologies are leveraged (both qualitative and quantitative) and findings are socialized in a way that makes product (rather than pedagogical) impact. This course aims to lay a theoretical and methodological foundation for user experience research and reporting. The goal of this course is to equip students who are curious about UXR with the basic foundation needed to enter the job market. Students will gain a deep theoretical and historical understanding of the field of User Experience and its methods, learn basic design principles to help them communicate with colleagues in an applied context, and produce a final project (and supplementary research materials) that can serve as a professional portfolio piece/case study.
Instructor(s): Megan McLean Terms Offered: Autumn
Equivalent Course(s): MAPS 30210

SOSC 20416. Semitic Languages, Cultures, and Civilizations I. 100 Units.
This course looks at the attestations of Semitic, the development of the language family and its individual languages, the connection of language spread and political expansions with the development of empires and nation states (which can lead to the development of different language strata), the interplay of linguistic innovation and archaism in connection with innovative centers and peripheries, and the connection and development of language and writing.
Terms Offered: TBD
Equivalent Course(s): NEHC 20416, NEHC 30416, HIST 15702

SOSC 20417. Semitic Languages, Cultures, and Civilizations II. 100 Units.
This course explores various peoples of the ancient Near East from the third through the first millennium BC. The shared characteristic of those peoples is their use of Semitic languages. The focus is on major cultural traditions that later become of interest for the modern Middle East and for the Western world. This course provides a background to understand contemporary problems in a historical context. This includes a close examination and discussion of representative ancient sources, as well as readings in modern scholarship to help us think of interpretative frameworks and questions. Ancient sources include literary, historical, and legal documents. Texts in English.
Terms Offered: TBD
Note(s): Not open to first-year students
Equivalent Course(s): HIST 15703, NEHC 30417, NEHC 20417

SOSC 20418. Semitic Languages, Cultures, and Civilizations III. 100 Units.
The course studies how various groups in the Middle East imagined the ancient Semitic heritage of the region. We examine how Semitic languages (in particular, Arabic and Hebrew) came to be regarded as the national markers of the peoples of the Middle East. We likewise explore the ways in which archeologists, historians, novelists, and artists emphasized the connectivity between past and present, and the channels through which

their new ideas were transmitted. The class thus highlights phenomena like nationalism, reform, and literary and print capitalism (in both Hebrew and Arabic) as experienced in the Middle East.
Terms Offered: TBD
Note(s): Not open to first-year students
Equivalent Course(s): NEHC 30418, JWSC 21100, NEHC 20418, HIST 15704

SOSC 20501. Islamic History and Society I: The Rise of Islam and the Caliphate. 100 Units.
This course covers the period from ca. 600 to 1100, including the rise and spread of Islam, the Islamic empire under the Umayyad and Abbasid caliphs, and the emergence of regional Islamic states from Afghanistan and eastern Iran to North Africa and Spain.
Instructor(s): Ahmed El Shamsy Terms Offered: Autumn
Equivalent Course(s): NEHC 20501, RLST 20501, CMES 30501, MDVL 20501, NEHC 30501, HIST 25704, HIST 35704, ISLM 30500

SOSC 20503. Islamic History and Society III:The Modern Middle East. 100 Units.
This course covers the period from ca. 1750 to the present, focusing on Western military, economic, and ideological encroachment; the impact of such ideas as nationalism and liberalism; efforts at reform in the Islamic states; the emergence of the "modern" Middle East after World War I; the struggle for liberation from Western colonial and imperial control; the Middle Eastern states in the cold war era; and local and regional conflicts.
Instructor(s): Holly Shissler Terms Offered: Spring
Prerequisite(s): Not open to first-year students
Note(s): This course does not apply to the medieval studies major or minor.
Equivalent Course(s): HIST 35904, NEHC 20503, HIST 25904, NEHC 30503

SOSC 21001. Human Rights: Contemporary Issues. 100 Units.
This course examines basic human rights norms and concepts and selected contemporary human rights problems from across the globe, including human rights implications of the COVID pandemic. Beginning with an overview of the present crises and significant actors on the world stage, we will then examine the political setting for the United Nations' approval of the Universal Declaration on Human Rights in 1948. The post-World War 2 period was a period of optimism and fertile ground for the establishment of a universal rights regime, given the defeat of fascism in Europe. International jurists wanted to establish a framework of rights that went beyond the nation-state, taking into consideration the partitions of India-Pakistan and Israel-Palestine - and the rising expectations of African-Americans in the U.S. and colonized peoples across Africa and Asia. But from the beginning, there were basic contradictions in a system of rights promulgated by representatives of nation-states that ruled colonial regimes, maintained de facto and de jure systems of racial discrimination, and imprisoned political dissidents and journalists. Cross-cutting themes of the course include the universalism of human rights, problems of impunity and accountability, notions of "exceptionalism," and the emerging issue of the "shamelessness" of authoritarian regimes. Students will research a human rights topic of their choosing, to be presented as either a final research paper or a group presentation.
Instructor(s): Susan Gzesh, Senior Lecturer, (The College) Terms Offered: Autumn Spring Winter
Equivalent Course(s): CHST 21001, LLSO 21001, DEMS 21001, LACS 21001, HMRT 21001, HIST 29304

SOSC 21005. Water Water Everywhere? 100 Units.
This interdisciplinary course explores aesthetics, environmental racism, and a human rights approach to the Commons to inform our perspective on the politics and aesthetics of water from the local to the global. The course will look at issues of scarcity and abundance through the lenses of art and human rights. The course will incorporate guest speakers, including artist Iñigo Manglano-Ovalle and environmental and water rights experts and advocates. Students will consider works by artists such as Pope L, Mel Chin, Allan Kaprow, LaToya Ruby Frazier, and Fazal Sheikh, to understand how art can confront the 21st century's environmental challenges. A diverse set of texts will include relevant human rights instruments, the documentary film "Whose Water" (Kate Levy 2024); Lewis Hyde, "Common as Air: Revolution, Art, and Ownership"; and Emily Eliza Scott & Kristen Swenson, 'Contemporary Art and the Politics of Land Art' from "Critical Landscapes: Art, Space, and Politics." The course will include site visits to nearby natural areas, such as the Big Marsh wetlands, the "Toxic Donut" near Altgeld Gardens, and Lake Michigan. This course is an extension of a collaborative project at the Gray Center for Arts and Inquiry with human rights lawyer Susan Gzesh, artist Iñigo Manglano-Ovalle, and curator Abigail Winograd.
Instructor(s): Susan Gzesh, Abigail Winograd Terms Offered: May be offered in 2026-2027 Note(s): Students must attend first class to confirm enrollment.
Prerequisite(s): Third- or fourth-year standing
Equivalent Course(s): ARTH 24193, HMRT 24193, CEGU 24193, CHST 24193, BPRO 24193

SOSC 21100-21200. Music in Western Civilization I-II.
This two-quarter sequence explores musical works of broad cultural significance in Western civilization. We study pieces not only from the standpoint of musical style but also through the lenses of politics, intellectual history, economics, gender, cultural studies, and so on. Readings are taken both from our music textbook and from the writings of a number of figures such as St. Benedict of Nursia and Martin Luther. In addition to lectures, students discuss important issues in the readings and participate in music listening exercises in smaller sections.

SOSC 21100. Music 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): HIST 12700, MUSI 12100

SOSC 21200. 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): HIST 12800, MUSI 12200

SOSC 21300. Going to the Opera in Paris, 1650-1848. 100 Units.
This class studies the experience of opera-goers in Paris from the Sun King to the Second Republic. We read libretti and other source documents on the premieres of operas. Our site visits include the Opera Garnier and one live opera in the city. We will also read other articles about the historical context of our operatic repertory.
Instructor(s): R. Kendrick Terms Offered: Autumn
Prerequisite(s): Admission to the Paris Music Civilization sequence, and MUS 121-122.
Equivalent Course(s): MUSI 12300

SOSC 21301. Music and Culture in Vienna c. 1900. 100 Units.
This course examines the centrality of music to Viennese culture in one of the moments of its greatest flowering on the eve of World War I. We discuss readings in the city's flourishing intellectual life, and study both popular music of the time as well as works by Mahler, Schoenberg and others. Students will report on source texts and their relation to music.
Instructor(s): Robert Kendrick Terms Offered: Spring
Prerequisite(s): Admission to the Spring 2025 Vienna Civilization Program and MUS 121-122 in Vienna
Equivalent Course(s): MUSI 12400

SOSC 21700-21800-21900. Introduction to Linguistics I-II-III.
These courses typically are taken in sequence. This course is an introductory survey of methods, findings, and problems in areas of major interest within linguistics and of the relationship of linguistics to other disciplines. Topics include the biological basis of language, basic notions of syntax, semantics, pragmatics, basic syntactic typology of language, phonetics, phonology, morphology, language acquisition, linguistic variation, and linguistic change.

SOSC 21700. Intro To Linguistics-1. 100 Units.
TBD
Equivalent Course(s): ANTH 37001, ANTH 27001, LING 20100, LING 30100

SOSC 21800. Intro To Linguistics-2. 100 Units.
TBD
Equivalent Course(s): ANTH 37002, LING 20200, ANTH 27002, LING 30200

SOSC 21900. Introduction To Linguistics-3. 100 Units.
TBD
Equivalent Course(s): LING 30300, ANTH 27003, ANTH 37003, LING 20300

SOSC 22000-22100-22200. Islamic Thought and Literature I-II-III.
This sequence meets the general education requirement in civilization studies. Taking these courses in sequence is recommended but not required.

SOSC 22000. Islamic Thought and Literature I. 100 Units.
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): HIST 25610, NEHC 20601, RLST 20401, MDVL 20601

SOSC 22100. 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 assumedThis sequence meets the general education requirement in civilization studies.
Instructor(s): Holly Shissler, Murat Bozluolcay Terms Offered: Winter
Note(s): Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): RLST 20402, MDVL 20602, HIST 25615, NEHC 20602

SOSC 22200. 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 refurefugee camps and Israeli transit camps.
Instructor(s): Orit Bashkin Terms Offered: Spring
Equivalent Course(s): MDVL 20603, RLST 20403, NEHC 20603, HIST 25616

SOSC 23000-23100. Introduction to the Civilizations of South Asia I-II.
This sequence introduces core themes in the formation of culture and society in South Asia from the early modern period until the present. This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.

SOSC 23000. Introduction to the Civilizations of South Asia I. 100 Units.
The first quarter focuses on Islam in South Asia, Hindu-Muslim interaction, Mughal political and literary traditions, and South Asia's early encounters with Europe.
Instructor(s): Andrew Ollett Terms Offered: Winter
Equivalent Course(s): MDVL 20100, SALC 30100, HIST 10800, SALC 20100, ANTH 24101

SOSC 23100. Introduction to the Civilizations of South Asia II. 100 Units.
The second quarter analyzes the colonial period (i.e., reform movements, the rise of nationalism, communalism, caste, and other identity movements) up to the independence and partition of India.
Instructor(s): Dipesh Chakrabarty Terms Offered: Spring
Prerequisite(s): SALC 20100,ANTH 24101,HIST 10800,SASC 20000,SOSC 23000
Equivalent Course(s): HIST 10900, SALC 30200, SALC 20200, ANTH 24102

SOSC 24000-24100-24200. Introduction to Russian Civilization I-II-III.
This three-quarter sequence, which meets the general education requirement in civilization studies, provides an interdisciplinary introduction to Russian civilization. The first quarter covers the ninth century to the 1870s; the second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution

of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual and cultural life; the relationship between center and periphery; systems of social and political legitimization; and symbols and practices of collective identity.

SOSC 24000. 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): HIST 13900, REES 26011

SOSC 24100. 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, HIST 14000

SOSC 24200. 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, HIST 14100

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

SOSC 24001. Colonizations I: 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, HIST 18301, LACS 24001, ANTH 24001

SOSC 24002. Colonizations II: Imperial Expansion, Anti-Imperialism, and Nation in Asia. 100 Units.
This quarter addresses the histories of modern European and Japanese colonialism in Asia and their interconnection within the Pacific and Indian Ocean worlds. Themes examined include the logics and dynamics of imperial expansion and rule; Orientalist discourses; uprisings and anti-imperial movements; the rise of nationalisms; and paths to decolonization in the region.
Instructor(s): Staff Terms Offered: Autumn Spring Winter
Equivalent Course(s): SALC 24002, ANTH 24002, HIST 18302, RDIN 24002

SOSC 24003. Colonizations III: Decolonization, Revolution, Freedom. 100 Units.
The third quarter of the Colonizatoins 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): ANTH 24003, HIST 18303, RDIN 24003, SALC 20702

SOSC 24505. Human Rights in Mexico. 100 Units.
This course is intended to give the student a foundation in understanding human rights as both concept and reality in contemporary Mexico. Subject matter includes an overview of key periods in Mexican history in which concepts of individual and group rights, the relationship between citizens and the state, and the powers of the Church and the state were subject to change. This historical review will form the foundation for understanding human rights issues in contemporary Mexico. The course will also examine modern social movements which frame their demands as human rights.
Instructor(s): S. Gzesh Terms Offered: Winter 2016
Prerequisite(s): A reading knowledge of Spanish and at least one course on Latin American history or culture are required.
Equivalent Course(s): HIST 39408, HMRT 24501, LACS 24501, HIST 29408, HMRT 34501, LACS 34501

SOSC 24506. The Rights of Immigrants and Refugees in Practice. 100 Units.
This course employs an interdisciplinary approach to examine the work of social justice advocacy for and by non-citizens in the U.S. including asylum seekers, immigrant workers, women as migrants, migrant children, and the undocumented. Our readings will place selected case studies in their local, national, and international context. We will draw on sources from law, history, sociology, political science, and the arts. Texts, films, and guest speakers will address the history of immigrants' rights advocacy in the Chicago and the U.S., with selected global examples. Topics will include the rights of asylum seekers, the problems of migrant workers (guest-workers and the undocumented), women and children as migrants, and the impact of the global pandemic on migration in general. The case studies will illuminate the role of immigrants as leaders and the relationship between impacted communities and the state. We will meet with journalists, elected officials, organizers, academics, artists, lawyers, and immigrant community leaders to discuss distinct approaches to migrants' rights advocacy.
Instructor(s): Susan Gzesh Terms Offered: Spring
Equivalent Course(s): HMRT 26813, CHST 24506, INRE 34506, GLST 24506, LLSO 24506

SOSC 25131. Evolution in Thought, Art, and Culture. 100 Units.
Evolution, as it is understood by biologists and other scientists, refers to the process of generational change in the inherited characteristics of life forms. But it is also a powerful idea with ongoing significance for debates about human nature and the human relationship to nonhuman life and technology. Since its development in the nineteenth century, the idea of evolution has motivated countless writers, scientists, philosophers, and artists to imagine and advocate for diverse visions of the future of human life on earth and beyond. Through materials as diverse as Darwin's own account of his formulation of the theory of evolution to science fiction films like Gattaca, we will consider a variety of engagements with evolutionary thought ranging from the construction of political utopias to programs in genetic manipulation and biohacking to efforts at preserving the past and future of endangered species. In so doing, we will analyze the history of evolutionary speculation, consider the ethical values associated with the various scientific, social, and cultural projects it has inspired, and develop the critical skills needed to tackle questions raised by developments in science and technology.
Terms Offered: Summer

SOSC 25313. Beyond Human: Geniuses, Superheroes and A.I. 100 Units.
This interdisciplinary course will explore what it means to be human by spotlighting cases that push the limits of human cognition. We will study sociological and psychological works that deal with topics ranging from gifted individuals, superhuman abilities, and technological wonders. As we do so, we will bring into conversation the real and the imagined-moving from social experiments to works of fiction and media productions. Questions we will tackle throughout the course include: Why do we look at geniuses with both awe and anxiety? What can

superhero movies tell us about morality? Can we trust the machines that we built? Together, we will discuss how different cultural understandings and social contexts shape the answers we give to these questions.
Terms Offered: Summer

SOSC 25314. The Rise and Persistence of "The Top 1%": The Sociology of Economic Advantage. 100 Units.
In many parts of the world, socioeconomic inequality has been on the rise for several decades. Within these countries, the wealth, resources, and power of "the Top 1%" seems to be reaching unparalleled levels. Who comprises this "elite"? How does an individual attain this status? How do they perform and reproduce their status in society? What role can (and should) the members of such an elite play in society? How might all of this be changing in the 21st century? This course explores these questions by turning our sociological lenses on those who are advantaged in structures of equality, and how they acquire, claim, and amass power and resources. Throughout the course, students will learn how to critically read social theory, draw on sociological concepts to debate real world dilemmas, and form their own nuanced and informed opinions.
Terms Offered: Summer

SOSC 25315. The Possibility of Freedom. 100 Units.
Since the eighteenth century, freedom has served as one of the primary ends toward which political life is directed, and perhaps as a result freedom has come to be understood largely in political terms. In this course we will question this association of freedom and politics, both with an eye toward expanding the possible avenues through which freedom can be understood and enjoyed while also identifying the conditions under which freedom can be meaningfully lived in the political realm. We will begin the course by engaging with classic thinkers like Jean-Jacques Rousseau and Alexis de Tocqueville. We will then move to a consideration of twentieth- and twenty-first century thinkers who have grappled with the question of freedom, including Hannah Arendt, Albert Camus, Simone Weil, Jacques Ellul, E.F. Schumacher, Wendell Berry, Alan Moore, and James C. Scott.
Terms Offered: Summer

SOSC 25411. 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): HIST 15411, EALC 15411

SOSC 25412. 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, HIST 15412

SOSC 25413. 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): HIST 15413, EALC 15413

SOSC 25500. PIR: Contemporary and Research Applications. 100 Units.
In this seminar, students will design and carry out their own research project based on readings and themes from PIR. They will explore other relevant literature, including secondary scholarship, and develop a question to examine through ethnographic, archival, library and/or media-based research. The final product can be a research paper, a Canvas-based web page presentation, or other form. In addition to providing some exposure to qualitative research methods and the use of secondary literature, the course will also introduce students to research resources and projects on campus and beyond through field trips and guest speakers.
Instructor(s): Jennifer Spruill Terms Offered: Spring
Prerequisite(s): SOSC 11400, SOSC 11500, SOSC 11600
Equivalent Course(s): SOCI 20288

SOSC 26002. Urban Design Studio: Reconstructing Chicago's Lost Neighborhoods Using Machine Learning. 100 Units.
This course offers a hands-on learning experience in which students will digitally recreate the "lost neighborhoods" of Chicago using machine learning techniques. Students will be guided through the process of turning historical Sanborn maps into 3D models of historic urban neighborhoods. The creation of these historic urban models will be contextualized through archival research at the Chicago History Museum, as well as readings and lectures designed to advance student understanding of urban development within the historical context of U.S. cities in the 20th century, and Chicago specifically. Programming experience is helpful, but not required.
Instructor(s): Talen, E Terms Offered: Autumn
Equivalent Course(s): GEOG 24200, CHST 26002, PPHA 36002, PBPL 26002

SOSC 26004. History of City Planning. 100 Units.
This lecture-based course provides a broad survey of the history of city planning. It focuses on the normative: the endeavor to control and design the physical fabric of cities. What are the different ways cities have been envisioned and planned and to what effect? What are the competing theories of good city design that underlie city plans, and how do these plans interrelate to the social, political, cultural, and economic forces shaping cities? The course explores city planning's successes and failures, its tangible effect on urban pattern and form, and the extent to which city planning ideals have changed over time. Though the emphasis is on city planning's history, current debates about city planning within the context of the history of the profession will also be engaged. Emphasis will be on U.S. and European city planning experience, although global practices will also be surveyed.
Instructor(s): E. Talen Terms Offered: Spring
Equivalent Course(s): GEOG 26200, PBPL 26004, SOSC 36004

SOSC 26009. Introductory Statistical Methods. 100 Units.
This course introduces and applies fundamental statistical concepts, principles, and procedures to the analysis of data in social and behavioral sciences. Students will learn computation, interpretation, and application of commonly used descriptive, correlational, and inferential statistical procedures as they relate to social and behavioral research. The course will integrate the use of Stata as a tool for these techniques. This course is equivalent to SOSC 20004/30004 (Statistical Methods of Research I), CHDV 20101/30101 (Applied Statistics in Human Development Research), PSYCH 20100 (Psychological Statistics), and other introductory level applied statistics courses.
Instructor(s): Yanyan Sheng Terms Offered: Autumn
Equivalent Course(s): SOSC 36009

SOSC 26021. Sense & Sensibility & Science. 100 Units.
In Sense & Sensibility & Science, you will learn how to better incorporate into your thinking and decision making the problem-solving techniques of science at its best. Many insights and conceptual tools from scientific thinking are of great utility for solving problems in your own day-to-day life. Yet, as individuals, as groups, as whole societies we fail to take full advantage of these methods. The focus in this course is on the errors humans tend to make, and the approaches scientific methodology has developed (and continues to develop) to minimize those errors. The course includes a discussion of the nature of science, what makes science such an effective way of knowing, how both non-scientific thinking and scientific thinking can go awry, and how we can reason more clearly and successfully as individuals, as members of groups, and as citizens of a democracy. This undergraduate course is simultaneously taught at UC Berkeley, Harvard and UChicago in spring. UChicago's course, premiered in 2024, built on a decade of experience developing and teaching the popular course at Berkeley and Harvard's adoption of its own version in 2021.
Terms Offered: Spring
Prerequisite(s): PQ: Third or fourth-year standing.
Equivalent Course(s): BPRO 26021, SCPD 26021, DIGS 26021, PBPL 26021, HIPS 26021

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

SOSC 26100. Introduction to Latin American Civilization I. 100 Units.
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): Kourí; Brittenham; TBD Terms Offered: Autumn
Note(s): Fulfills the following requirements in the ARTH major and minor: Latin American
Equivalent Course(s): ANTH 23101, LACS 16100, RDIN 16100, HIST 16101

SOSC 26200. 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, HIST 16102, RDIN 16200

SOSC 26300. Introduction to Latin American Civilization III. 100 Units.
Spring Quarter focuses on the twentieth century, with emphasis on how Latin American peoples and nations have grappled with the challenges of development, inequality, imperialism, revolution, authoritarianism, racial difference, migration, urbanization, citizenship, violence, and the environment.
Instructor(s): Schwartz-Francisco; staff Terms Offered: Spring
Equivalent Course(s): ANTH 23103, HIST 16103, RDIN 16300, LACS 16300

SOSC 27521. 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, HIST 17521

SOSC 27522. 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, HIST 17522

SOSC 27710. 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): HIST 16700, CLCV 20700

SOSC 27910. 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): HIST 16900, MDVL 16900, CLCV 20900, RLST 20690

SOSC 28001. 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): HIST 13001

SOSC 28002. 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): HIST 13002

SOSC 28003. 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, HIST 13003

SOSC 28110. 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): HIST 13100

SOSC 28210. 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): HIST 13200

SOSC 28310. 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): HIST 13300

SOSC 28500. 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): HIST 13500, AMER 13500

SOSC 28600. 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): HIST 13600

SOSC 28700. 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): HIST 13700

SOSC 29700. Rdgs: Social Sciences. 100 Units.
TBD
Instructor(s): Staff Terms Offered: Autumn,Spring,Winter
Prerequisite(s): Consent of instructor and senior adviser
Note(s): Students are required to submit the College Reading and Research Course Form.

Collegiate Courses in Civilization Studies Abroad

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